AUBURN UNIVERSITY
OFFICE OF INTERNATIONAL PROGRAMS

INTERNATIONALIZATION LABORATORY with
American Council on Education

Committee for Strategic Internationalization: 11/14/18 Meeting

On Wednesday, Nov. 14, 2018 Auburn University's Committee for Strategic Internationalization gathered at the Auburn University Student Center with ACE Lab Advisor Heather Ward in attendance to discuss the internationalization process and timeline, subcommittee design and function, and the internationalization review process. Following the full committee meeting, each sub-committee met to discuss their specific areas of focus.

11/14/18 Meeting: Overview

ACE Internationalization Laboratory Process and Timelines - Presented by Heather Ward
- Process:
  - Assemble an internationalization leadership team ✓
  - Analyze current internationalization activities (current phase of process)
  - Formulate a strategic action plan to take internationalization efforts forward
  - Receive on-campus site visits by ACE staff (first visit completed on 11/14)
  - Participate in three meetings of the entire Lab cohort, hosted by ACE in Washington, DC (first meeting completed in Aug. 2018)
- Timeline: June 2018 - July 2020 (Detailed timeline on page 4 of report)
  - June - August 2018:
    - Appoint committee members ✓
    - Attend opening meeting in DC ✓
  - September - December 2018:
    - Finalize Lab committee members and establish administrative procedures ✓
    - Plan the internationalization review (current phase of process)
    - Determine format and scope of the committee's final deliverable
    - Publicize the Lab engagement throughout campus and beyond
  - January - April 2019:
    - Internationalization review: Data collection

- May - October 2019:
  - Internationalization review: Data analysis
  - Develop outline for the committee's final deliverable
  - Determine peer review visit dates and identify potential reviewers
- November 2019 - March 2020:
  - Write and review the committee's final deliverable
- April - July 2020:
  - Finalize Lab deliverable
  - Plan next steps and follow-on activities
  - ACE final report submitted to institution leadership by July 31, 2020

The Internationalization Review - Current phase of Internationalization process

- During this process Auburn will:
  - Take stock of current international and global initiatives
    - Using guiding questions for the committee and each sub-committee (detailed guiding questions on page 6 of report)
  - Collect and analyze information as a basis for the final internationalization report and recommendations
  - Identify strengths, weaknesses, gaps and possibilities for new strategic activities
  - Engage people across the institution in a discussion of internationalization
    - Using the 'Mapping Internationalization on U.S. Campuses: 2017 Edition' ACE dataset - can be found on ACE's website, www.acenet.edu.

Sub-Committee Meetings: Initial Discussions and Ideas

- Research
  - Goals/Outcomes:
    - Support President Leath's institutional goal of moving from an R2 to an R1 Carnegie Classification
    - Increase exposure/awareness of Auburn's international partner institutions
    - Increase access to international funding sources
    - Further develop international alumni relations
    - Increase access to unique locations
    - Increase co-authorship between domestic and international faculty
  - How do we measure our research goals?
    - Increase data collection on international funding opportunities and sponsored programs
    - Utilize established research tools to include international-related questions
- Strategic Partnerships
  - Role of Internationalization in Partnerships:
    - Establishing/maintaining international company partnerships (e.g. automotive industry)
    - Increasing Auburn's participation in multi-dimensional partnerships that incorporate research, institutional collaboration and company/industry collaboration
  - How do we meet our partnership goals?
    - Committee charged with developing an appropriate system of selection criteria
  - ACE Advisor Suggestions:
    - Establish a tiered or hierarchical system for partnership types and importance
    - Establish a specific staff position that facilitates and develops Auburn's international partnerships

- Student Experience
  - How can we better prepare Auburn students for a global world?
    - Partnerships with international companies
    - Increase access to Auburn for international students and faculty
    - Internationalizing core curriculum
      - Training faculty on how to implement international components into their coursework (e.g. case studies that have international implications)
      - Resource: 'Making Global Learning Universal' by Landorf, Doscher and Hardick
    - Creating faculty/staff awards for internationalization efforts
    - Maintain/create new events that promote international and domestic student collaboration (i.e. events/programs with shared purpose)
  - Why is internationalizing the student experience important?
    - Diversifies Auburn's study body and enhances the experience
    - Prepares domestic students for international collaboration in the workforce
  - How can we measure the current state of Auburn's international student experience?
    - Auburn Abroad's study abroad data
    - Office of International Programs' international student survey
    - Career Center data
    - Office of Institutional Research data

Next Meeting:

- Tuesday, Dec. 4 at 7:30 a.m. at AUHCC

Committee Reminders:

- Utilize MS Teams as main mode of communication - if you have not done so, download app to phone and computer desktop
- Share the work of the Committee for Strategic Internationalization with your individual Deans and departments

www.auburn.edu/international/ace

ACE Internationalization Laboratory
COHORT 16 TIMELINE

DATES	ON-CAMPUS ACTIVITIES	MEETINGS & EVENTS
June–August 2018	• **Appoint Lab committee members and designate co-chairs.** • **Determine who will attend the opening meeting in DC.**	- Lab opening meeting (late August).

September–December 2018	• **Finalize Lab committee membership and establish administrative procedures.**
	  - Set meeting schedule.
	  - Determine communication, information-sharing, and other protocols.
	
	• **Plan the internationalization review.**
	  - Formulate research questions.
	  - Determine methodology (document review, surveys, interviews, focus groups).
	  - Establish a timeline.
	  - Assign subcommittees (with Lab committee members as chairs).
	  - Complete IRB review or other necessary approval procedures.
	
	• **Determine the format and scope of the committee's final deliverable.** Options include:
	  - Report on findings of the internationalization review.
	  - Report on findings of the review plus recommendations for action.
	  - Report on findings of the review, recommended actions, and an implementation plan including activities, schedule, timeline, and resource requirements.
	
	• **Publicize the Lab engagement throughout campus and beyond.**
	  - Circulate committee charge to encourage participation in internationalization review.
	  - Encourage inclusion of Lab information in president's convocation speech.
	  - Issue press release (template provided by ACE).
	  - Post information on appropriate web pages.
	  - Plan for regular updates to senior leaders.
		- ACE advisor site visit (October or November).
		
		- Regular committee meetings (at least monthly).
		
		- Monthly check-in calls with ACE advisor. Additional communication by email or phone as needed.

DATES	ON-CAMPUS ACTIVITIES	MEETINGS & EVENTS
January–April 2019	• **Internationalization review: Data collection.** - Carry out data collection plan according to schedule established in the fall. - Identify gaps in data and revise methodology as needed or recommend further data collection. - Subcommittees prepare summary of data collected for presentation to the committee as a whole.	- Lab mid-term meeting (February). - Regular committee and sub-committee meetings. - Monthly check-in calls with ACE advisor. Additional communication by email or phone as needed.
May–October 2019	• **Internationalization review: Data analysis.** - Compile data gathered by subcommittees. - Conduct SWOT analysis (subcommittees may do this). - Benchmark against peer institutions and established good practices. - Formulate initial conclusions and recommendations. - Verify initial findings with key stakeholders. • **Develop outline for the committee's final deliverable.** - Assign lead writers for each section and an editor for the overall document. • **Determine peer review visit dates and identify potential reviewers.**	- Lab final meeting (November). - Regular committee and sub-committee meetings. - Monthly check-in calls with ACE advisor. Additional communication by email or phone as needed.
November 2019–March 2020	• **Write and review the committee's final deliverable.** - Determine who needs to review drafts and establish a review schedule. - Submit final version or a working draft to ACE advisor at least 10 days prior to peer review visit.	- Peer review visit (between late January and early April). - Committee meetings as needed. - Monthly check-in calls with ACE advisor. Additional communication by email or phone as needed.
April–July 2020	• **Finalize Lab deliverable.** • **Plan next steps and follow-on activities.** • **ACE final report submitted to institution leadership by July 31, 2020.** - Draft sent to committee for review first.	- Committee meetings as needed. - Monthly check-in calls with ACE advisor. Additional communication by email or phone as needed.

ACE Internationalization Laboratory
LAB BRIEFING

Questions to Guide the Internationalization Review

ACE's Center for Internationalization and Global Engagement (CIGE) defines *comprehensive internationalization* as a "strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions." The **CIGE Model for Comprehensive Internationalization** comprises six interconnected target areas for institutional initiatives, policies, and programs:

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

The following questions, which are structured around the CIGE Model, are designed to **guide an internationalization review process** by institutions participating in the ACE Internationalization Laboratory. They provide the basis for an assessment of existing initiatives and notable gaps in institutional policies and practices. While thorough, they are not exhaustive; institutions should feel free to identify other relevant questions and key data as part of the review process.

In addition to a category-by-category analysis, many Lab institutions incorporate a cross-category **SWOT analysis** (strengths, weaknesses, opportunities, and threats) into their internationalization review. Such an analysis helps identify the most critical findings of the review, and can be a useful step in formulating the committee's recommendations and final deliverable.

Articulated Institutional Commitment

Mission and Strategy

- Does the institution have **goals for internationalization** (for example, preparing students for work in a global society, connecting international and multicultural agendas, or internationalizing research)? What are these goals, and where are they articulated?

- Are international goals (of any sort) mentioned (directly or indirectly) in the institution's **mission statement**? How?

- Does the institution have a **strategic plan**? Does it include internationalization (directly or indirectly)? If so, what goals and strategies does it set?

- Does the institution have a specific **institutional internationalization strategy**? If so, what are its main components?

- How does internationalization relate to the institution's **mission, history,** and **student body**?

Funding and Support

- What **financial resources** does the institution now provide for each of the following areas of internationalization: study or experiential learning abroad, curriculum development, faculty travel and research, support infrastructure (such as library holdings, IT, language labs), staffing for an effective international office), co-curricular programs, international partnerships, services for international students, and any other international activities or initiatives?

- How well do institutional **resources align with institutional goals** for internationalization?

- Is there any **international programming that generates funds** for the institution? If so, how are these funds distributed? Are there any plans or possibilities for developing such programs in the future?

- Does the institution have a **fundraising strategy** for internationalization? How is it aligned with the overall institutional fundraising strategy?

- What is the balance between **internal and external funding sources** for internationalization? Has this funding increased, decreased, or remained the same during the last five years? 10 years?

- What international activities, if any, have been specified as the highest **priorities for additional funding** in the future?

Visibility and Messaging

- To what extent is the institution's international activity visibly present on its **website**? Is there an international "portal" on the home page? How easy is it for visitors to the website to find information on international activities?

- To what extent is the institution's international programming/positioning part of its **branding**, both internally and externally?

- What methods are used to **publicize** what is happening internationally at the institution (e.g., festivals, lecture series, etc.)?

- How does the institution communicate with the **extra-campus public** about the value of internationalization? What existing community engagement mechanisms might be leveraged to facilitate outreach and discussion?

Administrative Leadership, Structure, and Staffing

Units and Roles
What roles do the **president/chancellor and provost/chief academic officer** currently play in internationalization? Trustees and advisory boards?

- Where does **primary responsibility** for guiding and maintaining institutional internationalization lie? Is there an overall **international office** for the institution? What is its charge? What are the **staffing arrangements and reporting lines**? How well are they working?

- What additional **offices, departments, and units** have some responsibility for internationalization?

- In addition to the Lab committee, are there other councils, **committees, or task forces** working directly on internationalization, or on areas that interface with internationalization (e.g., diversity, curriculum, etc.)?

- What internationalization-related professional development opportunities exist for **administrative staff** (other than those who work in an international programs office)?

Communication

- What **communication channels** exist among the various units involved in internationalization, and how well are they working?

- What mechanisms exist to facilitate communication between the unit(s) responsible for internationalization and **non-internationally focused campus units**? (development, alumni relations, risk management, etc.) How well are they working?

- How are **campus leaders** informed of internationalization progress? **Other key constituents** (e.g., the faculty senate, committees and task forces, etc.)? How is their input gathered?

Institution-wide Tracking and Assessment*

- How does the institution **track and monitor** its current international activities? What does this information reveal about the state of internationalization at the institution?

- If the institution has articulated international goals, how does it **assess its progress** in achieving them? What do existing assessment data say about the extent to which those goals are being met?

- Does the institution gather information on the **attitudes of faculty and staff** toward international learning? If so, how is this information used?

- Does the institution collect information on the **faculty and staff members' language capacity, international background, interests, and experiences**? If so, where is this information available and how is it used?

- Does the institution collect information on the **international interests, experiences, and attitudes of students** (both domestic and international)? If so, how is this information used?

*Additional questions related to the assessment of activities and initiatives that comprise each pillar of the CIGE Model for Comprehensive Internationalization are included in the corresponding sections below.

Curriculum, Co-curriculum, and Learning Outcomes

Student Learning Outcomes

- Do the institution's overall student learning goals include **global/international learning** (either directly or indirectly)?

- To what extent has the institution developed specific **learning goals** associated with the global and international dimensions of undergraduate education? What are they? Where are they articulated? Who knows about them? How consistent are goals for different programs or colleges?

- How does the institution **assess student achievement** of those goals?

- Overall, to what extent do the institution's faculty and staff perceive global/international learning as an **important element of the educational process**? What is the evidence?

Course Content and Pedagogy

- How rich are the opportunities for students to take **courses with an international or global focus**? What international majors, minors, concentrations, certificates, and courses are offered?

- To what extent does the curriculum **integrate U.S. multicultural issues** with international/global perspectives and issues?

- To what extent does pedagogy take advantage of the **differing perspectives** that domestic and international students bring to the campus, use IT to bring international voices into the classroom, or connect with international groups in the community?

- What opportunities exist for students to engage in internationally-focused **research**?

- To what extent do courses foster **experiential learning** that enables students to apply and use what they are learning?

Academic Policies and Requirements

- How do **departmental requirements** address international learning?

- To what extent is **education abroad integrated** into academic majors, minors, and general education requirements?

- To what extent does the institution's **general education curriculum** include international or global content, perspectives, and different ways of knowing? What is the evidence?

- Does the institution have a **language requirement** (for some or for all students)? Why or why not? Is this requirement articulated in seat time or proficiency? What qualitative data exist about language learning at this institution? What quantitative data?

- Beyond specific requirements, to what extent are **students encouraged** to take courses with international content? To take language courses? Who provides such encouragement? How do advisers encourage or discourage students to pursue international learning and experiences?

Co-curriculum

- How is **internationalization manifested in the co-curriculum** (e.g., international events, festivals, lectures, films)? To what extent does the institution host international scholars, performers, and lecturers to contribute to co-curricular programming?

- To what extent does the co-curriculum seek to **integrate U.S. multicultural issues** and international perspectives and issues with each other?

- Does the institution have **articulated learning goals** for its co-curricular activities? Does it offer co-curricular **transcripts or certificate programs**? If so, is there an international component to these goals or programs?

Student Interest in Global Learning

- What are the **general interests, most common majors, and backgrounds** of the institution's students? How does international programming mesh with these?

- What are the **enrollment levels** in courses and degree programs with international content? How well subscribed are globally-focused co-curricular events and programs?

- What do **NSSE and other surveys reveal** about the level of interest that the institution's students have in global learning?

Faculty Policies and Practices

Hiring, Tenure, and Promotion

- To what extent does the institution **reward or penalize** faculty for international activities and internationalization of

their courses, especially in the hiring, promotion, and tenure processes?

- How does the institution **promote faculty engagement in internationalization**? Does the institution provide specific funding for professional development activities for faculty, related to internationalization? What opportunities exist for faculty exchanges, travel abroad for teaching and research, etc.?

- What are the **barriers to faculty engagement** in internationalization? To what extent is the institution succeeding in removing them? What is the evidence?

Background, Expertise, and Activities

- How many faculty **come from other countries, have experience living abroad, or speak multiple languages?** What parts of the world are most represented? Least?

- How many faculty take **international sabbaticals or pursue Fulbright funding?** Are participation rates tracked over time?

- Looking at the research and teaching expertise of the faculty as a whole, on what **international topics and geographical areas** does the institution have the greatest strength? The least strength?

- To what extent do faculty members **engage in collaborative research and co-author publications** with faculty at institutions in other countries? Where and on what topics?

- To what extent does the institution **invite visiting faculty/scholars** from abroad? To what extent and how does their presence contribute to institutional internationalization?

Student Mobility

International Students

- Does the institution have an **international student recruitment and enrollment management plan** for the institution as a whole, and/or for any of its schools/colleges? How successful has this plan been in achieving its goals?

- What are the **enrollment trends** of international students? How are international students distributed among schools and colleges? Between undergraduate and graduate programs?

- What is the **geographical distribution** of the countries of origin for the institution's international students?

- How are international students **integrated** into campus life?

- What **programs or support services** exist specifically to help international students succeed at the institution?

- What strategies are in place to help domestic students **learn from international students**?

Education Abroad

- What **opportunities** exist for education abroad (study abroad, internships, field work, research, service learning)?

- To what extent are students **encouraged to engage** in education abroad? Who provides such encouragement?

- How effective are the **administrative policies and procedures** pertaining to education abroad, with regard to such issues as student selection and health & safety management?

- What are the **trends for student participation** in these programs during the past five to 10 years? How many students participate? What are their destinations? How much time do they spend abroad—two weeks? A summer? A semester? A year?

- What is the **distribution of students** who engage in education abroad by gender and race/ethnicity? By major or discipline?

- How are students **financing** their education abroad? Is financial aid portable? Are there any scholarships to assist students in going abroad? Other sources of aid?

- Is there **differential pricing** for programs in different locations? What are the implications of the current pricing structures?

- How are students **prepared for education abroad** experiences—a pre-departure orientation? A specific orientation course?

- To what extent does the institution **integrate students into the host country?** Are there programs that include guided experiential learning outside the classroom? To what extent are students in "island" programs?

- Is there **re-entry programming** for students when they return?

- What issues, if any, surround the **recognition of credit** for study abroad?

- What effect do education abroad students have on the **home campus** upon their return? Upon residence life? Upon curriculum content and classroom practice?

Collaboration and Partnerships

International Relationships

- Does the institution have an **inventory of international partnerships** throughout the institution? In what form? To whom is it available? How is it used?

- **How active** is the institution currently when it comes to international partnerships at the institution, unit, and faculty levels? How many partnerships are there? What is the overall distribution of partnerships geographically? Is this an effective portfolio for the institution?

- Does the institution have an **overall strategy for international partnerships**? If so, what does it address? How well is it working?

- Does the institution have **criteria for deciding** whether to pursue potential partnerships? How well do they work?

- Does the institution regularly **evaluate** its partnerships? If so, what criteria are used? What have recent evaluations revealed? What actions have been taken as a result?

- How does the institution **fund** its partnerships? What kinds of administrative and logistical support are available? How **sustainable** are the existing partnerships?

- What **effect** do the institution's partnerships have on student learning, research, and other on-campus activities?

Local, State, and National Engagement

- What opportunities exist in the **local and state environment** to enhance the institution's internationalization efforts? To what extent has the institution taken advantage of them?

- Does the **immediate environment** from which the institution draws its students suggest a special approach to internationalization (for example, do local immigrant populations encourage ties to other countries and regions)?

- Does the institution **collaborate with local organizations, governmental agencies, and businesses** that have strong international interests and ties?

- Does the institution have programs that provide internationally-relevant **internships and service-learning** experiences for students in the local community?

- Does the institution provide **international expertise** useful to the local and state community? To what extent are internationally-focused co-curricular activities open to and attended by members of the local community?