



Leading Comprehensive Internationalization: Strategy and Tactics for Action

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Editor Jan Steiner, NAFSA

Design and Production by Cheryl Denise Collins, NAFSA

Released 2012.

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DEFINITION of Comprehensive Internationalization

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.

Comprehensive internationalization not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it.

Preface

Globalization in the twenty-first century is forcing attention to a more strategic and holistic institutional approach to internationalization throughout the U.S. higher education sector. Most higher education presidents and provosts acknowledge the need to internationalize their institutions, yet many leaders and institutions have not moved beyond words to engage in meaningful action. Emerging models with several underlying similarities have different labels across world regions, but it is commonly labeled comprehensive internationalization (CIZN) in the United States and will significantly change the scale and scope of institutional responses to global challenges and opportunities.

“We have too many high sounding words, and too few actions that correspond to them.”

—Abigail Adams, 1774

CIZN requires strong, informed, and skillful leaders at all levels throughout an institution—presidents, provosts, academic deans, faculty leaders, senior international officers, as well as unit leaders in charge of international mobility of students and other aspects of institutional cross-border activity. Ideally, multiple layers of leaders in institutions should be involved, working together to achieve the significant change that CIZN requires. This publication is designed for all who have a role to play in the CIZN effort, whether in its overall leadership or in advancing its component programs.

We present a flexible leadership framework for the what, why, and how of both strategy and action for CIZN. There are numerous suggested strategies and actions in this framework. Advancing CIZN must be an institution-wide team effort requiring different leaders to play complementary roles. There will be diverse ways of pursuing CIZN because it must align with the differing missions, values, and priorities of a specific institution.

I. About Comprehensive Internationalization

The Definition of Comprehensive Internationalization

Comprehensive internationalization (CIZN) is a commitment, confirmed through *action*, to integrate international, global, and comparative perspectives throughout the teaching, research, and service missions of higher education. It is a means to advance the core learning, discovery, and engagement objectives of higher education in a twenty-first century context. For a more extensive treatment of the subject, see the NAFSA e-publication, *Comprehensive Internationalization: From Concept to Action*, www.nafsa.org/cizn.

For decades, some U.S. higher education institutions engaged internationally through education abroad, language and area studies, international student enrollment, student and scholar exchanges, and international research and development assistance, but often only touching a minority of students, faculty, staff, and other stakeholders. CIZN represents a paradigm shift in the scale and scope of internationalization, seeking to influence the institutional ethos, values and culture, touching all missions, all faculty and staff, and every student in every discipline. Internationalization is relevant for all higher education institutions.

CIZN defines institutional missions and values in global terms as well as in local and national terms. It recognizes the interconnection of local and global issues and how higher education institutions play a pivotal role in mediating between global forces and local impact and how an institution of higher education becomes broader and more inclusive.

A Significant and Ongoing Commitment to Action

The commitment to engage in comprehensive internationalization is significant because it is likely to alter existing institutional frames of reference, prompting faculty, staff, and students to think and behave differently. Institutional prac-

tices and relationships that are traditionally defined in local or domestic terms will expand to include a global frame of reference.

Internationalizing an institution of higher education is an ongoing commitment since it represents continual adjustment to new challenges and opportunities within an evolving global landscape. Though an institution will never be able to declare itself fully *internationalized*, it can transform a CIZN vision into substantive reality by developing an action-oriented approach that supports sustained, long-term internationalization. The key to a successful action strategy is to continually realign the institution's mission, core values, and strategies within this constantly evolving global landscape.

The boldness to which we aspire is to acknowledge that the world is our arena and that cutting-edge knowledge coupled with global engagement changes the world, the local community, and the lives of individuals.... There is unprecedented potential for progress when colleges and universities work in collaboration and with local, regional, and international partners. In short, at MSU our potential partners can be anyone and are everywhere—in relationships that are inspired by and hold to our values and a capacity to create shared goals.

—Lou Anna K. Simon, President of
Michigan State University

A Process at Both Strategic and Operational Levels

Moving CIZN past conceptual and rhetorical levels into concrete action has both strategic and operational dimensions.

Strategic

The strategic or macro level of action concerns the institution as a whole, including its overarching vision and intellectual underpinning for

CIZN. Examples of macro level actions include:

- Building a broad leadership team that is committed to advancing CIZN.
- Linking CIZN to core institutional missions.
- Developing an institution-wide culture that supports CIZN.
- Articulating an overarching institutional vision accompanied by specific goals and expected outcomes.

These elements provide the basic foundation and superstructure to support specific programs and actions. Establishing a common strategic framework for specific CIZN projects provides a basis for coordination, consistency, focus, and the maximization of scarce resources over the long run.

Operational

The operational level of action concerns the wide array of projects, activities, programs, and initiatives that bring practical and visible substance to the vision. Examples include efforts to:

- Increase the flow of international students to campus and improve their integration into campus living and learning environments.
- Expand study abroad participation or other international academic opportunities in all major fields of study.
- Increase language enrollments or improve language acquisition through innovative pedagogies.

- Expand internship and service-learning opportunities to sites abroad.
- Engage in research and research partnerships abroad.
- Integrate international, global, or comparative content into the institution's core curriculum and incorporate such knowledge, skills, and perspectives into all major fields of study.
- Demonstrate the local and global beneficial impact of the institution's teaching and research agendas.

The Ideal and the Reality

Ideally the macro decisions and actions would be in place before proceeding to implementation of a CIZN plan. However, at many institutions, international activity already exists. When CIZN becomes a priority of institutional leadership, few senior leaders will want to wait for resolution of the macro-level issues before demonstrating results. The key to showing timely results is moving critical efforts forward in parallel rather than sequentially.

Given this reality, the macro-level actions should proceed simultaneously with action on carefully selected operational level projects that will contribute toward accomplishing the strategic vision. In some instances, a few highly successful and visible international projects may be helpful to focus campus attention on developing infrastructure to support expanded activities of a similar nature.

II. Diversity in Approach and Rationales

Multiple Paths to Comprehensive Internationalization

U.S. higher education institutions are idiosyncratic, so their approaches to CIZN will be shaped by their institution's mission, values, and priorities. Community colleges, research institutions, and liberal arts colleges have different missions, widely varying resources, and governance structures tailored to their own circumstances that will shape priorities and *modus operandi*.

For example, a land-grant university rooted in agricultural extension efforts may explore alternative biofuels with researchers in Brazil. A community college steeped in urban workforce development might provide information technology training for municipal employees in China. A liberal arts institution with a strong service learning program may develop close relationships with global NGOs in a variety of locations in the developing world. Research universities on the cutting edge of science and technology might join forces with a university overseas to engage in basic research on a pressing environmental or health issue. A four-year liberal arts institution will likely focus attention on internationalizing the undergraduate curriculum and liberal learning goals, while all types of institutions might consider internationalizing their general education curriculum.

Institutions also have differing starting points in the process as they confront the internationalization challenge. Some will have long histories of international engagement while others might have none. Adding to this, some are highly centralized while others are decentralized. Size, urban or rural settings, religious or cultural affiliations, and other factors that define the institution's unique character can also impact the way they proceed in addressing CIZN. The best model for any institution is the particular one that *fits that institution*.

Differing Paths, Common Aspirations

Institutions will differ in how they engage in CIZN, but there are four aspirations that undergird any institution's effort to pursue it. These

Common Aspirations of Successful CIZN Projects

1. **Mainstream** CIZN to include faculty and increase impact on all students so that internationalization touches the majority and not just the few.
2. **Integrate** CIZN into the core institutional teaching, research, and service missions.
3. **Expand** the range of stakeholders who lead, support, and contribute to CIZN to distribute responsibility and embed the concept within a wide array of academic and support units.
4. **Interconnect** CIZN activities to produce synergies and build partnerships across units throughout campus to support a bold unifying vision and outcomes.

themes will recur throughout this paper and provide the conceptual foundation for CIZN (see text box, Common Aspirations of Successful CIZN Projects).

Rationales for Pursuing Comprehensive Internationalization

Comprehensive internationalization is a complex undertaking and a long-term commitment. Why take it on?

There are many drivers forcing U.S. higher education to consider more robust forms of international engagement. Though the following four rationales describe a changing environment for higher education in general, each institution should tailor its conversation based on the most relevant for its own missions and constituents. The reader should expect that each of the following rationales will be embraced by one or more sectors in almost any institution.

Core Mission

The core mission and business of higher education includes the creation of knowledge through research, the transmission of knowledge to learners, and the translation of knowledge into action for society's benefit. As a result of globalization, the business of higher education is increasingly conducted across borders, through the flow of students, scholars, and ideas, and the proliferation of cross-border research and degree collaborations. The core mission rationale advocates strongly for an institutional vision that mainstreams student access to global content and talent. It also dramatically expands faculty and staff access to a global marketplace of ideas and collaboration.

Client/Customer

Higher education customers are students, graduates, communities, businesses, and employers. Life and work in a progressively borderless environment is increasingly common and will continue to engage more graduates. Higher education's domestic customers are global customers too. This rationale presumes an institutional orientation that helps integrate critical local and global perspectives for students and other clienteles.

Integrating International Students Into Campus Living and Learning Environments

Increasing the University of South Florida's brand identity and recognition across global markets and establishing Tampa and the university as a premier destination for international students will generate long-term benefits for faculty, staff, and domestic students as well as job growth in the Tampa and Florida regions alike. The array of global experiences and perspectives they bring to the classroom are an important part of USF's focus on student success as we prepare our graduates to compete in a global marketplace.

—Provost Ralph Wilcox,
University of South Florida

Social and National Need

A historic role of higher education has been to help build prosperity at home. The social responsibilities of higher education now have expanding global dimensions because local and global are becoming interwoven—prosperity at home depends on prosperities abroad. This rationale recognizes global interdependence with regard to economic development, environmental sustainability, health, peace and justice, and education and literacy.

Globalization of Higher Education

Spectacular global growth in the demand for higher education has a number of implications for individual institutions. First, there is more competition across borders to attract the best scholars, students, and innovative ideas and applications. Somewhat paradoxically, there is also a need for increased cross-border collaboration. Higher education institutions are expanding their reach to include global partnerships in the public, private, and voluntary sectors to advance their teaching, research, and service agendas. Increasingly, institutions find it difficult and costly to go it alone. Cross-border degree and research collaborations will continue to grow exponentially because the drivers of innovation and knowledge creation are increasingly global in nature.

In recent years, CIZN has emerged as a strategic and comprehensive response to the challenges and opportunities of today's world. Each of the four rationales above lays the groundwork for building a case for CIZN at an institution, and can provide an important foundation for anchoring the associated visions, goals, and anticipated outcomes.

III. Strategy at the Macro Level

Long-term commitment and action to support CIZN is built on establishing a supportive institution-wide culture and environment. There are several key strategic components to achieving and sustaining such a culture and environment. (Also see the text box, Common Aspirations of Successful CIZN Projects, in Section II.)

Key Elements of Strategy

1. Engage in a campus dialog about CIZN.
2. Build an institutional climate of support for CIZN.
3. Connect CIZN to core institutional missions and values.
4. Expand and extend the leadership team for CIZN.
5. Articulate a bold vision and goals.
6. Measure for accountability and reward for success.
7. Recruit for internationalization.
8. Integrate CIZN into institutional missions and existing programs.

Engage in a Campus Dialog

A campus dialogue is only partly about the definition of CIZN and the practical meanings. Successful implementation of CIZN requires both a broadly shared vision throughout the institution and an institutional culture that actively moves internationalization from a possibility to an institutional priority. Also needed are the deeper discussions about how CIZN connects to core institutional missions and values, connecting the institution to the realities of a twenty-first century environment, and laying the groundwork for concrete programmatic actions.

A successful dialogue refines the institution's vision for internationalization and expands

commitment and support through the involvement of all significant campus interests and key stakeholders. Specific outcomes from a successful dialogue will:

- Define and anchor the meaning of CIZN in the institution's core missions.
- Develop a common understanding of rationales and drivers of CIZN.
- Broaden the discussion and ownership of the CIZN concept by engaging the entire campus community and its constituents.

Suggested Agenda for a Campus Dialogue to Build a Shared CIZN Culture and Vision

1. What is CIZN—a general definition and understanding?
2. How does CIZN relate to our institutional missions and values, and how do these refine the practical meaning of CIZN for our campus and institution?
3. What are the current rationales and motivations for CIZN, and how do these relate to various constituencies within our institution?
4. How do we see our institution in an increasingly global environment? (How do we prepare our graduates to be globally proficient? How do we simultaneously serve the local community, national interests, and the global community?)
5. How can CIZN be integrated throughout the institution?
6. What would constitute a bold vision of CIZN for our campus and institution?
7. Who has a role to play? Why and how?

- Engage institutional leadership at various levels (president, provost, deans, the institution's executive team, student leaders, professional staff, academic governance, and influential faculty leaders).

A successful dialogue should ultimately produce a concise statement or message to the campus and to external constituencies about the institutional commitment to CIZN, e.g., guiding principles, vision, rationales, imperatives, and expected broad engagement of the campus. The message should be consistent, be brief but cover key points easily assimilated, and emanate from senior leadership. The core message can be used extensively in institutional websites, recruitment materials, and other publicly distributed materials.

For example, since 2004, the University of Pennsylvania's Penn Compact principles are well-known to students and faculty alike (www.upenn.edu/president/penn-compact/penn-compact-landing). Consisting of three key messages, the university is publicly committed to:

- Increasing access to University of Pennsylvania for the best students from all over the world.
- Integrating knowledge for students and faculty through cross-disciplinary learning and interdisciplinary discovery.
- Engaging with both its local and global communities to address the most compelling issues of our time.

New initiatives are expected to advance the core principles of the Penn Compact, and this provides a solid strategic foundation for anything connected to their CIZN agenda.

Build an Institutional Climate of Support for Comprehensive Internationalization

A successful dialogue builds a shared concept of both the meaning and direction of a CIZN effort and sets the foundation for the longer term institutional climate or culture for developing the effort over time. The effort requires a commonly embraced definition of the concept; articulation of shared values about internationalization and its benefits; and an inspiring vision of the future that resonates with faculty, administrators, students, alumni, and trustees, and which offers a

framework within which to shape individual and collective efforts. On many campuses this dialog will contribute to a *cultural shift* that transforms the institution's perception of its mission from a domestic to a global orientation. Over time, this will prompt adaptations in how the institution defines and meets its obligations to students and other clienteles, and how it defines the community it serves.

Dialog to Build Toward Campus Consensus

The University of British Columbia's strategic plan includes international engagement and was developed over an 18-month period. The process involved broad consultations with groups and individuals on our campuses, as well as discussion with alumni and broad community groups. Our planning process was neither top down nor bottom up, but instead grew out of an interactive series of exchanges. We employed many face-to-face meetings to discuss key themes, and we also leveraged the power of the internet to facilitate individual comments and group discussions.

—Interview with President Stephen J. Toope,
"Place and Promise."

International Educator 2011, XX:3, 22-28.

At the Campus Level

Building and sustaining a climate for CIZN requires on-going campus-wide dialog. Initially the roles of the president and provost are critical to identifying campus-wide priorities and establishing a receptive climate for CIZN. Engaging senior leaders and helping to shape these messages is a key task for senior international officers (SIOs) and other CIZN leaders. This messaging should convincingly answer the question of where the institution is heading and why, should be clear about campus-wide roles for both academic and support sectors, and should convey a clear view of CI as an imperative for the institution.

Although initial messaging may come from the top, the conversation needs to extend to all levels of the institutional leadership hierarchy (e.g., the council of deans, the institution's executive council, the board of trustees, student leadership, staff leaders, academic governance, and key faculty leaders and committees). Reciprocal

messaging among these layers both deepens and broadens shared understanding and underscores the broad constituency of *owners* of the concept. In the end, a wide range of stakeholders should see themselves as important players in the internationalization effort.

While it is axiomatic that faculty and academic units control the very heart of the university—the curriculum and the research agenda—learning that occurs in the classroom can be substantially reinforced or undone by what happens in administrative offices, residence halls, student support services, and in cocurricular activities. Internationalization can be advanced or impeded by the actions of the admissions office, the library, student health services, or the registrar. The building, nurturing, and engagement of a campus-wide network of academic and service units is an ongoing process and fundamental to building and maintaining CIZN as an institutional priority.

At the Operational and Project Level

Most of the institutional issues and processes just noted will also apply in more focused terms at the project level. For example, if one looks at the institutions most successful in education abroad, there is a pervasive culture on those campuses that identifies the institutional image with widespread participation and substantial support and recognition for education abroad.

The motivations for individual projects or activities can also shape the nature of the climate needed to support them. For example, the enrollment management and admissions staff could drive increasing international enrollments as a project without widespread institutional engagement if it is motivated solely by income generation. However, when institutional motivation to increase international enrollments is driven by the added value that international students bring to the entire academic community, then project activities will need to focus on enhancing every aspect of the international student experience—from point of first contact, to appropriate academic and social support throughout their studies, and on to graduation, placement, and alumni services. The second approach requires a substantive change in how the institution sees itself, its obligation to all of its students, and its role in creating globally proficient graduates; and

it requires widespread and coordinated engagement throughout the institution.

Expanding Who Is Involved

Senior leaders at Oregon State University were concerned that declining international student enrollments were negatively impacting campus global diversity. A public-private partnership helped underwrite a massive realignment of OSU's policies, procedures, academic programs, and student support services for international students. The effort involved academic affairs (intensive English, core curriculum, undergraduate and graduate studies, academic deans and chairs), student affairs (enrollment management, housing, dining services, student activities, international student services), and administration and finance (university publications, university advancement, facilities, general counsel, IT, budget, registrar, alumni affairs). This campus-wide effort reversed the downward trend, and the number of international students on campus rose from 1,158 in 2008 to 2,860 in 2012.

Connecting to Core Institutional Missions and Values

It is essential that a CIZN agenda clearly connect to existing institutional missions in order for it to link into the on-going *raison d'être* of the institution rather than being seen as an additional and free-standing concept subject to debate. As an example, Michigan State University incorporates attainment of global competencies into its five long-established core liberal learning goals: analytical thinking, cultural understanding, effective citizenship, effective communication, and integrated reasoning. (See http://global.undergrad.msu.edu/userfiles/file/LLG_GC_combined_table.pdf for a list of desired global competencies associated with each of these.)

Institutional mission statements vary greatly in detail and content. Those that reference a commitment to international or global connection also do so in widely varying ways. *Appendix A: Examples of Institutional Mission Statements* is a list of winners of the Senator Paul Simon Award for Comprehensive Internationalization, along with Web addresses for their institutional mission statements. Each references the global or international

dimension in their mission statement. We chose this sample to exemplify the diversity of ways in which it can be done. We also sampled to cover a wide range of institutional types: research and doctoral institutions, liberal arts colleges, regional and graduate institutions, and community colleges. Reading the various mission statements shows not only how international and global are referenced (sometimes only briefly) but also the broader set of institutional missions and values to which they connect. The missions of this sample of institutions vary widely, as do their programs and actions to internationalize. A good follow up to understanding how such institutions actually engage internationalization is to also read the Simon Award profile of each of these institutions (www.nafsa.org/about/default.aspx?id=2538).

Some actions to take in thinking about and institution's mission statement and inclusion of an international dimension include the following.

- Review institutional mission and value statements to identify priorities. Do they reference international or global dimensions, i.e. mention the importance of international and global engagement or preparing students for global citizenship? If a revision is needed, who is in the best position to advance such a change? Who are the allies? What is the core message to be conveyed?
- Merely mentioning CIZN in the mission and value statements of an institution is important but not sufficient on its own. Develop examples that will help the campus as a whole understand how international engagement advances core institutional missions and priorities.

For example, with liberal arts institutions, where there is an emphasis on broad or general learning and values, one can demonstrate how international or global engagement enhances this effort. For research-intensive institutions, one might demonstrate how such engagement builds intellectual synergies, improves access to cutting-edge knowledge, and helps maximize resources. Since institutional missions and priorities differ, this becomes one of the most important factors that drives diversity in how individual institutions approach CIZN. Some needs are common to most institutions which have general or liberal arts and sciences requirements for all students.

Connecting to Core Learning Missions

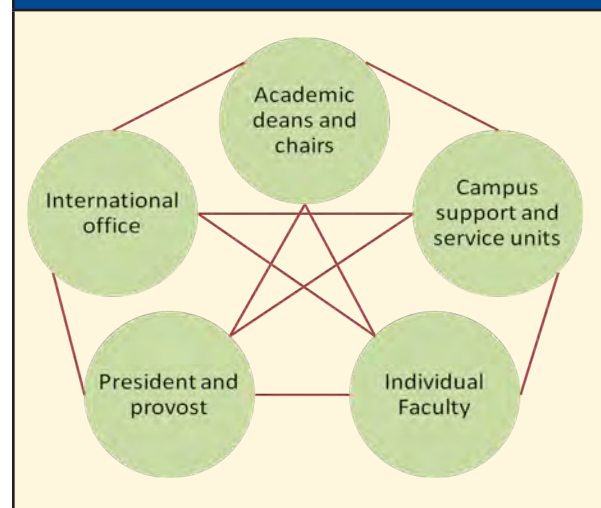
Liberal education has evolved through the years, but three big goals remain central, even though our approach to these goals changes over time. First,... to provide students with the kind of knowledge they need to make sense of the world they live in. Second [to] help students develop...intellectual practical skills they need to use their minds well. Third....(to) foster a sense of responsibility to others and to one's own integrity.... Now, we understand that we really need to know a lot about other cultures and the interconnectedness of other societies with our own.... World histories, world religions, world economies all assume new standing as core knowledge rather than optional knowledge.

—Interview with AAC&U
President Carol Geary Schneider,
“Global Learning for All.”
International Educator 2010, XIX:6, 12-23.

Expand and Extend the Leadership Team

Comprehensive internationalization is not possible if the responsibility for it lies solely in the hands of the international office. Success requires engaging a wide array of active leaders such as the matrix of key players depicted in Figure 1. Whom do you need to educate about CIZN to transform them into effective advocates who can represent the concept fluently and accurately in campus conversations?

Figure 1: Leadership Team Key Players



Creating a pervasive understanding that CIZN is everyone's responsibility, regardless of the role they play on campus, is an essential part of expanding the leadership network.

Leading from Various Levels

Some international offices and institutions have initiated change for internationalization by leading from the middle or the grassroots. A prime example of the latter is the influential and successful faculty member who undertakes a small foray into international engagement, and its success attracts campus attention and inspires replication. Several years ago, East Carolina University introduced a freshman-level course designed to utilize its new technology-based innovation, the Global Classroom. The class has since evolved into the Global Partners in Education, a global consortium of more than 20 academic institutions in 18 countries and a leader in international education. University of Rhode Island now has international engineering students interning and studying in six countries; it counts more than 350 graduates, spread across the world, working for some of the largest global corporations. The program began in 1987 with just 30 students recruited by a professor of German.

Likewise, the international office and the SIO can cultivate new initiatives in education abroad, or the dean of an academic college can make internationalization a priority in response to outside stimulus. For example, a business college dean may want to be responsive to employers seeking globally proficient graduates, or an engineering dean may want to address Accreditation Board for Engineering and Technology (ABET) accreditation guidelines for internationalization of the curriculum.

CIZN needs proactive leadership at various levels, especially from presidents, provosts, and academic deans. It is unlikely that all deans initially will be enthusiastic supporters, so identify at least a few key opinion leaders who are critical to moving CIZN forward and can be cultivated and engaged in the early stages. Faculty intellectual leadership and commitment is a prerequisite for success—identify the highly regarded opinion

leaders among the faculty and engage them as high profile CIZN allies and leaders.

Leadership for success is not solely top-down nor bottom-up but a mix of both that combines leadership and expertise from throughout the institution. It is important to identify, develop, and activate a vertical and horizontal matrix of leadership that has sufficient depth and breadth to cover the institution. How to engage and activate such broadly dispersed leadership is addressed below. It is also important to attract and cultivate leaders in key positions who will drive the CIZN agenda and its components. Some actions that can be taken to develop broad-based leadership for CIZN include the following.

- Support the appointment of internationally experienced and committed presidents and provosts. Such leaders may be strategically identified and hired by institutional governing boards that are publicly committed to internationalization. Often there are natural allies and proponents among board members who might influence the critical hiring process and the strategic direction of the institution for years to come, including its internationalization. Be careful, though, that engagement of the Board is done within acceptable institutional guidelines and mechanisms for doing so (e.g., participation in public forums for discussing the search process, routing suggestions through appropriate offices rather than directly to board members, participating in open sessions with candidates, etc.).
- Support the active recruitment and selection of deans and department chairs who are internationally experienced and have a demonstrated interest in the international dimensions of teaching and research. Announcements of these position openings should reflect an institutional commitment to international engagement.
- Nurture faculty leaders and the development of academic governance structures to support internationalization. Begin by fostering dialogue between administration and faculty governance bodies on topics related to CIZN. Highly regarded and already internationally engaged faculty can play key facilitating roles.

- Support clear accountability throughout the administrative and leadership hierarchy for contributions to institutional priorities such as CIZN, particularly by acknowledging and rewarding successes.
- Establish a system of institutional rewards and recognition for leadership and success (possibly including increased budget allocations for project expansion and consideration in promotion, tenure, and compensation).

Articulate a Bold Vision and Clear Goals

A bold vision needs no explanation and should require extraordinary effort and perhaps a little luck¹ to be attained. Truly bold visions for institutions of higher education serve to challenge accepted norms of organizing and delivering academic programs and carrying out research agendas. They also have the potential to distinguish an institution among its competitors and to serve as an innovative model for others to emulate.

Visionary presidential leadership can radically change an institution's paradigm for internationalization such as that of: John Sexton at New York University and his vision of a global campus that interconnects a global faculty to deliver education across borders, Lou Anna Simon at Michigan State University reconceptualizing MSU's long-standing commitment to international engagement as from land grant to world grant and the borderless connection of local and global missions and actions, or Michael M. Crow at Arizona State University and his vision of a new university for the twenty-first century where local solutions have global impacts. Such visions provide a conceptual framework and compass for transforming these institutions into more responsive entities for a rapidly changing socio-political and economic context.

¹Quote is from the 1994 book titled *Built to Last: Successful Habits of Visionary Companies*, written by James Collins and Jerry Porras, and published by Harperbusiness.

Leadership for a Bold Vision

When I became president of Fairleigh Dickinson University in 1999, our mission at the time was to be a regional leader in distance learning. The mission statement put me to sleep when I read it. I suggested a dramatic new vision and mission for the university, and we were the first university in the world, as far as I know, to make global education a centerpiece of the mission of the institution. Our mission is to build world citizens through global education.

—Interview with President J. Michael Adams,
“Embracing Global Education.”
International Educator 2008, XVII:2, 28-33.

Bold visions will drive ambitious goals and actions further than timid vision statements which merely tweak the status quo. In 1995, when Michigan State University envisioned a 30 percent participation rate in study abroad within 10 years (at the time it was about 9 percent), many in the academic community scoffed at such an ambitious goal for a large research-intensive public university. However, the sheer audacity of the goal increased its visibility and drove growth well beyond normal expectations, and approaching the 30 percent.

Bold visions for CIZN are advanced by ambitious goals that represent a significant departure from the current state of affairs. For example:

- International, global, and comparative content will be infused throughout all institutional missions (e.g., teaching, research, and service).
- Access to international, global and comparative content and perspective will be provided to all students and in all majors.
- All faculty, students, and staff have the opportunity to acquire international, global, and comparative understanding and experience.
- International, comparative and global content and perspective will be integrated into the teaching, research, and scholarship of faculty as appropriate.

- The benefits of cross-cultural and comparative understanding will be extended through outreach to citizens, businesses, and public officials.

Measure for Accountability and Reward Success

Developing a compelling campus-level vision and set of goals for CIZN should also extend to identifying expected outcomes, milestones, and measures of success as the means to: inform various constituencies about the importance of various projects, inspire others to engage in pursuing the vision, and document progress. Establishing specific measures, criteria, and reward systems instills the magnitude of the undertaking and instill confidence to all stakeholders that it is a long-term commitment.

The effective measurement of academic and institutional outcomes is particularly challenging and has become an important focus of recent research. (See *Measuring and Assessing Internationalization* by Madeleine Green, <http://www.nafsa.org/resource/library/default.aspx?id=32455>.)

There are many kinds of outcomes, but most compelling are the ones that advance the core intellectual goals and values of the teaching, research, and service missions of higher education. It is not sufficient merely to reference CIZN in the institution's mission statement. CIZN motivations, accountability, and measures of

success need to be firmly rooted in the intended outcomes related to the institution's student learning, research, scholarship, and service missions. Table 1 provides examples of the types of intellectual outcomes CIZN should advance.

Define and Reward What Counts

Students easily discern what is important to their progress through noting curriculum *requirements* as opposed to electives. Faculty understand what is valued by way of promotion and tenure criteria and decisions. The allocation or reallocation of resources by the institution signals valued priorities. These cases have both specific and implied levels of counting that will determine if international learning and engagement are being tolerated, permitted, recommended, expected, or required.

It is difficult to imagine mainstreaming internationalization into the student experience without clearly defining expectations of a globally proficient graduate in which the faculty must have a clear role. It is equally difficult to imagine pervasive international engagement of faculty unless such activity is given serious weight in departmental hiring, promotion, and tenure decision-making. Building broad-based faculty support and engagement in CIZN is a continuous process demonstrated in a number of ways at the institutional level.

Table 1. Examples of Outcomes Advanced by Comprehensive Internationalization

Student Learning Outcomes	Outreach/Engagement Outcomes	Research/Scholarship Outcomes
Increased knowledge Changes in attitudes Widening the basis for beliefs Improved analytical skills Improved cross-cultural skills Improved leadership skills Expanded career options	Measurable impact on peoples' lives or conditions (at home and abroad), related, for example, to: <ul style="list-style-type: none"> • Health • Economic development • Education • Safety/security/human rights • Environmental sustainability 	Enhanced global recognition and elevated reputation of the institution Higher global rankings, awards, and prizes Citation index frequency Contributions to economic development Addressing community problems.

1. International teaching, research, and engagement activity is explicitly included in institutional hiring, promotion, and tenure guidelines.
2. Such activity can be portrayed as permissible, expected, or required.
3. Descriptions of curricula and major fields of study reference the importance of students acquiring international, global, and comparative perspectives, and the means for doing so are explicitly detailed in every degree program.
4. How such learning is assessed is defined. (Do students need to demonstrate progress through an accumulation of credits or through compiling portfolio projects?)

Tenure and Promotion Criteria

Some institutions have incorporated specific references to international activity, accomplishments, and awards in their promotion and tenure criteria. These forms typically query international activity and accomplishments at several points. They may justify requesting such information based on consistency with a university mission statement that clearly references the importance of global and international engagement. These forms often request information on international activity in each area of faculty professional effort (instruction, research and creative activities, academic service, service to scholarly and professional organizations, and service to the broader community). See the following examples of institutional efforts to identify and recognize the international contributions of faculty.

Oregon State University:

<http://oregonstate.edu/admin/aa/faculty-handbook-promotion-and-tenure-guidelines>

Michigan State University:

See Form D at http://www.hr.msu.edu/forms/faculty_forms/FormInfoRRPTPages.htm and click on "Full Document."

SUNY Binghamton:

<http://www2.binghamton.edu/academics/provost/documents/procedures-personnel-cases.doc>

Rutgers University:

<http://ruweb.rutgers.edu/oldqueens/FACpromotions.shtml>

Recruit for Internationalization

Building an institutional strength in particular fields of study is advanced by recruiting qualified students with an interest in the particular disciplines. Likewise, CIZN is advanced if admissions personnel intentionally seek to recruit students who value preparation for global citizenship. One should ask therefore, does the institution promote its commitment to international engagement to prospective students? Does it provide learning options and outcomes that will attract such students? Many institutions tout their international programming to prospective students. Examples include: Arcadia University—The Arcadia Promise, www.arcadia.edu/about/default.aspx?id=3365; Goucher College—Education Without Boundaries, <http://goucher.edu/x1106.xml>; Kalamazoo College—K-Plan, www.kzoo.edu/college/?p=kplan; or San Diego State University's admissions recruitment materials, <http://admissions.ucsd.edu/dev3/discover.pdf>.

Recruiting internationally engaged or interested faculty is critical. Without an internationally engaged and committed faculty, CIZN is clearly impossible. When advertising faculty openings, does the advertisement outline the institutional commitment to internationalization and a general interest in hiring faculty who have demonstrated interests, expertise, professional networks, and experience across borders?

Because leadership for CIZN is critical, a similar set of issues arise regarding the recruitment of campus leaders—especially presidents, provosts, and academic deans. When advertising vacancies for these positions, does the institution signal its commitment and expectations regarding CIZN? When assessing candidates, is their experience or interest in CIZN given weight?

Integrate CIZN Into Institutional Missions and Existing Programs

Allocations of institutional resources are heavily driven by tradition, but also by entrenched vested interests in the status quo and by institutional strategic priorities. When strategic priorities change, it may produce disruption. Many see resource allocations as a zero-sum game, and CIZN is likely to have powerful antagonists in the competition for those resources. Further,

there will rarely be sufficient new funding available in any institution to fully or even substantially finance an ambitious CIZN effort.

Although some new resources will be essential for an undertaking of this magnitude, internationalization can be accomplished in large measure by integrating CIZN with other existing and established priorities. For example, the process of introducing international content and perspectives into the curriculum could become part of the process of managing *existing* majors, general education requirements, and faculty research priorities. But if internationalization is seen as a new and freestanding commitment or add on to current priorities, then CIZN is almost certain to be substantially underfunded and marginalized.

Integration of international perspectives into other institutional priorities facilitates access to sufficient resources by leveraging and dual purposing existing resources. The chances of success increase exponentially if a commitment to inter-

nationalization is prominent in the institution's mission statement, and especially if it figures prominently in the institution's strategic plan.

Monitoring and Collecting Information on Progress

You cannot monitor or reward activity that is unknown to you. Collecting such information allows the university to spotlight innovation and success, address issues of concern, develop strategic approaches for priorities and funding, retrieve valuable information on existing resources, and leverage current activities for future collaborations. Few things motivate like success, but in higher education institutions, especially the larger ones, keeping track of projects and successes can be a challenge. The University of Cincinnati Online System for Managing International Collaboration (UCOSMIC, <https://www.uc.edu/webapps/ucosmic/>) tracks a wide range of international activity occurring at the University of Cincinnati, and among UC's partner organizations.

Some Examples of Integrative Approaches

- 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. This applies to courses in majors, as well as to globalizing the current general education (core) curriculum. However, faculty development support mechanisms should be available to assist faculty in adapting the curriculum and employing new teaching strategies.
- Language learning can be increased if pedagogies other than the 4-5 contact hours in the traditional classroom are used. Language across the curriculum and content-based language learning strategies have been developed successfully in a number of institutions.
- Integration of study abroad experiences into the core curriculum and degree program requirements allows students to meet important graduation requirements while completing part of their studies abroad.
- Service learning and/or internships can be expanded to include overseas sites.
- International students can be integrated more fully into the academic and social life of the campus and into the local community, deriving benefits for both international and domestic students inside and outside of the classroom.

IV. Strategies and Tactics to Advance Comprehensive Internationalization

The following key actions can help advance the CIZN vision and related strategies.

Take Advantage of Key Events in the Institution's Life

Comprehensive internationalization is an art form often requiring considerable skill and profound sensitivity to the complex forces that drive the academic institution.

A CIZN project can be initiated at any time, but there are favorable moments that make the institution more amenable to new ways of thinking and taking significant leaps forward.

Changes in Senior Leadership

When a new president or provost arrives on the scene, he or she often will articulate, within the first few months, a new vision that will frame the focus of the new administration. This offers opportunity for a proactive SIO to help shape this vision to serve the CIZN agenda. As an initial step, recruitment of a new president or provost might be proactively shaped to signal an institutional interest in internationalization.

Strategic Planning Initiatives

Some institutions, at 5- or 10-year intervals, engage in major strategic planning that involves the entire academic community. This is an appropriate time to examine the university's mission and aspirations for the future, assess the context in which the institution must function, define a vision for the future, and develop an action plan to accomplish major goals. CIZN can constitute a major focus of such a plan.

Revision of the Core Curriculum

Many institutions assess and revise their core curriculum at periodic intervals. Again, this exercise presents a major opportunity to help identify, develop, and assess important global knowledge, skills, and perspectives that will prepare undergraduates for global competence. Such revisions

can focus on the entire undergraduate curriculum and its liberal education component, or on the curriculum in the majors at either the graduate or undergraduate level. The SIO should be alert for opportunities in all of these areas

Accreditation Reviews

Regional and professional accreditation bodies are increasingly noting the importance of integrating a global perspective into the curriculum. SIOs can leverage such periodic reviews by keeping abreast of developments in this sector and providing the provost and deans with pertinent information and examples of effective responses to new mandates. Relevant opportunities happen not just at the institutional level, but for specific disciplines or professions.

Groundbreaking Advances by Peer Institutions

Higher education institutions are by nature competitive. Campus leaders at most institutions have identified a set of peer institutions as well as aspirational peer institutions against which they benchmark their own progress. Significant CIZN developments at both levels can be powerful incentives for campus leaders to act in order to catch up with, or outperform their rival institutions.

New Funding or Income-Generating Opportunities

New sources of federal funding, private sector investment and foundation grants can be catalysts for strategic change. In times of diminishing resources, opportunities for external funding can be critical in determining institutional priorities for investment of seed funding.

Strategic Partnerships

When a new partnership is forged with another institution, organization, or private sector entity, new or complementary resources may come into play that allow the institution to consider new directions and challenges. Strategic and inno-

vative partnerships for internationalization can be powerful catalysts for advancing the international teaching, research, and service agendas of the institution.

Challenge the Status Quo

A significant barrier to CIZN is the *drag* of the status quo. Innovation can be stifled by negative responses such as, “We can’t do that.” or “We don’t do that.” These are often typical responses to a new idea by people who are uncomfortable with change of any kind or who have difficulty thinking in innovative ways, or by those who have a vested interest in maintaining the status quo.

A significant challenge for SIOs and other CIZN leaders is to transform the automatic negative response to a more positive and receptive response. For example, instead of saying “We don’t do that,” try asking “Why not,” or “What would have to change to make doing it possible?” Artful leadership involves helping people to examine the status quo from a new perspective, to become open to exploring new alternatives, and to become enthusiastic architects of innovation and change.

Institutional policies and procedures that were designed for a different age (and primarily for domestic purposes) can also present significant challenges to CIZN. Current curricula may be too parochial in how it prepares students for global citizenship. Standard teaching formats might give way to new delivery systems more congruent with current student learning styles and evolving technologies. Both approaches will challenge conventional wisdom and faculty comfort zones related to the teaching/learning process, and will require sensitive leadership skills to move forward.

Furthermore, rules, regulations, and policies developed for a domestic setting can be difficult to translate effectively across borders. CIZN will no doubt challenge established institutional policies on housing and food service, institutional travel regulations and procedures, definitions and assessment of risk, insurance coverage, intellectual property regulations, international recruitment policies, as well as the support needed for increasing numbers of international students who will not be familiar with U.S. pedagogical styles and expectations. Administrative functions within

other offices on campus need to identify and adapt to new requirements of a rapidly evolving global higher education sector.

Take Manageable Steps Over the Long Run

Comprehensive internationalization is an on-going commitment to take actions that cumulatively advance internationalization over a significant period of time. It cannot all be accomplished at once. To determine priorities and a viable starting point, consider these points:

- Build on strengths. Look for a starting point that highlights an existing advantage already established at your institution.
- Nurture pockets of good will by selecting projects that engage willing allies;
- Identify opportunities to produce visible and valued results in the short term. Nothing inspires additional efforts quite like immediate success.
- Focus on the scalable effort on which you can build. As in a game of chess, start with a move that allows you to anticipate several steps ahead.

Building on Existing Strengths

Colorado State University has a long-standing commitment to environmental sustainability with more than 100 faculty involved in clean energy technology research in more than 11 countries. Guided by the interdisciplinary Global Innovation Center for Energy, Environment, and Health, CSU students researched cook stove pollution, designed a fuel-efficient device, and created an international marketing plan to distribute a low-cost stove that has improved the health and quality of life for families. The center supports additional student-led projects addressing issues related to energy, the environment and public health. www.gic.colostate.edu/.

Expand the Circle of Engaged Allies

Comprehensive internationalization, by definition, requires comprehensive engagement throughout the institution. CIZN cannot be achieved by the international office alone or by some other defined subset of the institution. One of the

The important first steps in working with allies include:

- Identify your core stakeholders—create a list.
- Begin informal discussions with them about a potential institutional CIZN action agenda—hold brown bag lunches; schedule a briefing breakfast; host a seminar series on campus.
- Gauge their interest in becoming personally involved or creating a campus interest group. In forming these groups and discussions, it is a good idea to think about involving not only core stakeholders, but also potential supporters who may not yet be visible on your campus.

primary functions of the SIO, with support and advocacy from senior campus leaders (e.g., presidents and provosts), is to expand the CIZN team across the campus and community.

Allies

Core or key stakeholders who already share your commitment, embrace the concept, and are passionate and engaged about the CIZN process are natural allies for CIZN. They are already actively working to internationalize their own units. Identifying them can be quick because you are probably already working with them.

People in this category will respond well to invitations to serve on committees, subcommittees, focus groups, work groups, and task forces as the planning stages of your CI agenda move forward. Giving this group high visibility and providing a forum for their collective wisdom, expertise, and creativity will go a long way toward persuading other colleagues to join their ranks as the projects expand and mature.

Uncommitted Bystanders

By contrast, uncommitted bystanders will be more difficult to engage, but in many instances are no less important to success. They might not be involved for a variety of reasons, including that

they do not see internationalization as part of their professional assignment. Ironically, many become essential to the eventual success of CIZN *because* of their critical leadership positions or the importance of their units (e.g., deans, department chairs, enrollment management professionals, registrars, residence hall staff, student services professionals, etc.). The as-yet-unengaged can be found along a continuum that could be described as supportive but inactive to benign but receptive to wary, but open to listening.

These uncommitted bystanders could become either supporters or opponents depending on how they are approached. They can be described as unmotivated (or inclined *not* to act) but can be persuaded to engage if they can understand and internalize the goal and then integrate it into their own professional viewpoint and set of values. To help them internalize and integrate the concept, these colleagues need to understand the three C's:

1. **Comprehension**—Help them understand the importance of the challenge and how it directly affects their operation.
2. **Competence**—Help them understand what, how, and where they can contribute something of value to the overall project.
3. **Connection**—Ensure they feel an *important* part of the CIZN team.

Building comprehension and connection is a function of dialogue, and the campus dialogue for CIZN referenced at the beginning of Section III, Strategy at the Macro Level, is an important foundation activity for this.

Opponents

Finally, of course, there will be a group of unyielding opponents who may never engage in the CIZN effort, and who, in some instances, will actively oppose the plan on a variety of grounds, including the “I don’t see any need for change,” isolationist viewpoint. Others will have concerns about inadequate resources or real or imagined resource reallocations that may jeopardize their interests, and so forth. They may be convinced CIZN won’t work, or perhaps they are opposed on philosophical grounds. Others may feel threatened by change or empowered by their ability to obstruct it.

One must accept the inevitability of this kind of opposition to bold new approaches. However, knowing who falls into this group allows you to focus your efforts on more productive team-building efforts while also monitoring for clues as to which topics and concerns require the attention of your communication efforts. While opponents will want to focus the conversation on the perceived negative impact of change on various individuals or units, the academic community will need to focus on the intellectual drivers of the CIZN effort and the *positive* impact it will have on both the university at large and students in particular.

Throughout the process, one should remain open to opportunities to engage in conversation with opponents whenever possible. Some of the strongest and most energetic advocates of CIZN were once very vocal skeptics.

Build Cross-Campus Partnerships

What units are absolutely essential in advancing internationalization and which individuals will be key to success, either at an institutional level or for a particular project? The process of building on-campus partnerships is virtually the same for both levels.

Step 1. Set the Stage for Engaging Others

Before attempting to enlist support and active involvement, there are some key questions to be asked, particularly at the project level. First and foremost, define a clear purpose and objective for involving others as a prelude to deciding who you need on board and who will be actively supportive.

Some key questions to ask before engaging others include:

- What are the key goals and what will be the definition of success down the road (e.g., in three or five years)?
- What critical things must happen to achieve this goal?
- To be successful, which people and campus units do we need support from? (Among core stakeholders, supporters, and the uncommitted).

- What are the specific contributions and actions you need from each to be successful.

Armed with answers to these questions, move forward with building out the circle of those you need to be actively engaged.

Step 2: Identify Needed Constituents and Players

The challenge of engaging new people is not likely to include your core stakeholders, who are presumably already on board. Your role for them is principally to nurture their continued engagement. Rather, the focus will be on expanding active engagement among the supporters and the uncommitted bystanders. How do you get them committed and engaged, not just in terms of your needs, but in terms of *their* needs?

The answer begins with getting to know them, their professional assignment, and the functions of their units. What intrinsically motivates them becomes the foundation for getting them to do the things you need to have done.

Step 3: Conduct Initial Fact Finding for Effective Engagement

Helping both motivated, uncommitted colleagues internalize and integrate the concept of CIZN to become active supporters requires some due diligence on the part of CIZN leaders. First and foremost, you need to determine the status of colleagues in this category. Is your colleague an ally who has yet to find his or her niche in the CIZN process? Or is he or she an uncommitted bystander? In either case, get to know something about the person's background and their current professional environment.

To learn about their experience and the focus of their professional lives, review their bio or CV for relevant experience, scan minutes and agendas from campus committees they lead for clues of interest, scan the Web or publications related to their field to see what the hot topics are, or review their unit's strategic plan.

Step 4: Finding the Win-Win

Once you have an idea of the key policy and practice issues of that particular part of the insti-

tution, you will have a better understanding of where their world could intersect with CIZN, what rationale might be most persuasive with them, and what they might be able to contribute to the effort. The next step is to schedule fact-finding meetings in the form of informal lunch meetings or even reciprocal visits to learn more about each other's operations, challenges, and goals for the future.

The initial conversations can focus on:

- How do they view CIZN? This is your opportunity to assess their current knowledge, educate them about CIZN, articulate the vision, and explore how it might present opportunities for them to advance their unit's own agenda by relating it to hot topics in their field.)
- How would they like to see the vision develop?
- How is it likely to affect their units?
- What can their units contribute to the effort?
- What roles do they see for themselves?
- Who else might want to engage in discussions of how their units could contribute?
- What motivates people in this sector? (For example, additional personnel; travel resources; seed money to write grant proposals; release time; summer teaching contracts; graduate assistants to help with research; recognition of their efforts in institutional publications, on the website, and in public media; opportunities to position themselves as leaders within their professional organizations; recognition of contributions in promotion and tenure decisions, etc.)
- What do they need to move forward?
- How can you help?

Step 5: Build the Basis for Mutual Benefits

A dialogue between CIZN leaders and others should be based on looking for areas of mutual benefit or win-win situations. Be able to articulate in specific and clear terms what CIZN or a particular project needs from them, and be able to communicate it in practical terms. Build on your understanding of their motivations and professional duties, and the deliverables on which they will be evaluated by their supervisors.

Step 6: Sustain Engagement

One meeting might pique interest and lay the groundwork to connect the extrinsically motivated to the CIZN agenda, but it is unlikely to produce a major transformation in behavior, especially among the uncommitted bystanders. Nonetheless, it is important to continue to cultivate the relationship and advance the discussion, taking the longer view of building active alliances. As the process unfolds, these colleagues can gradually internalize the concept of internationalization, identify opportunities to contribute, and begin to feel competent to demonstrate expertise that is critical to the overall project.

- Forward articles and information on conferences, webinars, and workshops that are related to internationalizing their area of expertise.
- Share information on projects at other institutions that may inspire future engagement.
- Let them know about resources (grant opportunities, partnerships, upcoming events) in which they may want to participate.
- Send them links to websites that may be of interest.
- Invite them to speak (perhaps on a panel with you) at various international events if they have relevant expertise to share.
- Seek out their advice and counsel on issues where they can be helpful.
- Invite them to serve on committees, work groups, focus groups, etc.
- Keep them informed of progress on campus and aware of who else may be contributing to the effort.
- Be consistently inclusive (even if initially ignored or rebuffed). You never know when someone might be ready to engage.

Monitor the Opponents

Just because you are not devoting valuable time and energy to changing the hearts and minds of the opposition (whether individuals or entire units), it doesn't mean they should be disregarded entirely. Always be transparent about what is happening in order to counteract the rumor mill, and keep the academic community informed on a regular basis about the depth and

breadth of growing support. Nothing succeeds like success in terms of building momentum.

Anticipate the Challenges

No matter how inspiring the bold vision and no matter how noble the goals and objectives, there will be numerous challenges along the way that can derail even the best-planned efforts. We include several below.

It Is Someone Else's Job, Not Mine

A fundamentally unproductive perception is one that sees the international office as responsible for internationalization so others do not have to be involved. Another is the supposed division of labor that sees some disciplines and professions as naturally inclined toward global engagement, thereby absolving the rest from the need to be involved.

Neither is relevant to CIZN in a twenty-first century environment because all disciplines and professions are increasingly informed by global perspectives.

Mainstreaming Access Threatens Quality

Some will assert that attempting to expand or mainstream student access to an international experience through for example study abroad is somehow inconsistent with maintaining academic quality. More pernicious may be an unstated rationale that only some students need to develop international expertise (those attending elite institutions; those suited to its study; or those who need this content based on certain career aspirations). Yet, if the rationales and drivers of internationalization carry any weight, then mainstreaming student access is an imperative and requires attention to ensuring that all students are prepared to benefit from such experiences.

If the underlying issue is the perception of insufficient resources to mainstream access, then perhaps one should also challenge resources allocated to mainstreaming the learning of communication and quantitative skills. No doubt institutional capacity (e.g. teaching staff, classrooms, laboratories) will have to be enhanced to widen access. However, increasing access is often possible through integration of such skills into

existing requirements and dual purposing existing courses. Indeed, writing across the curriculum has been a successful approach that has enhanced capacity to teach writing skills across a wide range of disciplinary studies.

Local Versus Global Is a Zero Sum Game

There is occasionally the belief or opinion that:

- Every classroom seat taken by an international student is one less available to a local student.
- Cross-border collaborative research expedites the loss of our intellectual property as well as the advantage of being first with new discoveries.
- Solving problems abroad takes time, energy, and resources away from solving problems at home.

These opinions may arise partly from a hope that somehow our well-being and prosperity can be separated from the rest of the world. They show a failure to recognize that our challenges increasingly have global origins as well as solutions. This view ignores the reality that local interests resonate on a global scale and vice versa. Resolution requires an understanding of the importance of global co-prosperities—that there is mutual gain in finding ways to integrate local and global efforts.

Resources Aren't Sufficient

Another often perceived obstacle to CIZN is that aggressive goals are synonymous with expensive goals. If higher education institutions face severe financial challenges, including uncertainty about the long-term viability of existing funding models, it can be difficult to convince campus leaders that substantive change is possible without significant new resources. Likewise, new resources can be available if one is open to innovative financial models involving new partnerships with both the public and private sectors.

Comprehensive internationalization can be conveyed to others as a critical investment that pays future dividends to its constituents and to the institution, serves as a catalyst for its future growth and competitiveness. Even more fundamental, a failure to integrate CIZN into existing capitalized programs, activities, and priorities, but instead treating it as an optional add-on, is a

strategic blunder. Add-ons can be subtracted off when times get tough.

Comprehensive internationalization, if based on a bold vision, will require new resources. The reality, though, is that there aren't enough new resources at most institutions to fully advance CIZN. For this reason some reallocation of existing resources will also be needed, but the most promising approach is to integrate international content and activity into existing institutional efforts

Integrative refocusing of resources already dedicated to academic programs, student services, campus events, faculty development, and capital projects will build the international dimensions of the academic enterprise. This in turn may help to open up new income streams to support the overall effort (e.g., new grant or contract opportunities, new fee-for-service projects, new public-private partnerships).

In the end, dedicating financial and human resources to internationalization is the ultimate barometer of institutional commitment to internationalization, and it underscores the need to have senior level decisionmakers deeply involved in the CIZN process from the outset and throughout its implementation.

Constraints of Statutory Regulations

Federal regulations for immigration, financial aid, and student access can inhibit campus decision making with regard to the global flow of students, scholars, intellectual property, and other key elements of the academic enterprise. Public universities, in particular, are often limited by parochial state policies and regulations originally designed for another era and set of issues. Legacy regulations, such as caps on international student enrollments, the flow of tuition dollars away from the campus, or away from use

for international programming can often present serious obstacles to change.

Proactive information campaigns can be implemented to educate public officials, state boards, system administrators, and legislators about the benefits of international students and international collaborations for income generation, local and regional economic impact, and remaining economically competitive in the face of intense competition from other states and countries.

Overcoming Bureaucratic Inertia

Rules and regulations designed to support a local and domestic base of operation often don't easily sustain cross-border mobility, engagement in research abroad, or doing business abroad even more generally. Sometimes these are powerful barriers to doing so. Different cultures, practices, and legal systems intervene in a myriad of unanticipated ways, and they can negatively affect institutional travel regulations, definitions and assessments of risk, insurance requirements, intellectual property regulations and practices, translating standards across cultures, contractual practices, and resolving conflicts in policy and regulation when multiple governmental entities have jurisdiction. Tensions arise when rules developed for one environment do not work in another.

An important requirement for successfully advancing CIZN is fostering flexibility when possible in adapting rules and procedures to new environments. Educate yourself about the underlying purposes of the rules, and then educate the bureaucracy about the challenges and consequences such rules and regulations present to the CIZN agenda. The key is establishing a mechanism to identify bureaucratic barriers to CIZN and a means to engage in productive conversation regarding necessary adaptations to resolve the issue.

V. Blueprint for Visioning and Implementing Projects

Whether one is responsible for leading an entire institutional CIZN effort or a component project, there is a logical process to follow in defining the vision, establishing a firm foundation and receptive culture, developing a plan, assembling a team, implementing strategies, and assessing progress. Projects large and small will benefit from a strategic approach to project implementation, management, and assessment.

The 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 10-15 years in terms of your global brand (the bold vision)?
- What are the specific goals you want to accomplish?
- What is the compelling rationale for devoting time and resources to doing it?
- How do these goals move the institution forward in accomplishing its bold vision?

Project Design: How Will It Be Accomplished?

- What infrastructure must be in place to ensure success?
- What are the core tasks?
- What is the sequencing of key tasks and events?
- What policies, procedures, or processes need to be put in place?

- What resources are needed? (Include key allies, finances, and physical infrastructure.)
- What is the proposed timeline anticipated from start through key steps to conclusion of major goals?

Identifying, 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 CIZN that will inspire/convince key players to engage?
- What kind of training, education, or team building efforts need to be provided and for whom?

Other Key Steps in 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?
- Determine how success will be measured—both milestones along the way and in the end
- 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?

Summary

As colleges and universities commit to comprehensive internationalization in response to a rapidly changing world, how to move from concept to action takes priority. There is *no best model* for action, and the most important factor is adopting an approach that best fits each institution. It is a long-term commitment to action that cumulatively internationalizes the institution.

We have underscored the need to establish a common understanding of the motivations and the goals of such an effort. Key actions include framing an ambitious institutional vision and expanding the leadership team, while simultaneously developing a receptive campus environment (including institutional support structures and resources) and implementing programs to achieve specific goals.

Such undertakings require clarity of vision, effective coordination, and communication among a diverse team of stakeholders, as well as clear measures of accountability for results. Success will be determined in large measure by the depth and breadth of engagement at both the leadership and implementation levels as well as the institution's ability to sustain the effort over time.

Even in challenging financial or policy environments, colleges and universities can expand their global reach and the impact of their teaching, research, and service missions through a commitment to integrate international perspectives throughout the institution's ethos and missions. Success in a twenty-first century global environment depends on vision, innovation, strong leadership, and substantive action to respond to the evolving challenges of globalization.

Appendix A: Examples of Mission Statements

Arcadia University - <http://www.arcadia.edu/about/default.aspx?id=1216>

Barnard College - <http://www.barnard.edu/about/liberal-arts-education/mission-statement>

City College of San Francisco - <http://www.ccsf.edu/NEW/en/about-city-college/mission-and-vision.html>

Columbus State Community College - <http://www2.csc.edu/about/mission.shtml>

College of Philadelphia - <http://www.ccp.edu/site/about/mission.php>

The Cornell University Mission - <http://www.cornell.edu/about/mission/>

Emory University - http://www.emory.edu/president/governance/mission_statement.html

Macalester College - <http://www.macalester.edu/about/mission/>

Miami Dade College - http://www.mdc.edu/main/about/mission_vision.aspx

Michigan State University - <http://www.president.msu.edu/mission/>

St. Olaf College - <http://www.stolaf.edu/about/mission.html>

San Diego State University - https://newscenter.sdsu.edu/home/mission_and_goals.aspx

University of California Davis - <http://registrar.ucdavis.edu/UCDWebCatalog/mission.html>

University of Kansas - <http://www.ku.edu/about/mission/>

University of Oregon - <http://pages.uoregon.edu/uosenate/UOmissionstatement.html>

University of Richmond - <http://president.richmond.edu/university/index.html>

Webster University - <http://www.webster.edu/about/mission.shtml>

University of Michigan - <http://www.president.umich.edu/mission.php>

Fairleigh Dickinson University - <http://view.fdu.edu/default.aspx?id=194>

Babson College - <http://www.babson.edu/about-babson/at-a-glance/Pages/mission-statement.aspx>

Kennesaw State University - <http://www.kennesaw.edu/mission.shtml>

NAFSA Resources for Internationalization



Comprehensive Internationalization: From Concept to Action by John K. Hudzik (2011). This publication presents a thorough introduction to the emerging imperative of a broader scope and scale of internationalization. Beyond “campus internationaliza-

tion,” comprehensive internationalization can be the organizing paradigm for institutions as a whole, academic departments, or professional programs. Available for download at www.nafsa.org/cizn.



Leading Internationalization Network—whether as a senior international officer or seasoned professional in the field of international education—requires

a number of skills; knowledge of a broad range of trends, data, and information; and networking with colleagues. The Leading Internationalization Network serves those interests and needs.

www.nafsa.org/iel.



NAFSA E-publications cover essential topics related to internationalization, such as *Measuring and Assessing Internationalization*, *Curriculum Integration of Education Abroad*, and many more. Available for download at

www.nafsa.org/epublications.



NAFSA’s Teaching, Learning and Scholarship Knowledge Community provides resources and networking about research; intercultural communications; and

internationalizing teaching, learning, and the curriculum. www.nafsa.org/tls.



Authored by respected leaders in the field, these short columns highlight social, economic, political and higher education system trends affecting

international higher education. Available for download at www.nafsa.org/trendsinsights.

