

Aligning International Strategy and Institutional Goals:



Advice from the ACE/AIEA Internationalization Collaborative

The American Council on Education's (ACE's) and AIEA's Internationalization Collaborative serves as a learning community that provides a forum for faculty and administrators to share ideas and help one another in furthering their international agendas. Members share information about institutional strategies and outcomes and key issues that need further research and advocacy.

The theme of the Collaborative's 2013 Annual Meeting was **“Aligning International Strategy and Institutional Goals.”** The following strategies and best practices emerged from the discussion, and are organized by the six pillars of ACE's Model for Comprehensive Internationalization.



Comprehensive Internationalization

Articulated Institutional Commitment

- Embedding internationalization goals into the **overall institutional strategic plan** can help gain buy-in from board members and other key stakeholders, but a **stand-alone internationalization plan** is often more concrete and motivating. Institutions should consider campus culture and the current status of internationalization when determining which approach (or combination of the two) is likely to be most effective.
- **Strong support from the president** is critical when institutions create a designated committee or task force to lead internationalization efforts. The president should issue the committee charge, publicly endorse project goals, and actively engage with the committee as it carries out its work.

Administrative Structure and Staffing

- A key facet of the senior international officer (SIO) position is serving as a **bridge between “bottom up” and “top down” internationalization efforts** by organizing and directing the process of faculty innovation, while using broad institutional goals and policies as a guide. The SIO should seek to balance the presidential imperative with support for faculty in what they want to do.
- In order for internationalization to take hold throughout the institution, **staff in a wide variety of units** need to be informed of goals and engaged in the process. These include alumni relations, enrollment management, development, service learning, and civic education.

Curriculum, Co-curriculum, and Learning Outcomes

- Creating a formalized **certificate in international competency** can help organize curriculum internationalization efforts, and raise the visibility of courses that include global perspectives. When possible, such programs should include an experiential learning component.
- As **accreditation standards** increasingly include internationalization-related elements, these can serve as a source for supporting arguments and design ideas for internationalizing the curriculum.

Faculty Policies and Practices

- **Consult deans** in designing policies and programs to engage faculty in internationalization. Their buy-in is important for successful implementation, and they can help **identify faculty “champions”** to bolster internationalization efforts and build interest among colleagues.
- Faculty may be more successful in obtaining outside funding for international activities if they work with an existing institutional partner abroad. Maintaining a **database of ongoing partnerships that is accessible to faculty** can facilitate new relationships.

Student Mobility

- **Track and maintain relationships with international student alumni**, both in the United States and abroad. They can be tapped to assist with recruiting, fundraising, and other activities.
- Students can gain international competency through **experiential learning opportunities in the United States** as well as abroad. Consider resources in the local community, such as global companies with operations nearby.

Collaboration and Partnerships

- Building **deep, multifaceted relationships** is effective with some international partner institutions, but **smaller-scope relationships** (e.g., those that focus only on a particular field, or on teaching but not research) are also valuable and can play an important role in an institution’s global engagement strategy.
- **“Year of” programs** (e.g., “Year of India” and “Year of China”) can bring attention to geographic areas that have been identified as strategically important for the institution, spurring faculty and staff to focus on these areas for partnerships and collaboration.