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Topics:

I.	What is comprehensive internationalization?
II.	Sample framework for comprehensive internationalization.
III.	Strategic planning and choosing indicators.
IV.	Overview of internationalization of research.
V.	Overview of partnerships.
VI.	Overview of internationalization of graduate education.
VII.	Overview of internationalization of the undergraduate curriculum.
VIII.	Joint/dual degree programs.
IX.	Internationalization bibliography.

What is 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."[1]

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

Comprehensive Internationalization

ACE's model of comprehensive internationalization: six target areas that are interconnected and mutually reinforcing.[2]

"It is the obligation of colleges and universities to prepare people for a globalized world, including developing the ability to compete economically, to operate effectively in other cultures and settings, to use knowledge to improve their own lives and their communities, and to better comprehend the realities of the contemporary world so that they can better meet their responsibilities as citizens" (ACE 2011).

"The internationalisation of a university is no longer 'optional'. It has practically become a parameter of quality *sine qua non*. A university president or CEO nowadays does not consider not doing it."[3]

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[1] Hudzik 2011.
[2] For more, see http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx.
[3] Romo 2015 as cited in Zagalo-Melo.

Sample Framework for Comprehensive Internationalization

I. Institutional Culture
   A. Faculty initiative: what does global engagement mean program by program, unit by unit?
   B. Senior leadership commitment.
      1. Consistent rhetoric about all aspects of internationalization.
      2. Resource allocation.
   C. Interdepartmental/unit/institute coordination.

II. Internationalization of the Curriculum
   A. Global learning objectives (GLOs): knowledge, skills and attitudes we want students to have upon graduation.
   B. Language training.
   C. Internationalization of the disciplines.
      1. Fully internationalized courses.
      2. Courses with international components.
   D. Specialized international majors and minors.
   E. Pedagogies for increasing intercultural competence.

III. Student Mobility
   A. Study abroad.
   B. International student enrolments.

IV. International Research and Creative Activities
   A. Support of international collaborative and/or field research.

V. Strategic International Partnerships

VI. International Service and Outreach

VII. Faculty and Staff Development
   A. Hiring of faculty with international experience or credentials.
   B. Incentives for curriculum development, language acquisition, or cross-cultural training.
   C. Faculty mobility.
   D. "How to" workshops.

VIII. Marketing/Communications/Enrolment Management
   A. Persistent and consistent messaging about why global engagement is important and how to be globally engaged.
   B. Infusion of global engagement into material and communications that define the identity of the university.
   C. Use as an incentive for recruiting undergraduate and graduate students.

Strategic planning is an inclusive, consultative process with key actors and stakeholders. No two strategic plans are identical and a plan must be suitable for the institution that develops it. There are some useful generalizations that can be made, however. Some are for institutions in general and some are specific to internationalization.

Some general principles:
- The weakest plan is one that sits "on the shelf" and does not serve as a guide for faculty and administrators in setting policy, determining budgetary priorities, and achieving goals. Such plans are all too common.
- Strategic plans start with setting strategic priorities. This may be framed in the form of a question: what do we want our institution to look like in five years? (Five is arbitrary but common; three years is another common time frame.)
- A good place to start with setting priorities is a status check. The SWOT exercise (strengths, weaknesses, opportunities, threats) is useful. Conduct SWOT analysis with various university constituencies who will have a stake in internationalization.
- Strategic plans often build on existing strengths while targeting important gaps that have been identified as a high priority.
- Strategic plans do not attempt to do everything. A good strategic plan is ambitious but realistic.
- Strategic planning can get bogged down by a desire to achieve the perfect document. Follow the dictum, "never let perfection be the enemy of good enough."

Steps in strategic planning for internationalization:
- Determine that internationalization is a priority. If it is not already stated, it should be part of the university's mission statement and a regular element of its discourse both internally and externally. In business terms, it should be part of the university's "branding."
- Create an internationalization committee or task force. This should be small enough to be manageable, yet as representative as possible of key constituencies.[4]
- The committee should first take on the task of self-evaluation. What is the current state of internationalization?
- The next step is setting strategic priorities. Starting with a framework (such as the one in this document) is the starting point. Consider the possibilities appropriate to the institution's type.
- Ideally, the task of setting priorities takes place as a consultative process with the broader university: faculty from a variety of academic disciplines, key administrators, students, and potentially key external actors from business and industry, funding organizations, and when relevant, ministry officials.
- Be aware of costs. Rarely does setting a priority not incur a resource commitment. It should be clear where the resources are or at least a plan of how they will be obtained.
- Set goals based on the priorities and available (or accessible) resources. Goals can be vague as long as they are clear. An example of a vague goal is "a more internationalized faculty." The specificity comes in the next step:

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[4] This process is described in ACE 2006.

- Determine measurable indicators. To continue with the previous example, measurable indicators can include more co-authored articles in international journals, an increase in attendance at international conferences, more collaborative research projects initiated, a greater number of visiting scholars, and so on.
- In some cases, it may be desirable to set targets. How many more visiting scholars? How many new collaborative research projects initiated? These can be set in absolute numbers or percentage increases.

In general, a good strategic plan is situated in institutional priorities and moves from the general to the specific:

General priorities
(mission and plan) ⟶ Specific
priorities ⟶ Measurable outcomes
and indicators
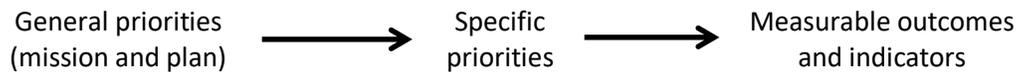
Indicators:
- There are at least 200 indicators to choose from based on current practice among universities worldwide.[5] This is far too many for one strategic plan. Two common mistakes: choosing too many ("mushrooming") and choosing indicators that cannot be easily measured.[6]
- Gao suggests one categorization of indicators: research, student mobility, faculty profile and activity, curriculum, governance (policies and administrative support), and engagement (especially partnerships).[7] Each can be broken down into measurable indicators. This is by no means the only way to categorized indicators; each institution should determine their own.
- To build on Gao's framework, the faculty category could include number of foreign-born faculty, the number who received degrees abroad, involvement in collaborative research projects, experience teaching abroad, foreign language competency, qualification to teach courses about global issues or other countries, and so on. Indicators for the curriculum category could include the number of foreign languages taught (and enrolments), programs with high international content (e.g., international business, anthropology, global migration, indigenous studies, international relations), the number of course or course modules with international scope offered in STEM fields, etc.

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[5] Gao 2018.
[6] Beerkens, et. al. 2010; Gao 2015.
[7] Gao 2018.

Internationalization of Research

Internationalization of research has two dimensions: the *content* of research (about another country or region, or about global issues) and *collaboration* with international partners. Scholars in the social sciences, humanities, education and law generally define internationalization in terms of content, while faculty in the natural and life sciences usually understand it in terms of collaboration.[8]

International collaboration results in more publications of better quality (measured by journal rankings) and more citations.[9]

The immediate goal of internationalization of research is "border crossing." It can be literal (i.e., faculty and student mobility) or figurative (joint knowledge construction and transfer).

Research results from individual initiative and interests, therefore is not easily subject to institutional promotion.[10] Yet institutions can determine and support which research interests to invest in according to its strategic priorities and faculty expertise. And universities can help stimulate international collaboration by funding faculty and graduate student mobility.

Faculty from large countries or those that are English-speaking countries are less likely to engage in collaborative research than those from smaller countries and non-native English environments.

Outcome indicators of internationalization of research:
- Biblio-metric measures such as co-authored publications.
- Projects initiated.
- Joint grants.
- Joint workshops, conferences and symposia.
- Joint patents.

Mechanisms to achieve more internationalization of research:
- Faculty and graduate student mobility (mobility = more publications[11]).
- Faculty and graduate student participation in international conferences.
- Funds to support mobility.
- Recognition of international activities in hiring and promotion.
- Partnerships, especially strategic partnerships.
- Collaborative research programs.

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[8] Rostan, et. al. 2014.
[9] Woldegiyorgis 2018, 163.
[10] Woldegiyorgis 2018, 172.
[11] Adapa n.d., 3; Woldegiyorgis 2018, 166.

International Partnerships

Why partnerships?
- No one institution can achieve all of its internationalization goals on its own.[12]
- Many challenges are regional or global in scope; knowledge construction and creative activities often require transnational collaboration.
- Partnerships create and nurture trust across cultures and political divides.[13]

Strategic partnerships serve strategic institutional interests and goals. Partnerships should serve to fulfill either the strategic internationalization plan or the university's overall strategic plan. Most strategic partnerships involve multiple academic units (colleges, departments, faculties) and multiple goals, and are designed to grow and evolve.

Regular (i.e., non-strategic) partnerships (sometimes called "transactional" – see below) can also serve the internationalization plan of the university but are more limited in scope, say, involving one faculty member or one department.

Common goals of partnerships: enhanced learning through faculty and student mobility, support of collaborative and large-scale research, access to global funding sources, and growth in prestige and reputation.[14]

Strategic partnerships are instrumental in two aspects of internationalization: integrating international dimensions *inward* by adding to the institution while extending it *outward* into global networks of learning, research, and other forms of engagement.[15]

Partnerships usually start based on faculty initiative and are limited in scope: a research collaboration, a study abroad site, etc. Not all such relationships can or should be developed into strategic partnerships. Finding the balance between faculty initiatives in many academic units and institutional prioritization of a few select strategic partnerships is one of the key challenges.[16]

Keys to success:
- Deliberative determination of potential partners based on strategic planning for internationalization; how does the partnership advance the institution's internationalization plan?.[17]
- Implementation, including establishment of clear lines of responsibility (usually the SIO's office in conjunction with academic units).[18]

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[12] ACE 2017, 13.
[13] Zagalo-Melo 2018.
[14] ACE 2016, 3-4.
[15] Sutton 2010.
[16] Zagaelo-Mello 2018; ACE 2017.
[17] ACE 2016, 16; ACE 2017, 2.
[18] ACE 2016, 9.

- Quality assurance; periodically review, update and improve the partnership's goals and activities.[19]
- Resources for faculty mobility.
- Good pedagogy (when relevant).
- Continuing development of social capital among faculty and staff at both institutions.[20]

Typology of partnerships: [21]
- inactive/paper only
- dormant ——— to be avoided
- parasitic/exploitative
- transactional ← most common type: important but limited in scope
- transformative ← based on common strategic goals, combined resources, and a "long-term institutional platform for collaborative work"

Samples of agreements can be found at http://www.acenet.edu/news-room/Pages/International-Partnerships-Guidelines-Colleges-Universities.aspx and http://www.acenet.edu/news-room/Pages/Collaboration-and-Partnerships.aspx.

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[19] ACE 2017, 16.
[20] Bordogna 2018.
[21] ACE 2016, 19-20.

Internationalization of Graduate Education

Graduate education is more likely to be internationalized in departments with international faculty. In such cases, students are more likely to select international topics (content), participate in international conferences, and seek collaborators in other countries (especially in STEM fields).[22]

Most examples of internationalized graduate (especially MA) programs are based on student mobility.

Students may complete internships abroad, engage in service learning, undertake projects jointly with host country students, or in some cases (e.g., business) offer consulting.[23]

In one survey, students cite lack of time and money as obstacles. Some departments offer travel funds to support student mobility.

The Brazilian experience:[24]

- Based on a survey of 322 universities that scored 6 or 7 in the 2010 triennial CAPES evaluation. Of 66 responses:

  - The most popular strategies were faculty and graduate student mobility and collaborative research. Most were organized based on cooperative arrangements, the majority of which were ad hoc faculty relationships with colleagues abroad.

  - Some institutions offer funds for conference travel or awards as incentives for publication in international journals. In a few cases, there is support to visit laboratories or research centers abroad.

  - The most common obstacles cited are lack of funds, complex bureaucratic processes, and weak administrative support.

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[22] Woldegiyorgis 2018, 165-6. Ramos' survey (2017) indicated that the fields of math, earth sciences, and health sciences have more international collaboration, and agricultural and biological sciences have less. Thus, international experiences are not shared equally across STEM fields.
[23] Hulstrand 2015.
[24] Ramos 2017.

Internationalization of the Undergraduate Curriculum

Internationalization of the undergraduate curriculum is one of the key elements of comprehensive internationalization. Student mobility gets more attention, but will inevitably reach only a small percentage of students. Therefore, students must encounter international content in their curriculum irrespective of the discipline.

The awareness that comprehensive internationalization must go well beyond student mobility led to the *internationalization at home* movement.[25]

Elements of curriculum internationalization:

- A clear understanding of cross-cultural awareness/global competence.[26]
- The articulation of global learning outcomes by discipline and overall (i.e., for all students).[27]
- Knowledge of the international dimensions of students' chosen fields of study.
- Language study.
- Special, interdisciplinary programs of study. Example: global studies, global public health, global environmental studies, climate change science and policy, international population dynamics.
- Integration of international and domestic students in both academic and social contexts.
- Multiple options for study abroad and both administrative and financial support for faculty who lead programs and students who participate in them.
- Co-curricular activities: clubs, international festivals, and cultural events.
- Faculty hiring and promotion: seek faculty with international experience and reward them for international activities such as leading study abroad programs or engaging in collaborative research.
- Advising and marketing: ensure that students know the importance of internationalizing their education and the various ways they can do so.

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[25] Agnew and Kahn 2014.
[26] Asia Society 2011; AAC&U 2017. Various terms are used to express more or less the same concept.
[27] AAC&U, n.d.; UNESCO 2015.

International Joint/Dual Degrees

Degrees that result from partnerships between two institutions can be very beneficial to students. Such arrangements are not easy to develop, however. There may be multiple issues regarding quality assurance, accreditation, academic freedom, residency requirements, imbalances in student demand, mapping and course equivalencies, and language(s) of instruction.[28]

The terminology for degrees based on international partnerships is inconsistent. Generally speaking, a *joint* degree is a single degree – the same degree – awarded by two universities based on a curriculum jointly designed, approved and implemented. *Dual* degrees – sometimes called *double* or *consecutive* degrees – are two distinct degrees offered by two universities based on a joint or collaborative curriculum.[29] Dual degrees are more common in the US than joint degrees.

Online learning is a part of some joint/dual degree programs, but the majority rely on student mobility. While this adds to costs, it brings benefits of immersion and cross-cultural interactions that online learning lacks.

Examples of joint/dual degree arrangements:
- Sunway College (Malaysia) and Western Michigan University (1990s): students at Sunway College studied at Sunway for two years in a curriculum designed and approved by WMU. They received WMU credit for those courses. The Malaysian students then moved to WMU for their final two years. The degree they were awarded was a WMU degree. This was an early example of a "twinning program," more commonly called a 2+2 joint program.
- Queen Margaret University in Scotland and the British University in Egypt have a dual nursing program. Students obtain a degree and licensing in both countries. The program includes a one-year internship in either country.
- Minzu University in China and the University of Rhode Island in the US have a dual MA program in Chinese language instruction (Minzu) and foreign language secondary education (URI). Instruction takes place in both countries.
- The University of Maryland in the US and Pusan National University in South Korea have a dual PhD program in mechanical engineering that grew out of research collaborations. Students do their coursework at their home institution, then conduct dissertation research at both locations under the guidance of joint dissertation committees.

There are numerous possible arrangements, especially for dual degrees. In addition to the 2+2 noted above, there are 3+1 programs (a single or dual bachelor degrees), and 3+2, 4+1 and 4+2 programs that result in a bachelor's degree in one country and an MA degree in another, usually with some overlap in course work.

A factor that can make such programs more sustainable is faculty mobility that develops social capital and may lead to a broader strategic partnership.

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[28] ACE 2014; Knight and Lake 2012.

[29] The terminology used here (*joint* and *dual* degree programs) is consistent with ACE 2014.

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