Stakeholder Engagement in the Context of International Strategies

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- Changing roles and expectations for international higher education professionals
- Growing visibility and relevance of int’l units on campus
Where do we come from?

- International programming operated out of separate units dealing with separate activities, e.g. education abroad, international recruitment, international development programming
- Rationales for such activities based on lofty ideals and philanthropic objectives
- Moving to more integrated and coordinated international programming
- Concept of “comprehensive” internationalization
Where are we now?

• Internationalization increasingly connected to key institutional strategies, such as attracting top talent; building visibility and reputation; preparing students for successful careers, etc.

• International teams as key facilitators for building and cultivating communities

• Identifying commonalities of interests between various stakeholder groups
Internal Stakeholder Relations

• Faculties
• President/Provost
• VP Research/Innovation
• Technology Transfer Units
• Advancement
• Alumni Affairs
• Graduate Studies and Research
• Marketing/Communications
• Etc.
Key External Partnerships

- Government at home
- Government abroad
- Corporations/business
- Media
- Other higher education institutions
- Families of current and prospective students
- ALUMNI
Objectives of Relationship Building

• Expanding reach and impact of internationalization, e.g. education abroad, international student recruitment, etc.

• Expanding scope of academic agenda in research and teaching

• Fundraising/Advancement

• Friendraising and further relationship building

• Reputation building
UAlberta-Mexico Example

- Relating to government of Mexico’s energy reform agenda
- Tapping into Mexican government resources
- Collaboration with Mexican partner institutions
- Alignment with Canadian government and Alberta government interests
- Connecting with new corporate interests, e.g. ATCO as Canadian utility operating in Mexico
Where are we heading?

• Public universities expected to serve their communities

• Engaging in and enhancing stakeholder relations is a key mechanism to interact with communities and indeed define communities
Challenges

• How to evaluate opportunities?
• How to collect, store and share information on relationships and opportunities?
• Finding/training staff with the relevant skill set
• Finding/developing project/program management tools
• BREAKING DOWN INNER INSTITUTIONAL SILOS
Thank you

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Assessing Readiness to Partner with International Alumni

LEADERSHIP SUPPORT

• President/Vice-Chancellors/Deans/Government Heads
• Senior International and Advancement officer
• Trustees/Directors
• Alumni leaders

Central or shared?
• International planning body
• In-kind support (alumni, community, industry)
• Current database reflecting information needs of today
• Social media mechanisms to connect

STAFFING

• Managers and Program Directors of International and Alumni Affairs
• Career Services Officers
• Governmental Program Officers
• Designated alumni officers within Schools

• Identify
• Inform ➔ Impact
• Invite
• Invest
A New Definition: *Transnational Alumni*
New definition (Dobson, 2015) responds to the need for a more detailed understanding of alumni dynamics in an increasingly complex global mobility landscape.

- Alumni that conduct their personal and professional lives within two or more countries.
- There are two types of individuals who fit the definition of transnational alumni.
  - The first group is defined as those who studied at an institution in their home country but reside abroad.
  - The second group of transnational alumni is defined as those who reside in the country where their alma mater is based, but who have had extensive experience abroad.
- Additionally, institutions may identify and track graduates of offshore, joint or double-degree programs as transnational alumni.
International Alumni Relations Surveys: establishing benchmarks

2017 – International Alumni Relations Management (USA)
- July – Over 100 higher institutions completed survey
- September/October – Analysis
- November – Publication of White Paper
- November 2017 – July 2018 – Presentation of Findings

2017 – International Alumni Relations in Transnational Education
(co-sponsored with UK NARIC in preparation for Annual Conference, London, November 20-21, 2017), paper to be published in early 2018

2018 – 2020: Opportunity for further research and publications
2017 – International Alumni Relations Management (USA)

Key findings: You are not alone in wanting your global alumni relations efforts to do more.

• 65% of our sample reported having no dedicated staff time devoted to international alumni management.

• Over 50% of respondents reported that it was “not at all true” that their institution’s international alumni management program was well-organized, well-resourced, well-planned, or consistent.
Key findings (continued):

• Insufficient time (51%) and money (28%) were the most commonly reported impediments to expanding institutional international alumni efforts.

• While over 50% of respondents reported feeling that international alumni management was “very important” to increasing international student recruitment and brand awareness, nearly 30% of the sample did not feel that they receive sufficient internal leadership support.
2017 – International Alumni Relations Management (USA)

Our recommendations:

• Pay attention to your data management. Systems matter.

• Start small. Begin with just a handful of international cities or regions and grow from there.

• Recognize the importance of senior leadership buy-in.
What are the motivating interests in engaging your international alumni?

- Competition?
- International students and need volunteers?
- Focus on preparing future global leaders?
- Financial? Experiencing less public support for campaign?
- “Soft power” of alumni locally and abroad enhances public and foreign diplomatic ties
Alumni Demographics

Lifelong Engagement: Needs and Wants

- Needs: transitional support, community, survival skills
- Wants: job experience, mobility, ability to make a difference

- Needs: care for next generation/security, easy ways to help
- Wants: extend influence, recognition

- Needs: education opportunities, easy access to information
- Wants: strategic networks and competent workforce

- Needs: training, funding, mentors
- Wants: access to influencers and advisors, professional validation

Generation G (current students and first 3 years)
Young Professionals/Scholars
The Establishment/Retired
Career & Family Builders


Many Thanks!

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