



## **Leading Internationalization in Times of Fiscal Restraint**

A Report on the NAFSA 2010 Conference Symposium on Leadership

June 1, 2010

This publication, prepared by NAFSA consultant Kris Aulenbach, summarizes the symposium presentations and highlights the insights and challenges offered by the presenters. We hope that you will find it both practical in addressing challenges you face in your own work and thought-provoking as you look ahead to the future.

NAFSA's International Education Leadership Knowledge Community conceived and developed the theme for the 2010 Symposium.

### **IEL Knowledge Community Leadership Team Members**

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- Barry J. Morris  
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- Elaine Meyer-Lee  
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- Sandra Rincón  
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### **Presenters**

Stéphan Vincent-Lancrin, PhD, is senior analyst and project manager at the OECD Centre for Educational Research and Innovation Directorate for Education working on various topics related to higher education, educational innovation, and their economic and social impacts.

Michael Droge, PhD, is president of Park University where he previously served as provost and senior vice president of academic affairs.

### **Panelists**

Anneli Adams, *College of Southern Nevada*

Elizabeth Brewer, *Beloit College*

Jesse Lutabingwa, *Appalachian State University*

Barry Morris, *Kennesaw State University*

### **Closing Presentation**

John Hudzik, PhD, professor and former vice president for Global Engagement at Michigan State University

## Introduction

The current economic downturn is having profound effects on higher education. At the same time, the need for academic internationalization has never been greater, and the opportunities for global engagement have never been more abundant. NAFSA's 2010 Conference Symposium on Leadership considered how to move the agenda for internationalization forward even during challenging financial times.

Organization for Economic Co-operation and Development (OECD) senior analyst Stephán Vincent-Lancrin presented data on the current global economy and outlined the short- and long-term effects that he believes the economic downturn will have on access to, and funding of, higher education. He concluded that while the recession and resulting budget cuts will have a lasting impact on higher education systems, there will be a continued need for international education as the economy becomes increasingly global.

Michael Droge, president of Park University, spoke about his institution's success in positioning internationalization at the institutional core and shared Park's strategies for educating global citizens to meet the social, economic, political, and environmental challenges of the twenty-first century.

A panel of experienced NAFSAns from a variety of institutional types (Anneli Adams, College of Southern Nevada; Elizabeth Brewer, Beloit College; Jesse Lutabingwa, Appalachian State University; and Barry Morris, Kennesaw State University) provided examples of cost management strategies and revenue generation projects from their own institutions.

John Hudzik, professor and former vice president for Global Engagement at Michigan State University, closed the symposium with his thoughts on what can be expected down the road—the “new normal” of higher education—and what it may mean for internationalization. In Hudzik's view, the current downturn alone may be “a tempest in a teapot,” but the hurricane resides in the longer trends and the structural changes to higher education that will result.

*NAFSA's International Education Leadership Knowledge Community*

## The Global Economy

*Stéphan Vincent-Lancrin, senior analyst and project manager at the Organisation for Economic Co-operation and Development (OECD) Center for Educational Research and Innovation ([www.oecd.org](http://www.oecd.org))*

Drawing on OECD data, Vincent-Lancrin opened the symposium by highlighting the current state of the global economy and providing projections for the next few years. Global trade and export orders have bounced back from a low point in 2008–09. In the coming years, non-OECD countries will have a large role in driving future economic growth. As evidence of this, OECD economic growth in the first quarter of 2010 increased 0.7 percent while growth in India was up 7.8 percent. Citing statistics from the United States, Europe, and Japan, Vincent-Lancrin predicted that unemployment will come down only slowly in the OECD, and government debt will increase, putting pressure on public expenditures.

### ***The impact of the economic downturn on higher education***

The poor economy has had a short-term impact on access to higher education: the demand from traditional and nontraditional students continues to increase but the reduced ability to pay for education constrains access. There has also been a short-term impact on the funding of higher education. Funding for higher education has been part of the economic stimulus package in some OECD countries, such as Spain, Portugal, and France. Other countries, such as Australia, Germany, Japan, and Korea continue to increase funding for higher education. The United States, United Kingdom, Ireland, and Hungary cut higher education budgets in 2009. More countries will have to cut or freeze their public budgets in the next few years. In the longer term, Vincent-Lancrin believes higher education will continue to experience structural reforms, for example, in funding and division of labor, and there will be a slowdown of international activities.

### ***The impact of the economic downturn on the internationalization of higher education***

Vincent-Lancrin believes the recession's short- and medium-term impacts on internationalization are likely to be limited. Falling demand from international students is unlikely, as is the possibility of countries capping the number of international students they accept. Less international research collaboration is also unlikely. He does, however, expect budget cuts related to internationalization and slowdown or delays in internationalization projects.

OECD data support these assessments. The number of international students did not fall in 2008 and 2009. Surprisingly, in 2008, the number of international students in the OECD area increased by more than 5 percent and by 11 percent in the world. While some countries, including Denmark, Sweden, Ireland, the United Kingdom, Germany, and New Zealand, *did* experience a decrease in international students, there was record growth in Australia. In 2009, the number of international students increased in the United States and France.

### ***Why did the number of students increase despite the economic downturn?***

The impact of the crisis on source countries is varied, and the affordability of going abroad depends on exchange rates. In addition, international students tend to come from more affluent families less affected by the crisis. OECD predicts continued growth in foreign students worldwide between now and 2030, spurred by the increasing international mobility of programs and institutions. Cross-border and joint programs, clusters and “hubs,” continue to increase in the Asia-Pacific region and the Middle East. The United States leads the world in providing foreign branch campuses with 79; Australia, the United Kingdom, France, India, Mexico, and the Netherlands also have adopted this approach

### ***What are the benefits of cross-border higher education?***

Cross-border higher education results in benefits to many areas of society. From a cultural and political standpoint, we gain a greater understanding of other countries and cultures. Academic benefits include more rapid awareness and adoption of new knowledge, improved quality through benchmarking, better trained staff, and the ability to maintain capacity in some fields for now and the future. The economy gains better-educated and thus more productive human resources, the ability to attract highly skilled workers, the opportunity to generate export revenues, and increased innovation and wider knowledge networks. While mutual understanding is an important aspect of cross-border higher education, there is an increased emphasis on the economic rationales. Some countries, (e.g., Australia, New Zealand, the United Kingdom, the United States, and Malaysia) focus on exporting higher education as a revenue generation strategy, while others (e.g., Singapore, Hong Kong, China, Indonesia, Oman, and Dubai) focus on capacity building by importing international students.

### ***Scenarios for the future***

What does the future of higher education look like? Will it have a national or an international focus? Will it be supply driven or demand driven? Vincent-Lancrin outlines four possible scenarios for higher education along with the conditions that drive each scenario and the features of each.

#### ***Scenario 1: Open Networking***

*Drivers:* international cooperation and harmonization; technology; the ideal of open knowledge

*Features:* intensive networking among institutions, scholars, students and industry; international collaborative research; lifelong learning outside the higher education sector

#### ***Scenario 2: Serving Local Communities***

*Drivers:* backlash against globalization; cost efficiency

*Features:* focus on national and local missions; public funding and control of academics; less research, mainly on humanities; “big science” relocated to the government sector where it is more secretive and less internationalized

#### ***Scenario 3: New Public Responsibility***

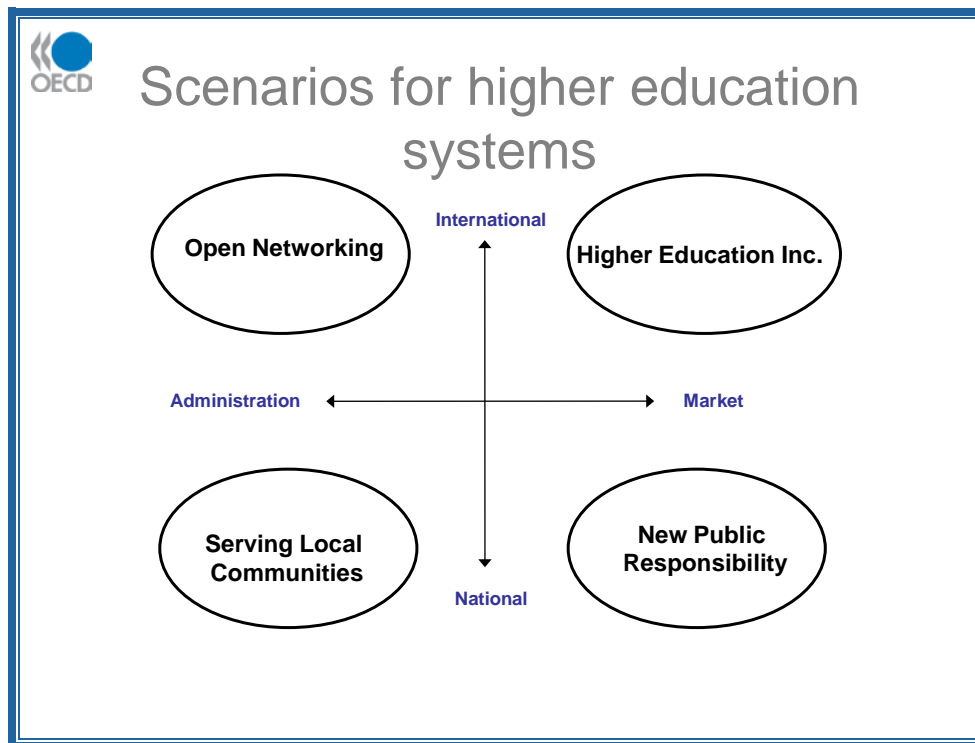
*Drivers:* pressure on public budget; diffusion of governance structures; new public management.

*Features:* mainly public funding but autonomous institutions; demand-driven systems with more marked division of labor; higher education institutions specialize but most continue to do some research; research funds are allocated through domestic competitive processes

### Scenario 4: Higher Education, Inc.

*Drivers:* trade liberalization in education

*Features:* global competition for education and research services; public funding only for non-commercially viable disciplines; segmentation of the education and research market; vocational higher education is an important share of the market; strong international division of labor according to competitive advantage; concentration of research and worldwide competition for funding; English as the main language of study.



Used with permission from "The Global Economy: Effects on Higher Education and International Education," Stéphan Vincent-Lancrin, OECD Centre for Educational Research and Innovation, University Futures project ([http://www.oecd.org/departement/0,3355,en\\_2649\\_35845581\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/departement/0,3355,en_2649_35845581_1_1_1_1,00.html)), presented at NAFSA 2010 Annual Conference.

### ***Conclusions***

Vincent-Lancrin offered symposium attendees three conclusions regarding higher education and the global economy:

- The recession will have a lasting impact on tertiary education systems in OECD countries, most notably in budget cuts.
- The two main challenges for international education will be: not to be perceived as a mere cash cow and not to be perceived as displacing domestic students.
- As the economy becomes increasingly global, there will be a continued need for international education, with more emphasis on linguistic and cultural skills and greater focus on global networks for research and business.

# Mission and Strategy in Turbulent Times: Situating Internationalization at the Institutional Core

*Michael Droge, president of Park University in Parkville, Missouri*

## ***How has Park University positioned internationalization at the university's core?***

Park University's success in positioning internationalization at the institution's core is a result of strategic planning. In developing their most recent 10-year plan, for example, 100 people worked in five teams, and one team was devoted to global education. As a result, internationalization has been embedded in the institutions' mission and vision, a global perspective has been incorporated in curricular and cocurricular programs, and global learning outcomes have been made a formal part of the assessment of student learning. Making internationalization part of the university's strategic plan has helped avoid large cuts to international programs. Global learning is part of the core university mission, not an easy-to-cut fringe activity.

Drawing on his experience at Park University, Droge offered his thoughts on how we can best prepare for the social, economic, political, and environmental challenges of the twenty-first century through renewing our commitment to educating global citizens. As a university leader, he believes that a key strategy to communicating the urgency of educating global citizens is sending compelling messages about the definition and value of international education to higher education's key constituencies, especially students and prospective students and their families, the local community, and leaders of global corporations.

## ***What would the message include?***

All constituencies must understand what global education is. The American Council on Education defines global learning as the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events, analyze global systems, appreciate cultural differences, and apply this knowledge and appreciation to their lives as citizens and workers.

The message must emphasize why global education is so important, especially its critical role in preparing a global workforce. Droge cited "Did You Know, Shift Happens," (<http://www.youtube.com/watch?v=ljbl-363A2Q>), the video presentation that has gone viral on the Internet and reminds us of the changes in information, education, and technology that are happening at a faster and faster pace in the world. We are currently educating students for jobs that don't yet exist, which will use technology that hasn't been invented, to solve global problems yet to be encountered. We must be agile learners.

## ***What global challenges and opportunities affect the global workforce?***

- The technology and information gap between developing and developed parts of the world dictate who will be prepared for the future workforce.
- Changes in economies and world markets drive change in the global workforce. Countries such as China, India, and Brazil have rapidly expanding economies and use the latest technology, while the economies of other countries, particularly in Europe, are struggling.



- Global demographics, especially the rapid population growth in underdeveloped countries, affect the workforce. The population growth in underdeveloped countries is outpacing that of developed countries by 5 to 1.
- The education level is changing around the world. When countries with large populations (China, for example) add a cultural priority for education, there will be an immense impact on the global workforce.

In the United States, we have work to do. Twenty-seven percent of high school students in the United States drop out, and only half of those who enter college graduate with a baccalaureate degree within six years. Overall, only about one-third of the U.S. population holds a baccalaureate degree, yet 85 percent of new U.S. jobs require education beyond high school. While the U.S. population is expected to increase by 65 million by 2030, much of that increase will result from immigration. Consequently, the proportion of the U.S. population with a college education will continue to be linked closely with the success of higher education in other countries. While the United States graduated 1.3 million students from college in 2006, China graduated 3.3 million, and India 3.1 million.

Clearly the global workforce is becoming more diverse ethnically, more diverse internationally, and more diverse in age. The majority of the 2020 workforce, at least in the United States, is already beyond compulsory education age, so we must provide educational opportunities for working adults. The United States has 38 million working adults who have completed some college classes but who have not completed their baccalaureate degree.

### *Conveying the critical role of global education*

Droge tells students and families that global education can give them more choices in life resulting in meaningful work, better income, options about where and how they can live, and opportunities to help shape the future rather than be shaped by it. In order to make these things happen, students must develop technical literacy and a willingness to embrace new technology. They need to develop cultural proficiency aided by learning other languages. And they need to develop a productive work ethic and focus on tasks that lead to effective learning.

Park communicates its internationalization mission to the local community in a variety of ways, for example, by inviting community members to participate in campus events, serve as host families for international students and scholars, and participate in advisory groups.

Droge's message to business leaders is that they are needed as full partners with the educational system, if, as U.S. Secretary of Education Arne Duncan recently said, the United States is to "educate our way to a better economy,"

([www.dallasnews.com/sharedcontent/dws/dn/opinion/viewpoints/stories/DN-duncan\\_24edi.State.Edition1.284b17c.html](http://www.dallasnews.com/sharedcontent/dws/dn/opinion/viewpoints/stories/DN-duncan_24edi.State.Edition1.284b17c.html)). Droge offered examples of ways that corporate leaders can become involved in higher education.

- Service on governing and advisory boards for higher education institutions
- Participation in institutional strategic planning regarding the internationalization of programs and use of technology in the global workplace
- Speaking to classes about their global activities and workforce



- Providing paid internships that include international service learning
- Providing seed money for pilot initiatives
- Providing scholarships and tuition benefits for employees
- Hiring graduates from local institutions and providing feedback to the university on students hired.

Finally, when talking with students, Droge is sure to remind them that while global education can contribute to economic security, it's important for another reason: "because it enriches our entire life experience by helping us appreciate the beauty and wonder of other countries and cultures." He closed with a favorite quote by John Dewey, "Education is not just to prepare one for life...Education is life itself."

# Strategic Cost Management and Revenue Generation— A Panel Discussion

## *Panelists*

*Anneli Adams, executive director for professional excellence and international development at the College of Southern Nevada*

*Elizabeth Brewer, director of international education at Beloit College*

*Jesse Lutabingwa, associate vice chancellor of Appalachian State University, Boone, NC*

*Barry Morris, director of cabinet strategic projects at Kennesaw State*

## **What is “strategic” management?**

This panel of experienced international educators responded to questions posed by panel moderator Barry Morris, providing examples from their own institutions to address the session topic. They first discussed the components of *strategic* management in reducing costs and generating more revenue for international programs.

**Adams/College of Southern Nevada:** Strategic management means balancing your ideas and institutional priorities.

**Lutabingwa/Appalachian State:** Strategic management means realizing you can’t be everything to everyone; you must prioritize your activities and make tough decisions about what adds value to your institution.

**Brewer/Beloit College:** Strategic management means getting buy-in from many constituents; asking yourself how you fulfill your institution’s mission; being creative in your approach.

*We all know that there are different ways to achieve an objective. Some institutions have developed strategic plans with the explicit objective of achieving or striving toward comprehensive internationalization, others have made significant progress by taking an implied ad hoc approach. In the context of cost management and revenue generation, what are the pros and cons of each these approaches? Also, do you follow a particular model of internationalization?*

**Lutabingwa:** A deliberative approach, including prioritizing, helps an institution make decisions, for example, on which programs to cut. Appalachian has established five priorities/initiatives, and one of these is internationalization.

**Brewer:** Beloit did small experiments rather than a big strategic plan, held many conversations across campus constituencies, and took advantage of ad hoc opportunities. We focused on faculty work and helping all students to have an international experience during their studies, not just through study abroad. While the strategy allowed a variety of opportunities, the internationalization message was consistent.

**Adams:** Many models can work depending on the institutional culture. Whatever the model, it's important to have an aligned reporting process to support the overall goals of the institution. Some ad hoc discussions are important but faculty involvement is critical. The model must fit the institution's culture, mission, faculty, and staff.

**Morris:** Kennesaw uses a hybrid model that features coordinated leadership but allows departments and schools to act independently. The model is driven by an external commitment: Internationalization is an objective in our institutional plan and progress must be reported to our accrediting agency. Your design, centralized or decentralized, has to be aligned with your institutional mission, goals, and campus culture.

*How does a senior international officer actualize and execute the lofty objectives expressed by the purpose, vision, and mission statements that we find in strategic plans? What are the key principles that we must follow to turn vision into reality?*

**Lutabingwa:** Involvement of the broad university community. Engage a campus-wide discussion on defining internationalization.

**Brewer:** Faculty involvement to shape programs and get the word to colleagues.

**Adams:** Faculty and staff engagement in the design of programs.

**Morris:** At Kennesaw, it has been a management structure element. A global coordinating council that meets every two weeks guides our international work and helps us assess our progress.

*As we move into a discussion of cost management, does your institutional type influence the university's approach?*

**Adams:** Yes, cost management must relate to the institutional mission. At a community college, decisions about how money is spent must be based on community needs.

**Brewer:** At a small liberal arts college such as Beloit, fixed percentage budget cuts are not mandated "from the top." The process is handled differently, with the president and trustees sharing information on the financial realities and how and why decisions are being made. The approach must involve networking, transparency, and sharing information.

*What can senior international officers do to manage costs in their own sphere of influence and in collaboration with their university colleagues? What are you doing to deal with cost issues in your international programs?*

**Lutabingwa:** In North Carolina, all 16 public universities came together to coordinate our study abroad programs and were thus able to negotiate lower fees with some study abroad organizations. At the institutional level, my office examined administrative procedures and practices and saved money by, for example, reducing postage expenses by putting more documents for students online.

**Brewer:** Beloit changed the way orientations are done, cutting expenses for food and eliminating paper by posting documents online. We used existing memberships in organizations to get grants for speakers, faculty development workshops, and to fund activities. We also used former study abroad students as interns.

**Adams:** Having a plan drives the work of my office and depersonalizes decisions that have to be made about managing costs. Review what your institution is currently doing and study what could be done; develop a framework for internationalization. Jane Knight's 2005 *IAU Global Survey Report, Internationalization of Higher Education: New Directions, New Challenges* ([www.iau-aiu.net/internationalization/i\\_survey2.html](http://www.iau-aiu.net/internationalization/i_survey2.html)) is an excellent resource for those in leadership positions in international education who are developing a plan for their institution. At Southern Nevada we have engaged and enhanced participation in scholarship programs such as Fulbright, ISEP, Gilman, etc. to further their offerings without having to invest in infrastructure. We have also established joint disciplinary programs with faculty from multiple departments to reduce expenses and leverage costs and learning. Consider whether internationalization requires off-campus experience. Assess your informal learning resources, engage faculty, and use technology to support internationalization.

*We know that revenue can come from a wide variety of sources: foundations, grants, endowments, sponsorships, fee for service, corporate partnerships, government partnership, in-kind contributions, tuition and fee increases—to name a few. Have you pursued any of these with success and what was the key to that success?*

**Lutabingwa:** Appalachian uses indirect funds from grants to establish a fund to support other international activities.

**Brewer:** Beloit has been successful getting small grants for pilot projects that lead to larger grants. For example, minigrants for faculty development workshops yield results that are then leveraged to get larger grants from bigger donors. The next step will be to establish an endowment that will provide flexible funding for international activities.

**Morris:** Kennesaw added a student internationalization fee. Any student can now request study abroad funding from the pool of money created by this fee and may receive from \$500 to several thousand dollars. SIOs should reassess their own campus assets and capitalize on them. For example, get sponsorship for an existing program. Engage embassy officials or NGOs associated with a particular country—find natural partners.

**Adams:** The College of Southern Nevada teaches 19 languages. We've been working with language department faculty to pursue grants related to the languages on the Department of State critical languages list.

*What have you found to be biggest obstacle to internationalization on your campus, other than lack of money?*

**Lutabingwa:** Lack of direction and organization. Appalachian State has broad support for internationalization and many pockets of activity. The challenge has been to create a coherent plan to advance internationalization.

*How does the budget cycle affect strategic planning for internationalization? What specific increases or decreases in your budget have you recently had to address?*

**Adams:** Nevada has a two-year funding cycle that allows the college to have a two-year plan in place. The college recently received an increase in the budget for faculty development, for example, to improve the capacity of faculty to use technology in their teaching. Since faculty development comes under the “professional excellence” part of my job description, I’ve been able to add an international focus to the faculty development programs that are offered.

*What metrics do you use to determine the impact of your internationalization efforts?*

**Lutabingwa:** Appalachian has just revised the general education curriculum and one focus of the new curriculum is making global to global connections. We measure at the institutional and program level, for example, by having students present portfolios and e-portfolios. We also look at faculty outcomes after faculty have participated in overseas programs to see how they incorporate an international component into their teaching when they return.

**Brewer:** Beloit does a formal assessment every few years against our institutional goals. We also have a “softer” assessment approach to help faculty and students understand and invest in study abroad, for example, by holding an annual international symposium where students make presentations about their international experiences and learning.

**Adams:** The College of Southern Nevada conducts an annual assessment based on the institution’s internationalization framework. The assessment office coordinates this effort, which looks at student outcomes. The international student office also assesses its results against its annual mission and goals. Be sure your goals are measurable

**Morris:** Kennesaw State’s strategic plan for global engagement ([https://vic2.kennesaw.edu/EIMWebApps/sacs/PAGE\\_SACS\\_REAFFIRMATION\\_LIN\\_KS/OEPFINAL.pdf](https://vic2.kennesaw.edu/EIMWebApps/sacs/PAGE_SACS_REAFFIRMATION_LIN_KS/OEPFINAL.pdf)) has ten goals and very specific corresponding metrics.

# The Recession-Recovery Cycle: Impacts on Higher Education, Internationalization, and Prospects for Structural Reform

*John Hudzik, professor of criminal justice and former vice president for Global Engagement and Strategic Projects at Michigan State University*

Hudzik echoes Vincent-Lancrin' belief that the economic downturn has had little effect on the growth of global higher education or on global student mobility. Hudzik believes the important question to address is *not* what is the impact of the economic downturn on U.S. higher education, but what *will be* the impact of long-term public disinvestment in U.S. higher education and the globalization of higher education? He believes that the real impact of the current downturn will be longer term structural changes in higher education.

## ***Forecasting the long-term impacts on U.S. higher education***

Hudzik predicts three long-term impacts of the recession on U.S. higher education:

- Funding gaps, challenges to the higher education business model, and questions about value will signal the need for structural change.
- Campus internationalization will be forced to align with solutions to domestic structural challenges as well as with globalization of higher education.
- The U.S. position in global higher education will be challenged but will survive with adaptation.

## ***What are the current conditions that have created a “perfect storm” for U.S. higher education?***

- The likely decline in state funding for postsecondary education will result in a steady transition of U.S. higher education from a public good to a private good, as public per capita higher education appropriations continue to decline.
- Massive increases in tuition threaten access to higher education, particularly for the middle class.
- Tuition is subsidizing research and other missions.

## ***Global higher education demographics***

- By 2025 global higher education demand for seats will increase 150 percent to 250 million annually, the majority in the developing world.
- Annual student mobility will increase from 3 million to 7 million globally.
- Emerging economies will redefine the global higher education profile.
- Private funding will grow in proportion to the increase in demand as public funding is unable to keep pace. Currently, 30 percent of global higher education enrollment is privately funded, and the figure is growing.

As a consequence of these global demographics, higher education will be a globally traded commodity with increased competition for faculty, students, administrators, and best price. Rapid innovation in higher education will be required, and quality control will be more complex.

U.S. higher education will continue to internationalize because we have an integrated world labor market and we have accepted a new definition of what constitutes an educated graduate, which includes international exposure. The number of U.S. students studying abroad will grow but become a smaller portion of the world total. More students will go to nontraditional countries, and they will seek out less costly options.

U.S. higher education is likely to experience an increase in the number of international students but a decrease in its global share. Competition for the best students will intensify, and U.S. labor shortages in science, technology, engineering, and math disciplines will force a change in postgraduation immigration policies.

### ***What will the future bring for U.S. higher education?***

The short- and long-term pressures on higher education will lead to structural change—not in months but in years. The economic upturn will not reverse these fundamental structural problems. Hudzik quotes James Duderstadt, author of *A University for the 21st Century*, and president emeritus of the University of Michigan, in stating the problem: “Currently U.S. higher education is risk averse, self-satisfied, unduly expensive, ignores a changing environment, and fails to respond to the globalization of higher education markets.”

Current higher education responses to difficult fiscal times have been tactical rather than strategic. The response has featured across-the-board funding cuts, use of reserves, hiring freezes, furloughs, and a freeze on new projects. Reductions have focused on the nonacademic side of institutions.

The National Governors’ Association ([www.nga.org](http://www.nga.org)), a research and development organization that serves U.S. governors in developing innovative solutions to public policy challenges, has developed a list of recommended structural changes for U.S. higher education.

- Funding tied to outcomes (e.g., graduation rates) not enrollment counts
- Development of robust outcome measures to assess performance
- Speeding time to degree
- Outsourcing support services
- Institutionalize ongoing cost control
- Downsize number of programs: eliminate low-demand programs
- Control institutional mission creep
- Make greater use of contract faculty
- Form partnership domestically and abroad
- Unbundle expenses to reduce costs
- Review/revise the academic core
- Reduce required courses
- Offer more interdisciplinary options
- Institutionalize ongoing innovation
- Reform institutional governance structures
- Be more student, employer, and community centered in products and services
- Adopt flexible learning modules and calendars
- Make internationalization a core campus mission in response to globalization and competitiveness
- Employ more self-paced, active-learning, technology-assisted pedagogy.



***How might U.S. higher education structural change challenge internationalization?***

Hudzik suggests that the coming changes in U.S. higher education may challenge our efforts for greater internationalization of higher education.

The challenge will be to connect campus internationalization with the opportunities presented by change rather than the challenges presented by budget constraints.

<b>Structural Changes in U.S. Higher Education</b>	<b>Challenges to Internationalization</b>
Funding, accountability, and stature based on outcomes	The growing pressure to measure outcomes will spread to internationalization.
Speeding time to degree	Will internationalizing the curriculum threaten to delay time to degree by adding requirements rather than integrating requirements?
Growing use of strategic financial and cost/benefit analysis	Can the benefits of internationalization survive its full-cost modeling?
Review of curricula, the academic core, and governance models	Will advocates of internationalization be in these deliberations?
Pressure to establish interinstitutional partnership	What role will internationalization advocates have in prioritizing and defining cross-border collaborations?
From expertise for the few to cost-effective access by the many	Can access be mainstreamed in a cost-effective manner?
Pressure for innovation in practices	Can campus internationalization leaders be innovative in expanding access and delivery: merely scaling up existing methods is not a practical solution.
Broadening internationalization beyond teaching and learning	The globalization of information and research will expand internationalization beyond a curricular focus. This will remap the campus leadership of internationalization.
The pressure for cross-mission synergies	Budget constraints prioritize investments that produce synergies across institutional missions.
From “add on” to integration into the core	If internationalization is seen as an add on, it can be “subtracted off.”
Responding to nontraditional students	How will internationalization facilitate access and mobility for a more diverse client pool?
Global competition for the best faculty and students. Research capacity is critical in a knowledge society.	Will global recruitment expand to obtain the best talent?

## Resources and Reference

NAFSA: Association of International Educators is an association of individuals worldwide advancing international education and exchange and global workforce development. NAFSA serves international educators and their institutions and organizations by establishing principles of good practice, providing training and professional development opportunities, providing networking opportunities, and advocating for international education.

NAFSA's International Education Leadership Knowledge Community addresses the needs of international professionals engaged in visioning, coordinating, and building commitment for internationalization, working at the nexus of administration, faculty, and international education services. Senior international officers, directors of international education, and others in similar positions who lead internationalization efforts on their campuses, or hope to do so in the future, can find more information and additional resources at [www.nafsa.org/IEL](http://www.nafsa.org/IEL).