



# PERVASIVE INTERNATIONALIZATION: A CALL FOR RENEWED LEADERSHIP

A Report from the Association of Public & Land-grant Universities  
Commission on International Initiatives

“Our world is more interconnected than ever before—economically, culturally, and socially. Skype and email have made communicating with someone on the other side of the planet as easy as walking next door to talk to a neighbor. The rapid spread of disease in one part of the world is a threat to all of us. A natural disaster anywhere impacts us all. As scholars and educators, we must be connected globally to ensure that our work and our teaching are relevant to the world we live in today – and the world we know is coming.”

—Dr. Tony Frank

President, Colorado State University

2014–16 Chair, Commission on International Initiatives



ASSOCIATION OF  
PUBLIC &  
LAND-GRANT  
UNIVERSITIES

APLU is a research, policy, and advocacy organization dedicated to strengthening and advancing the work of public universities in the U.S., Canada, and Mexico. With a membership of 235 public research universities, land-grant institutions, state university systems, and affiliated organizations, APLU’s agenda is built on the three pillars of increasing degree completion and academic success, advancing scientific research, and expanding engagement. Annually, member campuses enroll 4.9 million undergraduates and 1.3 million graduate students, award 1.2 million degrees, employ 1.3 million faculty and staff, and conduct \$43.8 billion in university-based research.

2017

**APLU COMMISSION ON INTERNATIONAL INITIATIVES TASK FORCE**  
**PERVASIVE INTERNATIONALIZATION: A CALL FOR RENEWED LEADERSHIP**

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EXECUTIVE SUMMARY



## EXECUTIVE SUMMARY

PLANNING FOR INTERNATIONALIZATION NEEDS TO BE TRANSFORMATIVE, SUBSTANTIVE, AND WOVEN ACROSS THE FABRIC OF THE UNIVERSITY CULTURE. IN SHORT, IT NEEDS TO BECOME PERVASIVE.

Ten years after the publication of the *National Action Agenda for Internationalizing Higher Education*, and its earlier companion report, *A Call to Leadership: The Presidential Role in Internationalizing the University*, the Association of Public & Land-grant Universities (APLU) Commission on International Initiatives (CII) revisits the role of internationalization in higher education. Over the past decade, the global landscape has irrefutably changed. Each of the more than 230 university and system members of APLU has grappled with the processes and systems of globalization that affect the scholarship and research endeavors on its campus.

*Pervasive Internationalization: A Call for Renewed Leadership* begins by articulating many of the challenges facing higher education in current sociopolitical times. These include an increasingly diverse student population reflecting our societies' growing diversity, increasingly large numbers of international students and the implications of that influx, and the broader context of globalization that has left parts of society struggling to adapt to and thrive in the new global economic environment.

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### 2004

“A Call to Leadership: The Presidential Role in Internationalizing the University”

### 2007

“A National Action Agenda for Internationalizing Higher Education”

### 2017

“Pervasive Internationalization: A Call for Renewed Leadership”

## FIVE VITAL DIMENSIONS OF INTERNATIONALIZATION

- Facilitating international research
- Internationalizing the curriculum
- Engaging faculty
- Supporting students
- Strengthening global operations



UNIVERSITY OF TENNESSEE

This call to renewed leadership reports the perspectives of APLU member senior international officers (SIOs) who responded to a comprehensive survey. Participants were asked to share their perspectives across five vital dimensions of internationalization: facilitating and fostering international research, integrating internationalization into the curriculum, engaging faculty in international activities, support for students' international activities, and institutional investments in building and strengthening administrative global operations systems to support the university international activities.

The results of this analysis have led to a series of recommendations for university presidents, including the need to build institutional support across all stakeholders for pervasive internationalization aligned with core institutional mission and values. Senior leaders should articulate global connections utilizing goals that can be effectively measured for accountability and progress that require the engagement of faculty, staff, students, and the broader institutional community. These goals should include equitable student access to global experiences and perspectives, and a recognition that the world's great universities must accelerate research around critical global challenges.

Chief academic officers should establish procedures for an inclusive network of stakeholders charged with oversight and deployment of pervasive internationalization on campus, and establish metrics supported for funding to set achievable, documented goals. A comprehensive review of global systems and processes of undergraduate and graduate curricula and procedures and resources for major new research collaborations with international partners should be considered. Enrollment management plans should include international students and allocate the necessary resources for appropriate curricular and co-curricular facilities, including faculty and staff professional development.

Finally, SIOs must balance the need for centralizing functions with the idiosyncratic and specific needs of colleges and centers. They need to work closely with the vice presidents for research in an era of scarce federal money in order to expand horizons for supporting and promoting research in new innovative ways. Further, communities of practice that include stakeholders across campus must be catalysts for institutional discussions around internationalization. The SIO should take the lead in instituting governance structures that expand stakeholder investment and resources.



UNIVERSITY OF TEXAS

*Pervasive Internationalization: A Call for Renewed Leadership* closes by looking at the challenges and priorities for internationalization over the next five years. What is the immediate future for international student mobility, and how will institutions develop global campus efforts and internationalization at home? As global research connections expand and become more complex, how will universities develop interdisciplinary teams to tackle broader global topics?

The need for pervasive internationalization on North American college and university campuses is critical. Survey results confirm many APLU universities have established some measure of internationalization, but there is still much to do. The CII contends that we must continue to prepare our current undergraduate and graduate students to be the next generation of leaders within an increasingly sophisticated, multifaceted, and frequently confounding political and economic world.

# INTRODUCTION





## INTRODUCTION

PERVASIVE INTERNATIONALIZATION IS MOST LIKELY TO BE SUCCESSFUL WHEN INTERNATIONAL AND GLOBAL PERSPECTIVES ARE A CAMPUS-WIDE PRIORITY.

Globalization continues to cause significant disruption in societies throughout the world. As recent political and social trends have revealed, significant numbers of people think that globalization and the increased transnational flows of knowledge, innovation, goods, services, and processes have not provided them economic mobility. This phenomenon has only expanded and accelerated in the years since APLU issued its 2004 report, *A Call to Leadership: The Presidential Role in Internationalizing the University*. We fully acknowledge that this trend will continue, thus we recognize the urgent need to re-examine public research universities' responsibility in meeting the demands these changes place upon our societies. Societies that build the capacity of all citizens to fully engage in a globalized world will enjoy greater stability and prosperity. By fully transforming our public higher education institutions into accessible global entities where the learning, research, and engagement missions are thoroughly permeated with global perspectives, APLU institutions collectively have the power and reach to provide the knowledge and human capital necessary to forge a stable, peaceful, and prosperous future.

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We must, at a very minimum, consider what the changing demographics of higher education mean for internationalization.



Among those left behind by a changing global economy, there are many who believe the institutions that are supposed to help them – including universities – are not there for them. In this context, we in public higher education have an important responsibility to engage in honest self-reflection and serious dialogue about our role in exacerbating the perceived and real opportunity gaps, and our role in narrowing them. For those of us whose role it is to internationalize our institutions and expand opportunities for global exposure, experience, and engagement for our students, our faculty, and all who are connected to our campuses, the responsibility to understand our actual and potential impact on this opportunity gap is even greater because we are in many ways at the center of the debate: viewed by some as a big part of the problem and by others as key to the solution.

We must, at a very minimum, consider what the changing demographics of higher education mean for internationalization. We must also consider the impact of our internationalization efforts in a global context where access to higher education is correlated with affluence, with the consequence of exclusion for other bright minds.

APLU believes it is the role of public universities to work towards narrowing opportunity gaps. With regard to internationalization, this means acknowledging that international experience remains today largely accessible only to a more advantaged, traditional student population and working aggressively towards expanding that access. APLU rejects the notion that a global education is “nice to have” for only those with the resources to take advantage of its benefits. Without a clear focus on *inclusiveness* and expanding access to a global education for *all* students, we risk creating two different educational tracks which will leave some students behind or at least at a significant disadvantage. Given the new realities of a global economy, such thinking undermines the goals of public universities to provide pathways to prosperity for all their students.

## HIGHLIGHTS OF THE 2004 REPORT

The 2004 report gave the U.S. higher education system “a failing report card” in producing citizens equipped for an increasingly connected world. The report cited a lack of worldly knowledge, the small percent of students who study abroad or speak a foreign language, and the slowing rate of enrollment of foreign students on U.S. campuses after the September 11, 2001, terrorist attacks.

## THE REPORT HIGHLIGHTED FOUR REASONS TO INTERNATIONALIZE:

### 1. FOR STUDENTS

Internationalization develops critical global thinking that makes them citizens of the world and more employable in the global economy.

### 2. FOR COMMUNITIES

Internationalization links them to the world, creating opportunities for engagement that enhance their global competitiveness and connections.

### 3. FOR OUR NATION

Internationalization is a force for national security, expanding economic growth, and producing leaders who know and appreciate American values.

### 4. FOR OUR INSTITUTIONS

Internationalization increases faculty scholarship and teaching, enhances research opportunities, and provides a road to national and international distinction.



UNIVERSITY OF NEBRASKA



UNIVERSITY OF WASHINGTON

Since the millennium, we have seen across APLU's member institutions a clear recognition of the need to engage internationally in order to continue to provide a world-class education, and we have witnessed a significant expansion of our international engagement as a result of that recognition.

As part of APLU's commitment to continuing to champion the value of internationalization and support its expansion, the Commission on International Initiatives undertook a two-year dialogue process among our senior international officers about where we stood and where we needed to go. The effort was guided by and aimed to build upon APLU/NASULGC's seminal 2004 report, *A Call to Leadership: The Presidential Role in Internationalizing the University*, and the follow-up *A National Action Agenda for Internationalizing Higher Education* published in 2007.

Following in the footsteps of the 2004 report, this document is a renewed invitation to leadership to continue forward movement on the path of comprehensive internationalization, with particular focus on democratizing access to a global education.

Our discussions and research over this two-year period drew two key conclusions:

1. Internationalization has become recognized across APLU member institutions as essential to a world-class education in our globally connected world. This is reflected in institutional strategic plans that include demonstrable goals for increased global emphasis.
2. While significant progress has been made, much work still lies ahead to make internationalization pervasive and democratic.

APLU institutions, which currently annually enroll 4.9 million undergraduates and 1.3 million graduate students, award 1.2 million degrees, employ 1.2 million faculty and staff, and conduct \$43.9 billion in university-based research, are uniquely qualified and poised to take a leadership role in developing the educational opportunities that will deliver global competence at scale, for the good of all.



THE CURRENT STATE OF  
INTERNATIONALIZATION AMONG  
APLU INSTITUTIONS

# THE CURRENT STATE OF INTERNATIONALIZATION AMONG APLU INSTITUTIONS

INSTITUTIONS SHOULD IDENTIFY CLEAR, ACTIONABLE STRATEGIES TO ENSURE PERVASIVE INTERNATIONALIZATION.

In order to gauge how internationalization has progressed since 2004 at APLU member institutions, a key part of our effort centered around a survey conducted by the Commission on International Initiatives. A

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Making internationalization consistently pervasive on APLU institutions' campuses still faces many challenges.

comprehensive survey was sent to 191 senior international officers (SIOs) at APLU institutions in North America with 72 responses (for a response rate of 38 percent). The survey focused on getting SIOs' perspectives around five themes:

- 1. Commitment to internationalization
- 2. State of internationalization at the institution: points of pride and areas for improvement
- 3. Pervasiveness of internationalization
- 4. Future direction: major trends shaping internationalization in the next five years
- 5. Drivers for internationalization at the institution





MISSISSIPPI STATE UNIVERSITY



GEORGE MASON UNIVERSITY

Survey results indicated a strong commitment to internationalization among responding institutions (70 percent), with commitments demonstrated through inclusion of internationalization in institutions' strategic plans, offices of global/international programs, and the prominent roles that SIOs hold at institutions. Although internationalization was embraced by most institutions, it was clear from responses that the level of internationalization varied significantly depending on the size of an institution, the history of its global engagement, and the maturity of its global programs.

Points of pride in internationalization that SIOs highlighted included: embedding global perspectives in general education requirements, prominence of regional and area studies, awards and incentives that recognize international and global work by faculty, investments in study abroad, and networks of global partnerships at their institutions. The areas that SIOs identified as needing improvement revolved around similar themes, including: the disconnect of internationalization efforts from institutions' strategic needs, the necessity to broaden internationalization efforts beyond international enrollments, and the "need to establish a holistic approach to integrating curriculum across multiple disciplines." The SIOs surveyed also described opportunities for improvements, including expanding study abroad and diversifying the profile of participating students and funding sources; creating faculty incentives, including in the promotion and tenure process; and greater alignment and coordination between administrative/financial processes and international program activities. Issues with managing international partnerships, and with tracking and maximizing their impact, highlighted a complexity with which many institutions are still grappling.

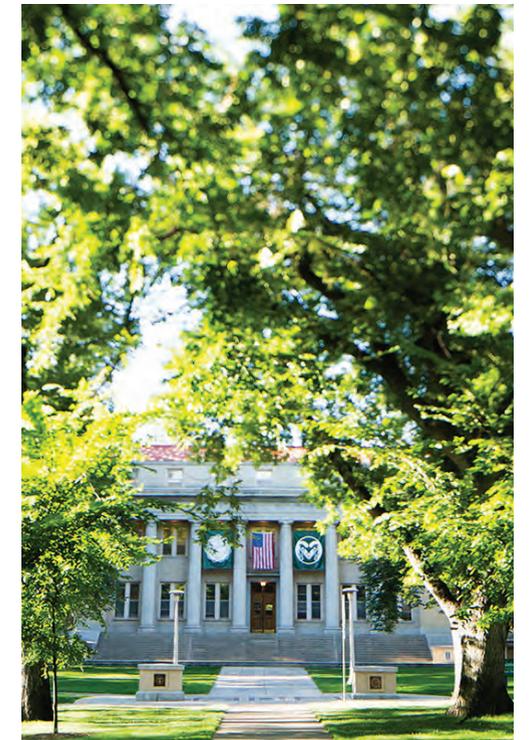
On the theme of pervasiveness of internationalization at APLU institutions, SIOs were asked about their institutions' approaches around five dimensions:

1. Facilitating and fostering international research
2. Integrating internationalization into the curriculum
3. Engaging faculty in international activities
4. Support for student international activities
5. Institutional investments in building and strengthening administrative global operations systems to support the university international activities

The responses to survey questions consistently highlighted the importance of the following themes: faculty incentives, including systems that reward engagement in internationalization; availability and amount of funding for global activities; integration of research in overall strategy; coordination and synergies among research, academic units, student services units, and international offices; courses and programs with global focus; quality and rigor of study abroad programs; clear definitions for global learning; cultural programming that fosters engagement of domestic and international students; current policies and processes and supportive human resources, legal, and IT infrastructures that support international activities and engagement.

On the questions of trends that will shape internationalization in the next five years, seven themes emerged from the survey responses:

1. International student recruitment and success: the reliance on international student tuition as a source of revenue and increased global competition for international students fueled in part by the focus on international rankings and the diversification of funding for higher education.
2. Shifts in study abroad initiatives: tensions between the need to expand programs, increase and diversify access, and manage increasing costs.
3. Global security and instability: their impact on enrollment trends, and student and faculty mobility.
4. Integration of international concepts and program into general curriculum: the outcome of making the case for internationalization and supporting developing global competencies for all students in order to compete in a global job market.
5. Collaboration opportunities: focus on diversifying and expanding of partnership countries and developing interdisciplinary initiatives, public/private partnerships, and corporate relationships, particularly in research.
6. Expanded use of technology in internationalization: information technology application to foster and promote virtual exchanges and collaborations.
7. Greater internationalization of faculty: recruiting international faculty and increasing grant opportunities for global research and innovation.



COLORADO STATE UNIVERSITY

In line with these trends, goals that SIOs indicated as their top priorities included (in rank order):

1. Internationalization at home: despite the positive responses and activities in support of internationalization, translating commitment into clear actionable strategies remains a work in progress at many institutions. Making the case for internationalization, developing faculty and students' international competencies, and adding international experience as a factor in faculty hiring, promotion, and tenure.
2. Expanding study abroad: increasing student and faculty engagement and participation, addressing risk management issues, improving access.
3. Funding sources for international activities: developing sustainable models for increasing and diversifying sources of funding.

4. Expanding strategic partnerships: identifying and meeting the needs of stakeholders at home and abroad, and pursuing more opportunities for research, exchanges, and collaboration.
5. Increasing international enrollment and retention: diversifying recruiting areas and improving rankings and global reputation.
6. Centralization of international enrollment and retention: improving infrastructure and integration and providing more welcoming experience for international students.
7. Developing a comprehensive international strategy that assesses the impact of global engagement and tracks and promotes the return on investment of global activities.

Making internationalization consistently pervasive on APLU institutions' campuses still faces many challenges. Not surprisingly, the most cited obstacle for achieving goals was financial constraints in part due to shrinking state budgets. Competition from other institutional priorities, as well as support of the institution's leader, were also identified as challenges. At some institutions, the prioritization of internationalization is clearly reflected in the position of the senior international officer. Yet at a number of institutions, the authority lines and organizational structure do not reflect a high prioritization of internationalization and therefore impede progress. These survey results question how APLU institutions plan to meet the global goals embedded in strategic plans if the SIO does not have a reporting line into the provost's or the president's office.

Factors beyond the institution itself were also identified as potentially limiting the achievement of internationalization goals. Two commonly mentioned challenges were the changing global sociological and political environment and the security concerns created by increasing instability around the world.



MICHIGAN STATE UNIVERSITY



MICHIGAN STATE UNIVERSITY



UNIVERSITY OF MARYLAND

RECOMMENDATIONS FOR PRESIDENTS,  
CHANCELLORS, CHIEF ACADEMIC OFFICERS,  
AND SENIOR INTERNATIONAL OFFICERS





## RECOMMENDATIONS FOR PRESIDENTS, CHANCELLORS, CHIEF ACADEMIC OFFICERS, AND SENIOR INTERNATIONAL OFFICERS

WORK ON INTERNATIONALIZATION MUST BE INFUSED IN THE ROLES OF UNIVERSITY LEADERS.

This is a time to move forward aggressively with a new commitment.

Internationalization will only become pervasive where it is consistently and visibly supported by the person at the top. Presidents are positioned to ensure that the global dimension be “intimately woven” into every aspect of the university’s mission. Presidents are able to lead action to infuse global perspectives into every area of endeavor across our institutions. Not only will higher education benefit from extending global perspectives across student, faculty, and institutional experiences, but we must understand that universities around the world have recognized the benefits of globalization and are increasingly competitive, adding urgency to our task. If APLU universities aspire to ensure the continued primacy of their institutions on the world stage, presidents and chancellors must now double down on their global commitment.

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“The role of senior international officers relates largely to the power to persuade.”

—Dr. Tony Frank  
President, Colorado State University  
2014–16 Chair, Commission on  
International Initiatives



UNIVERSITY OF GUADALAJARA

THIS REPORT RECOMMENDS THAT INSTITUTION PRESIDENTS AND CHANCELLORS:

- Ensure that internationalization is universally viewed as mission-critical across the institution. Incorporate internationalization into institutional mission and value statements, conveying the necessity of deep and sustained global connections in support of the education, research, and service endeavors.
- Create policies and programs that ensure all students have equitable access to meaningful global experiences and perspectives on campus as well as internationally.
- Recognize that as many of the world's great universities, APLU institutions must accelerate research that addresses critical global challenges, such as food security, climate change, poverty, energy, water, gender equity, global health, and inequality.
- Promote a culture that embraces the *global land grant mission*, taking into account the complexity of multidimensional problems in a globalized world and recognizing the responsibility to dedicate our intellectual as well as service capacity to addressing the world's greatest challenges.
- Articulate a bold institutional vision for pervasive internationalization, including goals that can be effectively measured for progress and accountability.
- Build institutional support for pervasive internationalization across all stakeholders both on campus and among community and worldwide partners.
- Establish a practice with key constituencies within the university (senior executives, trustees, faculty governance, student government, etc.) of considering global perspectives in major university planning decisions.
- Advocate through APLU and other organizations for federal and state policies that facilitate global engagement.

- Align pervasive internationalization to core mission and values
- Focus on measurement and accountability
- Assure equitable student access to global experiences



MONTCLAIR STATE UNIVERSITY



THE OHIO STATE UNIVERSITY

- .....
- Establish inclusive networks of stakeholders on campus
  - Provide metrics and funding for documented goals
  - Review undergraduate and graduate curricula
  - Provide resources for new international research collaborations
  - Include international students in enrollment management plans

THIS REPORT RECOMMENDS THAT CHIEF ACADEMIC OFFICERS/ PROVOSTS:

While every president should provide resources, strategic focus, and oversight, it is the chief academic officer who will create the constituencies that oversee implementation of campus strategies. This leadership will be essential to deans, faculty, staff, and students. Chief academic officers should:

- Establish procedures and consider an inclusive network of stakeholders who will be charged with oversight and deployment of pervasive internationalization on campus.
- Establish metrics that are supported for funding to set achievable, documented goals that measure success and set accountability. For example, how will the institution internationalize the faculty on campus? Should hiring preferences emphasize global experience or international faculty? What aspects of the faculty reward structures should promote internationalization?
- Charge key personnel with constructing and administering enrollment management plans for international students on campus and ensuring that both curricular and co-curricular facilities are appropriate, while faculty and staff are offered professional development in order to meet the demands of international students.
- Lead a comprehensive review of undergraduate and graduate curricula to ensure global systems and processes are prioritized. Adopt and adapt best-practice models of internationalization that are pertinent to the institution.
- Consider costs and procedures for setting up major new research collaborations with other countries aligned with strategic goals.
- Develop mechanisms for seeking sustainable partners while encouraging faculty participation.
- Initiate institutional data collection so that strategic decisions mirror the needs of campus stakeholders and international partnerships with a record of success.



COMPLEX ROLES FOR SENIOR INTERNATIONAL OFFICERS



UNIVERSITY OF SOUTH FLORIDA

The concept of the senior international officer is still relatively new. Within APLU, 191 of the member institutions have a person identified as the SIO, with titles including associate or vice provost, associate vice president or vice president, and even chief global officer. There has been a clear trend to centralize the international responsibilities to extend beyond international student and scholar services and education abroad to include strategic partnerships, research collaborations, and global curriculum. There has also been a proliferation of global awards alongside the growing importance of SIOs, such as the *APLU Institutional Award for Global Learning, Research, and Engagement*; the *Senator Paul Simon Award for Comprehensive Internationalization* (NAFSA: Association of International Educators); and the *IIE Andrew Heiskell Awards for Innovation in International Education* (Institute for International Education).

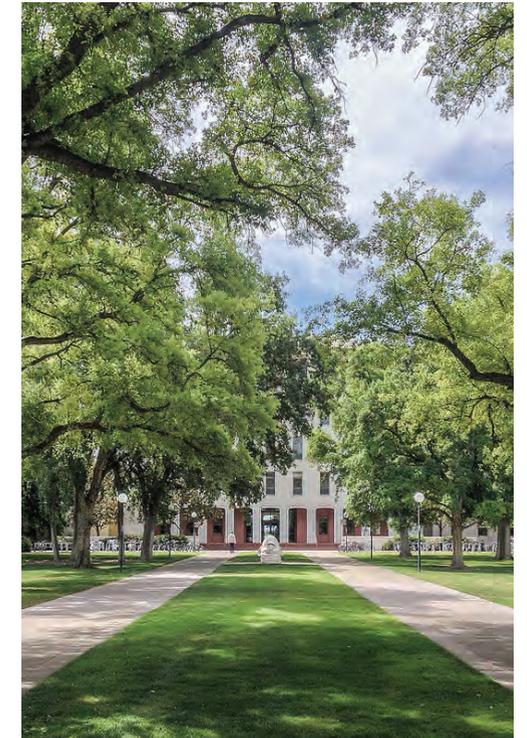
This report recognizes that SIO tasks were simpler when the measure of internationalization was increasing numbers for international students or education abroad participants. The tasks are more complex when research, student affairs, housing, curricular and co-curricular activities, financial aid, and other areas are involved. The role of SIOs is still evolving, but working alongside presidents and provosts, the SIO should strive to solidify the infrastructure and continuity for internationalization efforts and strategies.

With the influential and important role they play on APLU campuses, SIOs still face a special challenge: How do they exercise influence and affect policy at their institutions? In many respects, the role of senior international officers relates largely to the power to persuade; they represent “soft authority” in international efforts. Having senior administrators focused on international efforts is extremely useful on campuses because it assures coordination for internationalization strategies. As the SIO survey reveals, however, the senior international officers have to work especially closely with many other units on campus to develop these strategies. The SIOs generally cannot mandate policies; they have to prompt, prod, and push internationalization efforts.

- Balance the centralization of functions with the needs of colleges and centers
- Work with VPRs to promote innovative international research in an era of scarce resources
- Build discussion communities on campus
- Coordinate institutional governance structures for internationalization

THIS REPORT RECOMMENDS THAT SIOS:

- Balance the needs for a centralization of functions with the idiosyncratic needs of colleges and centers across campus. Coordinate the strategic goals across campus and establish interdisciplinary teams, including professional schools, to address critical issues.
- Work closely with vice presidents for research. As federal money becomes scarcer at a time of increasing research needs and international collaboration, universities will have to expand horizons to support and promote research in new, innovative ways.
- Create communities of practice across student affairs, enrollment management (including admissions, financial aid, and the registrar), on and off-campus housing, counseling, the student ombudsman, communications and marketing (public relations), student government, and alumni and advancement. This may require multiple working groups, but if internationalization is central to the university mission and affects every level of campus life, the SIOs should be working with all these offices.
- Build, as a catalyst, institutional discussions around internationalization, just as diversity officers and engagement officers lead dialogue in their areas.
- Promote a governance structure that expands stakeholder investment and resources for internationalization efforts.



UNIVERSITY OF CALIFORNIA - DAVIS



LOOKING TO THE FUTURE:  
NEW CHALLENGES AND PRIORITIES  
FOR THE NEXT FIVE YEARS



## LOOKING TO THE FUTURE: NEW CHALLENGES AND PRIORITIES FOR THE NEXT FIVE YEARS

AS A COROLLARY TO THE NEW RESEARCH PARTNERSHIPS, UNIVERSITIES WILL NEED TO FOCUS ON DEVELOPING INTERDISCIPLINARY TEAMS IN MANY CRITICAL FIELDS TO TACKLE BROADER GLOBAL TOPICS.

In addition to the roles and responsibilities outlined above for senior administrators, APLU member universities should also focus closely on new areas to emphasize in their “pervasive internationalization” strategies. What substantive areas will be central to new approaches to internationalization, and what questions need to be addressed for these focal points? Some of the developments that may occur in the near future will call for a different emphasis and set of priorities:

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The increased complexities of internationalization will result in an extensive web of relationships.

- First, international student enrollment growth will slow at many, if not most, APLU institutions. The surge in enrollment after 2004 benefited primarily from an unexpected dramatic increase in Chinese students studying outside of China and the establishment of Saudi Arabia’s King Abdullah Scholarship Program. Other countries, such as Vietnam and Brazil, saw sharp increases in the number of students going abroad a number of years ago, but more recently those numbers have either flattened, in the case of Vietnam, or dropped precipitously, in the case of Brazil. In the coming years, the potential is strong to see significantly larger numbers of students coming from India.

- Universities will see more “internationalization at home,” and this expectation was confirmed in the SIO survey analysis above. “Internationalization at home” involves working more with faculty on campus, improving services to international students, broadening education abroad initiatives, creating cross-cultural experience at home through study away programs, internships, and service learning that exposes students to other cultures and through new communication technologies and reviewing and revising the curriculum so that it is relevant to the era of globalization.
- Global research connections will expand, but will be far more complex. What does it mean when not only individual faculty are collaborating with international partners but universities themselves are establishing and maintaining these global relations? Key strategic partnerships are one major manifestation of these new links.
- As a corollary to the new research partnerships, universities will need to focus on developing interdisciplinary teams in many critical fields to tackle broader global topics. This collaboration is a natural outgrowth of faculty connections, but it takes the relationships to a new and different level that also calls for more resources and commitment from the full campus.

In no way does this imply that traditional areas of focus for international education – such as international student and scholar services and education abroad – are less important. They remain at the heart of APLU campus international efforts. Yet a broad approach to internationalization means that these areas alone will not be sufficient for an internationalization strategy.

It seems likely, as a result of these new developments, that international efforts will form a more extensive web of activities across campuses. In the past 10 years, most APLU universities effectively centralized their international functions. While the international offices should remain as hubs and serve as universities’ international coordinating arms, the increased complexities of internationalization will result in an extensive web of relationships with some offices serving as additional nodes of internationalization efforts. Pervasive internationalization is not likely to be as successful for universities if international and global perspectives are not a campus-wide priority.



UNIVERSITY OF MINNESOTA



GEORGIA TECH

CONCLUSION





## CONCLUSION

PUBLIC RESEARCH UNIVERSITIES IN NORTH AMERICA ARE AN EXAMPLE TO THE WORLD OF HOW TO EXTEND ACCESS AND OPPORTUNITY TO HIGHER EDUCATION.

There is a critical need for senior leaders in North America's public research universities to recommit to internationalization across their campuses and their communities of practice around the world. The survey findings of APLU members make clear that many APLU member institutions have established some measure of internationalization and can point to areas of success in the academic and research enterprise, but there is still much to do. Public research universities must continue to prepare current undergraduate and graduate students to be the next generation of leaders within an increasingly sophisticated, multifaceted, and frequently confounding political and economic world.

Public research universities remain a vital bastion of research, entrepreneurship, innovation, diversity of thought, and the transfer and expansion of knowledge.



WAYNE STATE UNIVERSITY



KANSAS STATE UNIVERSITY

As we consider the next five years for public research universities, we assert much of society in our three countries will look to universities to develop and implement a vision for continuing international engagement. Public research universities remain a vital bastion of research, entrepreneurship, innovation, diversity of thought, and the transfer and expansion of knowledge. Employers tell universities that they expect graduates to be culturally competent – that is to say they see the need for soft, yet essential, skills in their workforce. They want their future leadership to be empathic listeners capable of taking into account multiple perspectives and positions and appreciating the global perspective of the client. They expect graduates to be problem-solving and solution-oriented as well as culturally responsive. In short, employers are looking for the skills of a global citizen.

Public research universities in North America are an example to the world of how to extend access and opportunity to higher education. Through the actions and outcomes associated with institutional strategic plans, public research universities must also continue to commit an intentional allocation of resources to the idea of expanding a global citizenry. As Nelson Mandela said, “Education is the most powerful weapon which you can use to change the world.” While public universities have come a long way since the *Call to Leadership* in 2004, they must continue working to ensure their graduates will have the essential skills of global competence.

This report renews that call to leadership. Such efforts need to be at the core of universities’ values and central to the strategic plans and associated actions, assessments, and outcomes. Planning for internationalization needs to be transformative, substantive, and woven across the fabric of the university culture. In short, it needs to become pervasive.

