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ALBERTA

Stakeholder Engagement in the Context of International Strategies

Britta Baron

Vice-Provost and Associate Vice-President (International)

University of Alberta

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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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britta.baron@ualberta.ca



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Ahmad M. Ezzeddine, Ph.D.
Associate Vice President
Educational Outreach and International Programs
Wayne State University

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Stakeholder Engagement in the Context of International Strategies

Gretchen Dobson, EdD
APLU Annual Conference 2017
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12 November 2017

Assessing Readiness to Partner with International Alumni



- 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



- 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*



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.

2017 – International Alumni Relations Management (USA)

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?

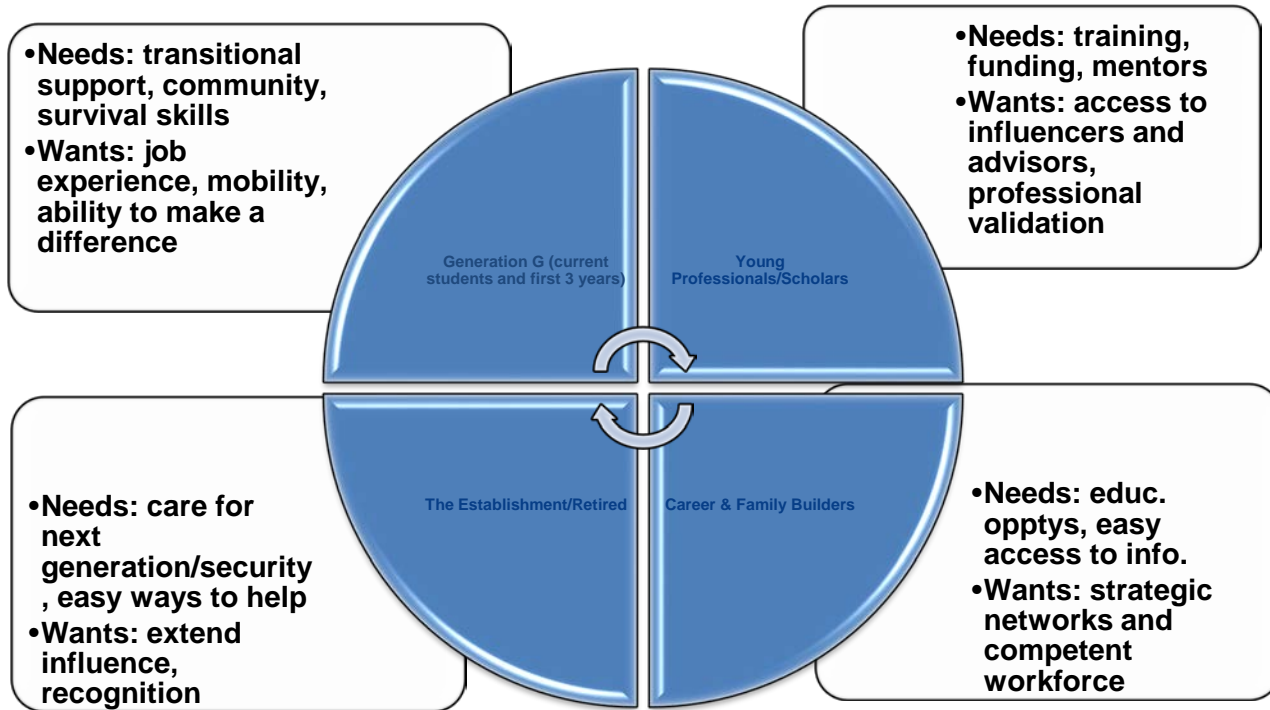
Financial? Experiencing less public support for

campaign?

“Soft power” of alumni locally and abroad enhances public and foreign diplomatic ties

Alumni Demographics

Lifelong Engagement: Needs and Wants



Alumni Relations Publications

Dobson, G. (2011). *Being Global: Making the Case for International Alumni Relations*. www.case.org/store.

Dobson, G. (2014). International Travel Management: Engaging Constituents Abroad.

http://www.academicimpressions.com/international-travel-handbook-engaging-constituents-abroad?qt-a_book_by_gretchen_dobson=0#qt-a_book_by_gretchen_dobson

Dobson, G. (Ed.). (2015). *Staying Global: How International Alumni Relations Advances the Agenda*. www.eaie.org.

Many Thanks!

Gretchen Dobson, EdD
Vice President, International Alumni & Graduate
Services
Managing Director, Australia

gretchen.dobson@academicassembly.com



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