Internationalization: Commitment Beyond Rhetoric, Impact Beyond Numbers

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Rest in Peace
Common Challenges to Higher Education

• Issues facing campuses worldwide
  • Increasing enrollments
  • Financial support
    • “Do more with less!”
  • Accountability and performance indicators
  • Access questions and distance education
  • Increases in tuition
  • Information technology
  • Institutional autonomy/relationship to external authority
  • Internationalizing our campus
    • Faculty, curriculum & students
Common Responses to the Challenge of Internationalization

Evolution of International Education globally

Process of Definition

Institutional interpretation of the concept

Movement from periphery to core

Strategic documents

Mission statements reflect this ideal

Presidents, Chancellors, Vice-Rectors, Provosts, etc. proclaim the need to internationalize

ACCEPTED, EXPECTED & UNQUESTIONED – IT’S GOSPEL!
The Million Dollar Question...

ARE WE MOVING FROM THE RHETORIC OF INTERNATIONALIZATION TO THE ACTUAL IMPLEMENTATION OF THESE IDEAS??
When budgets meet the rhetoric – then we have institutional commitment!
A Historical Overview

• 1980’s – Move toward greater assessment and accountability
• Shift toward “outcomes”, “results” and “performance”
• Educators focused upon “performance indicators”
A Historical Overview

• 1990’s – Desmond Nuttall
  • “The key questions have turned from ‘how many’ and ‘how much’ to ‘how good.’”

The time has come for International Education to be more accountable…,

which means more measurable.
Performance Indicator Models for Measuring Internationalization

• AUCC (Association of Universities and Colleges of Canada) 1995
• Ellingboe (1998)
• Knight and deWit (1999)
• Mestenhauser (2002)
• Paige (2003)
• Elkin (2005)
• Green and Olson (American Council on Education) 2003, 2006

• University models
  • British Columbia Regina (Canada)
  • Minnesota Malmo (Sweden)
  • Ballarat (Australia)
Common threads to all of these models: (Summary of R. Michael Paige, 2005)

- University Leadership for Internationalization
- Internationalization Strategic Plan
- Institutionalization of International Education
- Infrastructure – Professional International Education Units/Staff
- Internationalized Curriculum
- International Students/Scholars
- Study Abroad
- Faculty Involvement in International Activities
- Campus Life – Co-Curricular Programs
- Monitoring the Process
Sample Dimensions of Internationalization

- Green and Olson
  - Articulated Commitment
  - Academic Offerings
  - Organizational Infrastructure
  - External Funding
  - Institutional Investment in Faculty
  - International Students and Student Programs
“Mapping Internationalization on U.S. Campuses” (2008) Green and Olson

- Most extensive research done to date
- Surveys conducted in 2001 & 2006
- Internationalization Index
  - High activity vs. Less active
- Categorized by type of institution

- Summarized by the statement...

“This survey isn’t about talk, it’s about the walk.”
“We found that significantly more institutions stated a commitment to internationalization in their recruitment literature than did their missions statements and strategic plans or their policies and practices. The presence of internationalization in recruiting materials suggests that institutions realize its importance as a component of institutional quality and attractiveness, but that a gap exists between the image institutions seek to project and the implementation of internationalization.”
The Goal

A practical step...
Sample Dimensions of Internationalization

- Rodenberg
  - Administration
  - International Alumni Relations
  - Curriculum
  - Faculty
  - Institutional Philosophy
  - Resources
  - International Student Support
  - Campus Programming
  - Marketing/Communication
    - Websites, brochures, etc.
An Approach

• Gathered research and expanded upon previous work
  • Two new dimensions (Marketing & Alumni Relations)
• Identified specific on-campus activities that reflected those dimensions
• Within each dimension there are a variety of activities defined
  • Approximately 100 statements total
• Colleagues weighed the value of these activities
• Resulted in an “institutional fingerprint”
Sample Indicators

• Administration
  • The principle international officer on the campus has direct and consistent access to upper-level administrators.

• Alumni Relations
  • International alumni are systematically tracked as are any other graduates of the institution (addresses, employment, etc.)
Sample Indicators

• **Curriculum**
  • Study abroad options are available for virtually all majors on campus.

• **Faculty**
  • International involvement (presenting abroad, teaching abroad, grant writing and/or publishing on international topics) is a requirement for meeting the promotion/tenure criteria for faculty.
Sample Indicators

• Institutional Philosophy
  • Concrete, measurable actions follow up public statements from administrators who claim to support international education.

• Resources
  • Financial support exists to support faculty international travel, research and/or teaching opportunities.
Sample Indicators

• **Marketing**
  • Information on international admissions, programs and activities can be found from the main page of the institutional website.

• **Student/Faculty Support**
  • Unique needs of international students are recognized and addressed on campus (provision of housing during breaks, food options, places of worship available, pre-registration available, satellite availability).
The Survey

If you would like to receive a copy of the survey, please leave your business card or email

StudyAbroad@wiu.edu
Questions??

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