



# Leadership and Innovation to Internationalize the Higher Education Institution

*Comprehensive and Strategic  
Internationalization*

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Chair, Scientific Committee, CHEI, UCSC, Milan



There is immense pressure for the internationalization of higher education institutions in the 21<sup>st</sup> century.

An imperative for every institution no matter what kind of institution!

**Even in a more conflicted environment!**



## ***Comprehensive and Strategic Internationalization***

Comprehensive Internationalization (CI) is commitment and action to infuse and integrate international, global and comparative content and perspective throughout the teaching, research and service missions of higher education.

- ⊕ Infuse into existing missions, not adding a fourth mission.
- ⊕ Qualitatively enhance benefits in core learning and scholarship outcomes.



## CI is Strategic Because it Aims to:

- ✦ Connect directly to and enhance core higher education institutional missions.
- ✦ Sustain a long-term commitment to connect students, faculty, staff and clientele to global pathways of ideas, talent and innovation.
- ✦ Impact the institution as a whole in the longer run by integrating international content and perspective throughout.



# INTEGRATE CORE MISSIONS AND INFUSE AN INTERNATIONAL CONTEXT

TEACHING  
AND  
LEARNING

RESEARCH  
AND  
SCHOLARSHIP

COMMUNITY  
PROBLEM  
SOLVING



## **CI is the Antithesis of the historically “limited” view of higher education internationalization**

The limited view dominated the last half of the 20<sup>th</sup> century.

- ✦ Emphasis on student mobility—in and out—mainly to build cross-cultural understanding, not other outcomes per se.
- ✦ Largely ignored broadly internationalizing on-campus curricula.
- ✦ Emphasis on liberal arts and not professional programs.
- ✦ Generally ignored research and community engagement missions of higher education.
- ✦ Did not look to build cross-mission synergies.



# Why Internationalize All Three Higher Education Core Missions?

- ✦ **Teaching and learning**—preparing students for life and work in a global environment and mix of cultures.
- ✦ **Research and Scholarship**—access widening global pathways of cutting-edge ideas, knowledge and talent.
- ✦ **Community Engagement, Problem Solving and Education**—a vital way to help citizens, communities and nations negotiate the challenges of globalization.



## *Different Institutional Paths for CI*

- ⊕ **Institutions differ widely—so will their internationalization.**
- ⊕ **Differences shaped by:**
  - ⊞ Missions, values and priorities.
  - ⊞ Starting points and what is possible.
  - ⊞ Ways of operating.
- ⊕ **There is no “best” model or way to internationalize.**
  - ⊞ The *best* model for any institution is the one that *fits its missions and circumstances.*





**However**  
***CI is a Commitment to Common Aspirations  
Even if Following Different Paths***

- ✦ **Mainstream to Widen Access and Participation:** Faculty, students, and leadership.
- ✦ **Integrate** CI into core and priority institutional missions.
- ✦ **Expand who supports and contributes:** Beyond the international office to academic and support units.



# The Big Issues for Every Institution

- ✦ Preparing students for a global environment.
- ✦ Connecting teaching/scholarship to global sources of talent and ideas.
- ✦ Recognizing that CI will change the institution.



If the higher education institution is not globally connected, it will fail society.

And

The institution will be marginalized and isolated.

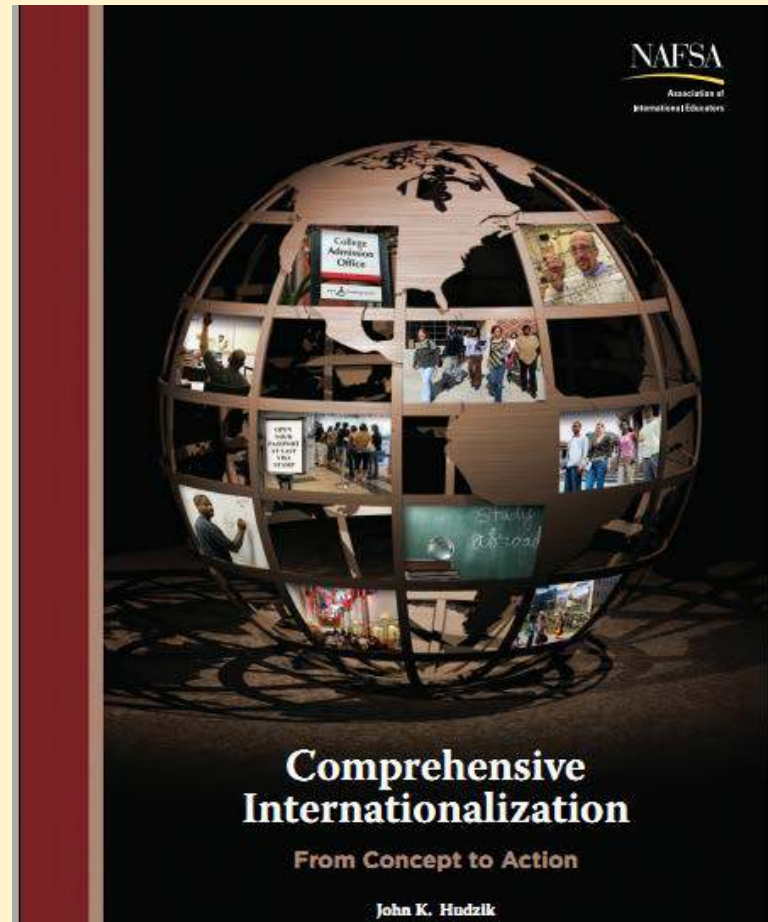


# ELEMENTS OF LEADERSHIP TO INTERNATIONALIZE



# COMPREHENSIVE INTERNATIONALIZATION

- Full version & executive summary free at [www.nafsa.org/cizn](http://www.nafsa.org/cizn)
- Additional resources: [www.nafsa.org/internationalization](http://www.nafsa.org/internationalization) & [www.nafsa.org/trendsinsights](http://www.nafsa.org/trendsinsights)
- Contact us at: [IELKC@nafsa.org](mailto:IELKC@nafsa.org)

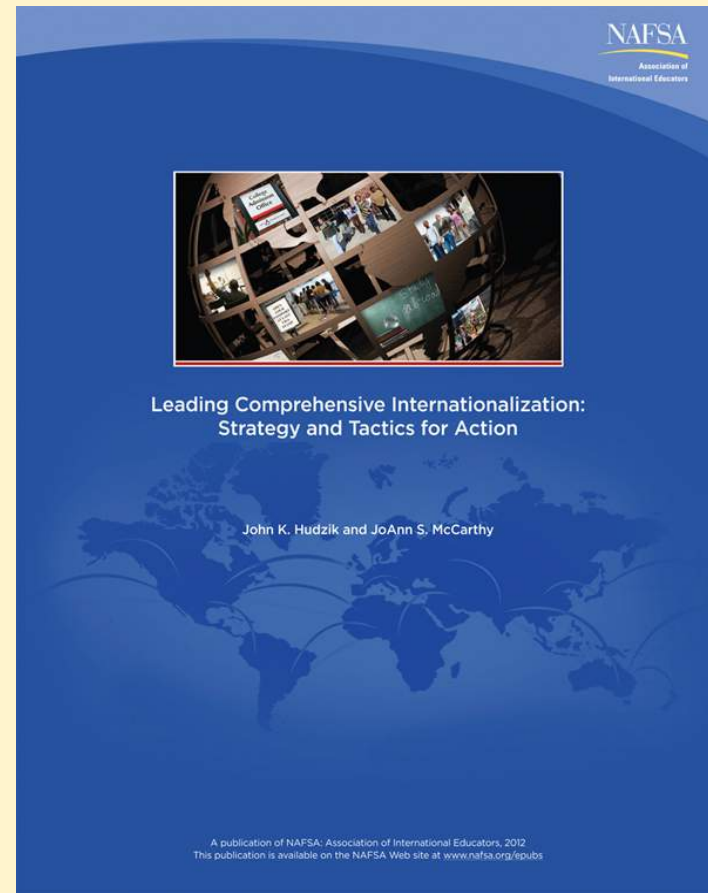




# Leading Comprehensive Internationalization

Download free

[www.nafsa.org/cizn2](http://www.nafsa.org/cizn2)





Developing Sustainable Resources  
for Internationalization

By John K. Hudzik and Penelope J. Pynes

Third in a series of  
NAFSA publications on  
Comprehensive  
Internationalization

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J. K. Hudzik Michigan State University

# *COMPREHENSIVE INTERNATIONALIZATION: Institutional Pathways to Success. John K. Hudzik,*

Routledge Publishers, US and UK, 2015. Includes 13 Institutional Case Stories from Every Continent.

Several Chapters on

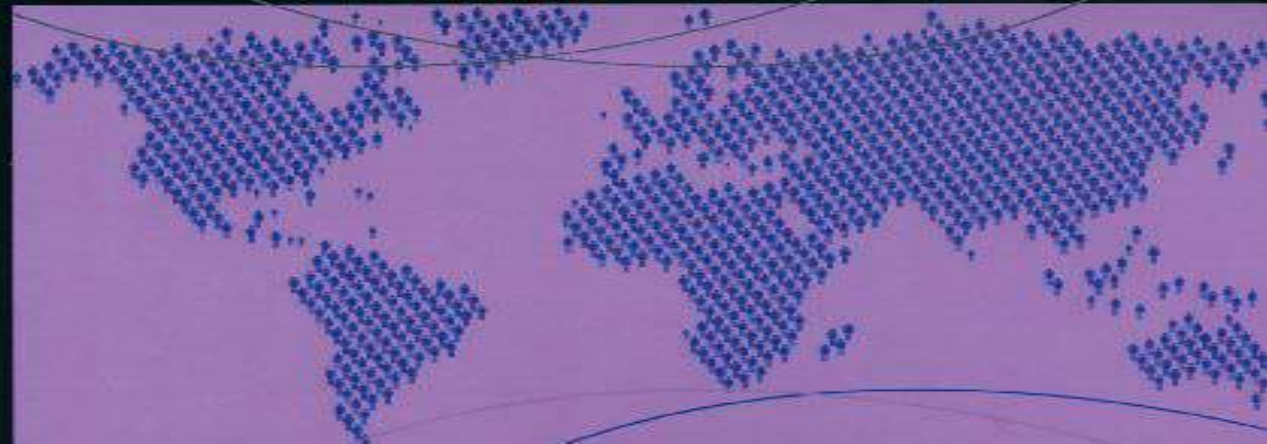
Tactics and Strategy,  
Leadership,  
Action Steps,  
How to Assess,  
Getting Resources,  
and more.

**Go to Website:  
Routledge.com  
Search for Hudzik**

## Comprehensive Internationalization

Institutional pathways to success

John K. Hudzik



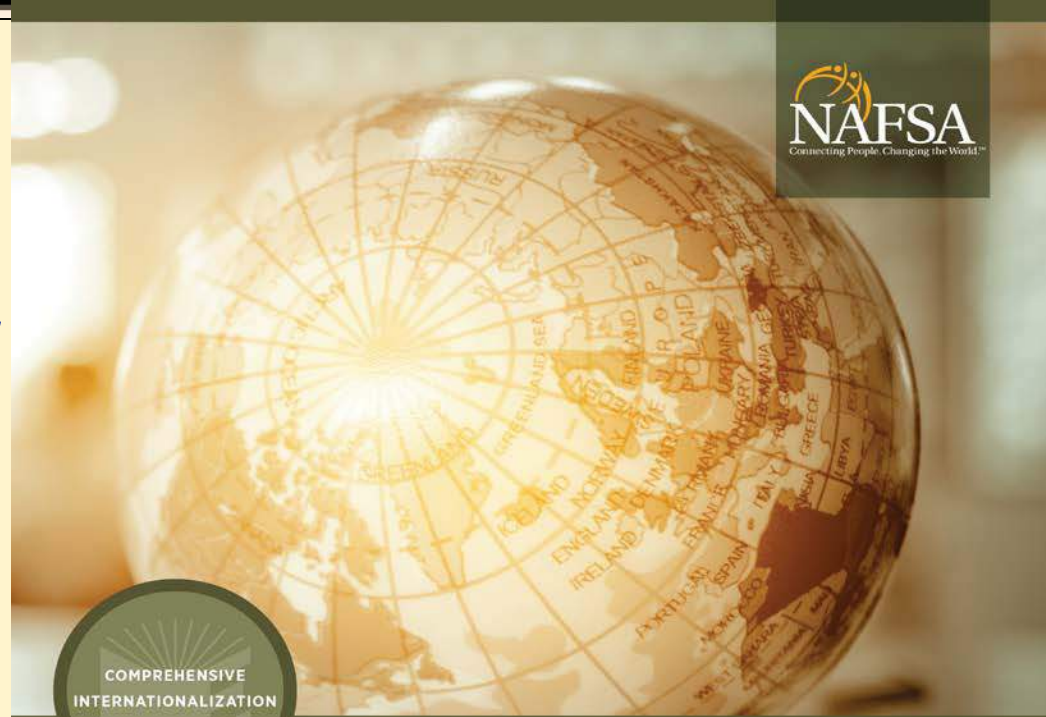




*CI for diverse kinds of Institutions. Recognizing both constraints and pressures.*

*Outlines a practical framework to build and implement action in the context of motivations and challenges.*

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## **Comprehensive and Strategic Internationalization:** Lessons Learned and Prospects

by John K. Hudzik



## Actions to Internationalize

Action is needed in two ways:

- ➊ **Macro/Strategic**---Developing an institutional culture and vision to support internationalization—via an institutional dialog.
- ➋ **Operational/Tactical**---Projects that bring reality to the vision.

**Both must happen at the same time!!!**

**Ideas with no action are only ideas.**



## Sample Agenda for a Strategic Campus Dialog About CI

- ⊕ What is it?—expand understanding
- ⊕ Why do it?—rationales/motivations
- ⊕ How does it enhance existing missions?
- ⊕ What outcomes do we desire?
- ⊕ What would be an energizing but realistic vision?
- ⊕ Who has roles to play?

Purposes of a dialog: Educate, build support and buy-in, gather attention.



## Summary List of Crucial Actions

1. *Define and measure what will constitute success for your institution's internationalization efforts—beginning with desired intellectual outcomes.*
2. *Build Support through integration.*
3. *Extend the leadership/participation team for CI.*
4. *Set manageable action priorities aimed toward longer range goals.*
5. *Challenge the status quo.*
6. *Strategic inclusion (Make a culture of support real).*



# Documenting Internationalization Results: What is Measured Under Various Systems of Accountability?

- ✦ **Inputs:** Resources available to internationalization
- ✦ **Outputs:** Type and amount of work or activity
- ✦ **Outcomes:** The end products

There is good reason to measure/track all three



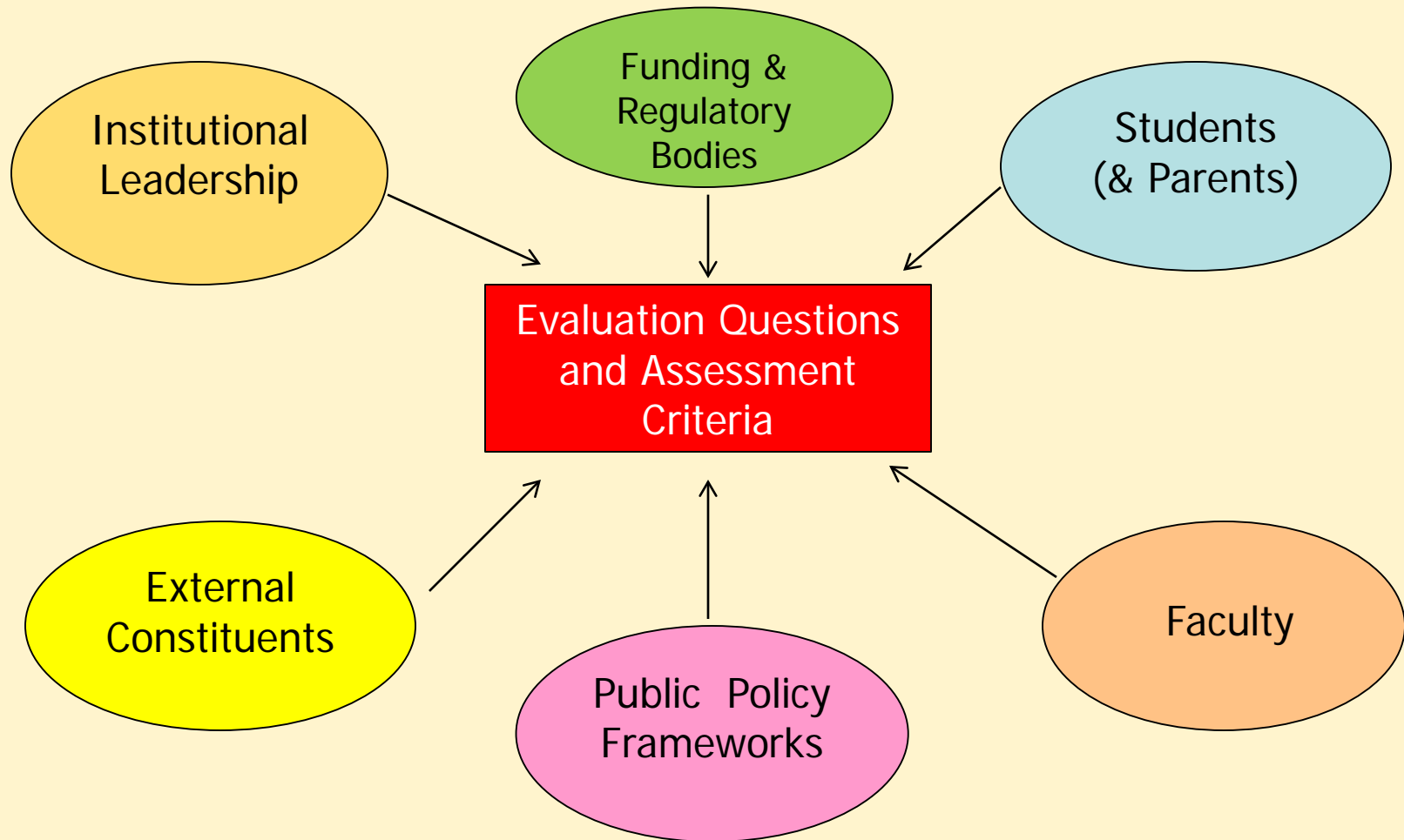
# What Can be Measured continued

<b>Sample Input Measures</b>	<b>Sample Output Measures</b>	<b>Sample Outcome Measures</b>
Number & diversity of study abroad options, locations, subject matter, and support.	Number & diversity of students studying abroad; length of study; curricular integration; safety; cost control; etc.	Impacts on knowledge, attitudes, beliefs, life skills, careers, etc.
Institutional research expenditures per faculty member. Or, external research dollars, etc.	Publications; patents; incidence of citation; grants and contracts from external sources.	Enhanced reputation/awards; commercial applications income; economic development of locations/regions; community problem solving, etc..
Dollars, people and other resources applied to problem solving engagement.	Numbers of projects/locations, numbers of people involved.	Impact on people's well being and condition: economic, health, income, nutrition, safety/security, access, etc.

Note: These are examples and no assumptions are made as to whether evidence exists to establish cause and effect connections when moving from left to right on the grid.



# The Context of Who Wants What from Internationalization: Lenses Filter Accountability Criteria





# Different Constituents Will View the “End Game” Through Different Lenses

- ✦ **Institutions and Leadership:** Reputation building; rankings; revenue potential; enhance institutional capacities; service to constituents; advancing core values; etc.
- ✦ **Students:** Prepare me for a global environment; jobs and careers; learning that is both relevant and interesting; connections for life.
- ✦ **Faculty:** Opportunities for research, publication, and improve teaching/learning; personal reputation and standing.
- ✦ **Communities and Governments:** Solve problems; create global market opportunity and workforce ready graduates.





## ***Link CI to Intellectual Outcomes***

- ✦ Learning outcomes.
- ✦ Research/scholarship outcomes.
- ✦ Community service, problem solving and outreach outcomes.
- ✦ Strengthening curricula and research priorities.
- ✦ Sustained institutional capacity building.



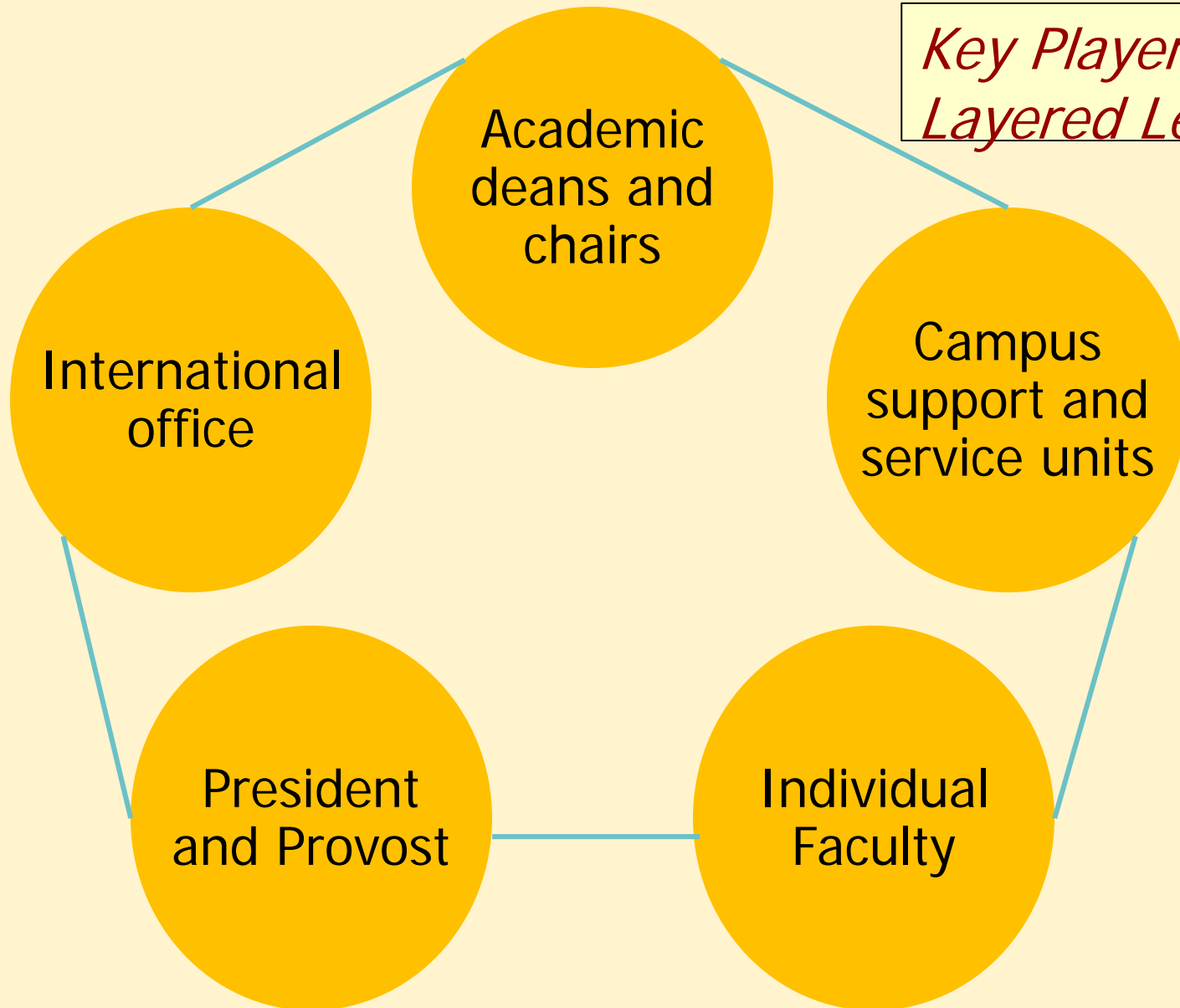
## *Extend the Leadership Team for CI*

- ⊕ Comprehensive internationalization is not possible if the responsibility of the international office alone.
- ⊕ Success requires multiple points of leadership and building effective partnerships across the campus.
  - ⊞ Leadership from the top, the bottom, and the middle
- ⊕ Extending the leadership team is a key responsibility of top leadership, the SIO, and/or other CI leaders.

**Nuture Layered Leadership**



*Key Players for Layered Leadership*





## **Strategic inclusion** (Making a Culture of Support Real)

- ❖ Consistent and frequent leadership and messaging.
- ❖ In institutional strategic planning.
- ❖ In annual budget planning.
- ❖ In the capital campaign and in support services for contracts/grants.
- ❖ During institutional moments of key change (e.g., leadership change, reviews and assessments of....)
- ❖ When reviewing rules, procedures, structures.



# Appendix: Additional materials and Thoughts



**1<sup>st</sup>**

## *Define What will Constitute Success for YOUR institution*

- ✦ Number of “customers” or participants.
- ✦ Maintenance or enhancement of **standards** of quality.
- ✦ **Faculty** assessments and **customer** satisfaction.
- ✦ Financial (e.g., viability, break even, surplus models).
- ✦ **Academic outcomes** (e.g., student completion rates and academic performance; grants, awards, contracts)

**Which of these are necessary; which are sufficient (enough) for your institution?**



## 2<sup>nd</sup> Reward Success: What is Counted is What Counts

- ⊕ Students understand what is important through curriculum requirements, electives and opportunities to engage internationally.
- ⊕ Faculty understand what is valued by way of promotion and recognition of criteria/decisions (the criteria used de facto by academic units and by institutional decision-makers).
- ⊕ The allocation or reallocation of resources by the institution signals what is valued.



3<sup>rd</sup>

## Build Support Through Integration

Many will see CI as in competition for scarce resources.

There aren't enough *new* funds available to virtually any institution to fully or even substantially undertake an ambitious CI effort.

The main alternative is through reallocations **and “dual purposing”** existing resources





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## Examples of an Integration Strategy

- ➊ 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 and modernize pedagogy.
- ➋ Build on and strengthen existing institutional research priorities and thrusts.
- ➌ Build on existing faculty research interests.

But to be valued, integration requires connection to outcomes which advance core missions and values.



## 4<sup>th</sup>

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## Layered Leadership: From the Top, the Bottom, the Middle and throughout

- ✦ From the top: VCs, Rectors, Presidents, Provosts lead institutional goals and priorities.
- ✦ From the Middle: Academic deans sit astride the levers of action for the academic enterprise.
- ✦ Without academic departments and their faculty, little happens that is intellectually valuable.
- ✦ Institutional service and support units have crucial roles to play.
- ✦ The international office provides important coordination and direction.



## 5<sup>th</sup>

# Set Initial and Manageable Action Priorities.

- ✦ Not everything can be accomplished at once. Set priorities on where and how to start.
- ✦ Start with individual and manageable projects (informed by a strategic vision) to move aspects of the internationalization vision forward producing visible results.



## Distinguish between Vision Destination and Means/Steps in the Journey

- ✦ By 2018, international students will comprise 10% of our student body (presently 3%), with annual growth targets.
  - ✦ Through targeted recruitment in key majors and countries.
  - ✦ By building a welcoming, supportive and integrating environment for international students.
- ✦ We will “internationalize” our on-campus curriculum
  - ✦ In two years, our general education curriculum will be revised to integrate international and global content.
  - ✦ By 2018, all major on campus will have revised content to integrate relevant international and global content.



## Distinguish between Vision Destination and Milestones in the Journey (examples)

- ✦ By 2020, all majors will provide their students study abroad opportunities that “count” toward graduation.
  - ✦ To start, we will build programs for majors a, b, and c in the coming year, and for d, e, and f the year after.
- ✦ By 2025 we want at least 20% of our graduates having studied abroad.
  - ✦ To reach this goal we will increase study abroad enrollments by 5% per year between now and then.



6<sup>th</sup>

## Recruit for internationalization

Does the institution advertise its commitment to international engagement:

- ✦ In its institutional branding and messaging?
- ✦ To prospective students in its promotional materials?
- ✦ In its hiring criteria for faculty and leadership vacancies?
  - Candidates who have demonstrated expertise, professional networks, and experience across borders?





7<sup>th</sup>

## Challenge the Status Quo

- ✦ Examine policies and procedures that were designed for a different age and primarily for domestic stakeholders,
- ✦ Assess curricula that may now be deemed too parochial in terms of how they prepare students for global citizenship, and
- ✦ Design new delivery systems more congruent with student learning preferences and new technology.

