

## Questions to Guide the Internationalization Review<sup>1</sup>

### *Articulated Commitment: Mission, Goals, and Vision*

- Is global/international learning articulated as part of the institution's vision, mission, or goals? If so, where (for example, in the mission statement, strategic plan, or recruiting materials)?
- What are the goals for internationalization (for example, preparing students for work in a global society or connecting international and multicultural agendas)? Where are those goals articulated?
- To what extent has the institution developed student 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 do faculty members assess student achievement of those goals?

### *The Local, State, and Broader Environments for Internationalization*

- 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's location facilitate certain kinds of international interactions with a particular region or regions? What local organizations or businesses have strong international ties? Are they focused on particular parts of the globe?
- What opportunities exist in the state and local environments to enhance the institution's internationalization efforts? To what extent has the institution taken advantage of those opportunities?

### *Strategy*

- Does the institution have a strategic plan? Where does internationalization fit into the plan? If internationalization is not part of the strategic plan, where else is it outlined?
- Does the institution have an institutional internationalization strategy? If so, what are its main components?
- How does this strategy take into account the institution's mission, history, and nature of the student body?
- How does the institution assess its progress in achieving its goals?

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<sup>1</sup> This guide has been extracted from the 2008 forthcoming ACE publication *A guide to internationalization for chief academic officers* written by Barbara A. Hill and Madeleine F. Green. Permission has been granted for the reproduction of this text for usage in this workshop.

## ***Structures, Policies and Practice, Resources***

### **Organizational Structure and Personnel**

- Where does primary responsibility for internationalization lie? What other structures or bodies share responsibility? How effective are these arrangements?
- What are the staffing arrangements and reporting lines? How well are they working?
- What governance structures support internationalization? How well are they working?

### **Policies and Practices**

- How does the institution promote faculty engagement in internationalization? 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? What are the barriers to faculty engagement? To what extent is the institution succeeding in removing them? What is the evidence?
- To what extent are students encouraged to take courses with international content? To take language courses? To engage in education abroad? Who provides such encouragement? How do advisers encourage or discourage students to pursue international learning and experiences? How do departmental requirements and practices encourage or discourage international learning? To what extent is education abroad integrated into the academic major, minor, and general education requirements?
- How effective are the administrative policies and procedures pertaining to education abroad, with regard to financial aid portability and credit transfer?
- Is there differential pricing for programs in different locations? What are the implications of the current pricing structures?
- Beyond those mentioned above, what policies or practices hinder internationalization efforts at this institution?

### **Resources**

- What financial resources does the institution provide for internationalization? What resources are available to support curriculum development; faculty international travel and research; students' study- or work-abroad opportunities; infrastructure (such as library holdings, technology, or language labs); and co-curricular programs?
- Does the institution have a fund-raising strategy for internationalization? How is it aligned with the overall institutional fund-raising 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?
- How well do institutional resources align with institutional goals? What are the most important targets for future investment?

### ***Faculty and Staff***

- Does the institution collect information on the faculty's language capacity, international background, interests, and experiences? If so, where is this information available and how is it used? What is the faculty composition and experience? To what extent do faculty come from other countries, have extensive international experience, speak multiple languages, co-author with international colleagues, and take international sabbaticals?
- Does the institution gather information on the attitudes of faculty and staff toward international learning? If so, how is this information used?
- To what extent does the institution invite visiting faculty/scholars from abroad? To what extent and how does their presence contribute to institutional internationalization?
- Does the institution consider international experience in hiring faculty or in the promotion and tenure process?
- To what extent do faculty and staff perceive international learning as an important element of the educational process at the institution? What is the evidence?

### ***Students***

- What is the composition of the student body? To what extent does it affect the institution's internationalization strategy?
- Does the institution collect information on the international interests, experiences, and attitudes of students? If so, how is this information used?
- What are the enrollment trends of international students? How are international students distributed among schools and colleges? Between undergraduate and graduate programs? How are international students integrated into campus life?
- What strategies are in place to help domestic students learn from international students?

### ***The Curriculum and Co-curriculum***

#### **The Curriculum**

- 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?
- To what extent do academic departments attempt to internationalize majors? To what extent do they promote or impede study abroad for students? What is the evidence? To what extent is study abroad integrated into the academic major, minor, and general education requirements?
- 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? What do enrollment patterns in these courses indicate about

student interest over time?

- 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 do enrollment patterns in language courses reveal? What qualitative data exist about language learning at this institution? What quantitative data?
- Has the institution gathered information about alumni use of language skills after graduation?
- To what extent does pedagogy take advantage of the differing perspectives that domestic and international students bring to the campus?
- To what extent does the curriculum integrate U.S. multicultural issues with international/global perspectives and issues?

#### Co-curriculum and Campus Life

- How is internationalization manifested in the co-curriculum (e.g., international events, festivals, lectures, films)? To what extent do students, faculty, and staff attend these events? To what extent does the campus host international scholars, performers, and lecturers?
- What opportunities exist in the local environment to enhance internationalization efforts? To what extent has this institution taken advantage of them? To what extent are the co-curricular activities open to and attended by members of the local community?
- To what extent does the co-curriculum seek to integrate U.S. multicultural issues and international perspectives and issues?

#### *Education Abroad*

- What opportunities exist for education abroad (study abroad, internships, field work, research, service learning)?
- 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?
- What is the distribution of students by discipline?
- How are students financing their education abroad? Is financial aid portable? Can students tap into additional sources of aid?
- 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? To what extent are students in “island” programs?
- 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? To what extent is education abroad integrated with the curriculum on campus?

### ***Engagement with Institutions Abroad***

- Does the institution have an overall strategy for international partnerships? If so, what does it address? How well is it working?
- 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?
- Does the institution have an inventory of partnerships throughout the institution? In what form? To whom is it available? How is it used?
- Does the institution have criteria for deciding whether to pursue potential partnerships? How well do they work?
- To what extent does the institution engage in student, faculty, and staff exchange? Do the institution's study-abroad programs facilitate such exchanges?
- To what extent do faculty members engage in collaborative research and development cooperation with faculty at institutions in other countries?
- What effect do partnerships have on student international learning on campus?
- How does the institution fund its partnerships? How sustainable are the existing partnerships?

### ***Analysis and Recommendations***

- What are the strengths and weaknesses of the institution's current efforts to internationalize? What opportunities exist for deepening internationalization? What are the threats to future progress?
- What are the implications of the review process for the institution's strategic priorities for the next year? For the next three to five years?
- To what extent does synergy exist among the various international activities and programs on campus? What communication channels exist, and how well are they working?
- What are the most important targets for future collaboration and connection among international programs/activities on campus?

Updated from Green, M., & Olson, C. (2003). *Internationalizing the campus: A user's guide*, pp. 91–94.