



ACE's Integrated Approach to Comprehensive Internationalization: Developing an Internationalization Plan

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A Comprehensive Model of Internationalization

For institutions that perceive internationalization more comprehensively, internationalization:

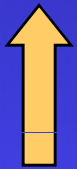
- pervades the institution's teaching, learning, research, and service
- affects a broad spectrum of people, policies, and programs
- leads to a deeper and potentially more lasting change in institutional focus and culture



Typology of Change

Shallow ← Depth → Deep

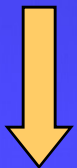
Narrow



Adjustments
(I)

Isolated Change
(II)

Pervasiveness



Far-Reaching
(III)

Transformational
(IV)

Broad



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What is the integrated approach to comprehensive internationalization?

- An internationalization review to catalog and analyze what the institution is doing
- The development of student global learning outcomes and a method for assessing them to better understand the impact of what the institution is doing
- The integration of the results of the review and the learning outcomes process into a strategic internationalization plan



Developing an Internationalization Plan

- Understanding the Planning Process
- Configuring and Charging the Team
- Situating the Plan in the Institutional Context
- Carrying forward recommendations drawn from internationalization review process
- Setting Priorities & Building Support



Elements of an Internationalization Plan

- Vision for Internationalization
- Strategic Goals
- Outcomes and Desired Evidence of Success
- Specific Action Steps and Timeline
- Responsible Agents
- Funding



Most institutional change involves interconnected systems. When you want to change one thing, you might have to change many things.



What Is Evidence of Successful Internationalization?

- Structures, policies, and practices
- Attitudinal and cultural evidence



Changes in Structure, Policies, and Practices (1)

- Changes to the curriculum (courses or programs)
- Changes in pedagogy
- Changes in student learning outcomes



Changes in Structure, Policies, and Practices (2)

- Changes in hiring procedures
- Changes in faculty development opportunities
- Changes in tenure and promotion policies and procedures

Changes in Structure, Policies, and Practices (3)

- Changes in budget priorities
- New organizational structures
- New reporting relationships
- New decision-making structures
- New collaborations with other institutions



Attitudinal and Cultural Evidence

- Changes in interactions among faculty, staff, and students
- Changes in the institution's self-image and language used in self-description
- Changes in rationales for activities
- New relationships between the institution and its stakeholders



Attitudinal and Cultural Evidence

- Changes in interactions among faculty, staff, and students
- Changes in the institution's self-image and language used in self-description
- Changes in rationales for activities
- New relationships between the institution and its stakeholders, including institutions abroad





Thank you.

Good luck.

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