Internationalizing the Tenure Code

Policies to Promote a Globally Focused Faculty

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Internationalizing the Tenure Code:

Policies to Promote a Globally Focused Faculty

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CIGE Insights

This series of occasional papers explores key issues and themes surrounding the internationalization and global engagement of higher education. Papers include analysis, expert commentary, case examples, and recommendations for policy and practice.

Acknowledgments

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EXECUTIVE SUMMARY

In order to prepare students for work and life in the globalized world of the twenty-first century, colleges and universities are increasingly embracing internationalization as a key institutional priority. As the drivers of teaching and learning, faculty play a pivotal role in this process. For students to gain the skills and knowledge needed to achieve global competence, faculty themselves must be globally competent, and must be willing and able to infuse international perspectives and experiences into the curriculum and co-curriculum.

Fostering a global focus among faculty in the early stages of their careers sets the stage for continued interest and activity in the international realm, and helps institutions build a globally engaged professoriate from the ground up. For those institutions that have committed to internationalization as a key goal, tenure policies and procedures can be a powerful mechanism by which to incentivize—and, importantly, reward—early-career faculty engagement in internationalization. Incorporating globally focused criteria into standards for promotion and tenure gives junior faculty license to bring this work to the top of the list of competing priorities, and ensures that spending time on these activities will not hurt their tenure prospects.

Currently, however, few institutions have taken this step. Among respondents to ACE's 2011 Mapping Internationalization on U.S. Campuses survey, just 8 percent reported that their institutions had guidelines in place to specify international work or experience as a consideration in faculty promotion and tenure decisions. Interest in the idea of incorporating globally focused criteria into tenure codes, though, is strong. Whether and how to go about doing so is a frequent topic of discussion at ACE's internationalization-focused conferences and programs, and inquiries appear regularly on international education message boards and in other venues.

As a follow up to the Mapping study and in order to provide examples and guidance for those institutions considering implementing internationally focused tenure and promotion criteria, ACE undertook an analysis of 91 publicly available tenure and promotion codes from 61 of the U.S. colleges and universities that indicated in our Mapping study that international work or experience was a consideration in the process. These included institution-, school/college-, and departmental-level policies.

First, we categorized the internationally focused references and criteria in the codes according to the areas of faculty work they addressed: teaching, research, service, reputation, and broader contributions to internationalization. Overall, we found that research and service are the categories in which the most international references appear, followed by service; teaching-related criteria are much less common—a trend that is at odds with stated goals for internationalization, which data indicate put student learning front and center. Examples of specific language from the codes and further analysis of the individual activities that comprise each category are presented in the report.

Looking beyond the policies themselves, we also interviewed key contacts at the institutions represented in the sample in order to understand the "lived reality" of the process and its implementation in a variety of contexts. Drawing on their expertise and case examples, we provide advice for institutions considering internationally focused changes to their tenure codes, both in terms of the content of the policies themselves and the institutional context to

support such changes. Finally, we propose topics for additional research, including the need for attention to policies and practices designed to engage the large—and growing—contingent of non-tenure-track faculty and instructors in U.S. higher education.

SETTING THE STAGE:
Tenure and Internationalization

Tenure is a hallmark of higher education in the United States. Tied closely to the protection of academic freedom—a cornerstone value of the American academy—tenure is seen as a key mechanism to recruit and retain talented faculty, ensure a consistent and committed corps of teachers and researchers, and give scholars the creative space needed to pursue their chosen lines of inquiry and ultimately, contribute to the advancement of knowledge in their fields.

To be sure, tenure is **far from a universal fixture**. Driven by "financial cutbacks, enrollment uncertainties, pressures for accountability, and confusion about academic goals" (Altbach 1999), among other factors, the last quarter-century has seen a substantial shift toward non-tenure-track (full-time and part-time, short-term and long-term) academic positions. All told, at this point, only about 25 percent of the instructional workforce in U.S. higher education is tenured or on the tenure track (Lewin 2015) down from around one-third in 1997 (Trower 2009).

While many lament the declining prevalence of the tenure track, others **contend that the system is outdated, and even potentially detrimental** to the academic enterprise. As a counterpoint to arguments about academic freedom and other "pros" of tenure, some assert that the long-term commitments entailed by the tenure system decrease institutional flexibility and responsiveness, promote "academic bloat" and faculty "deadwood," and are inconsistent with the values and priorities of the current and emerging professoriate (Trower 2009). Indeed, various calls have been made—recently and notably by the governor of Wisconsin—for a rethinking of the need for and desirability of tenure as it has traditionally been conceived (Hefling 2015).

While the number of non-tenure-track faculty has risen substantially, tenure is still firmly rooted in the American academic psyche and ensuring practice. At many colleges and universities—even those with a substantial non-tenure track cadre of instructors—**governance (via the faculty senate and other mechanisms) is the purview of tenured and tenure-track faculty**. They are the primary decision makers when it comes to curriculum and the overall academic direction of the institution, and the prestige and stability associated with tenure-track posts make these positions the brass ring for recent graduates looking to launch their academic careers.

The tenure track is not an easy road, however. For those young faculty who *do* obtain coveted tenure track positions, the **sixth year—with its "up-or-out" decision point—is a pivotal moment in their careers**. The stakes are high, and so is the stress level. Junior faculty must balance a dizzying array of tasks, including research and writing ("publish or perish" being the often-cited mantra for assistant professors at many institutions), securing grant money, teaching, advising, serving on committees—the list goes on, leading many faculty to feel there simply are not enough hours in the day to fulfill their professional responsibilities and earn the coveted "yea" decision on tenure.

Measures to mitigate this stress have been widely implemented. "Stop-the-clock" provisions for new parents and caregivers, mentoring programs, mid-term reviews, and role-specific tenure tracks (e.g., a "professor of the practice" track focusing on teaching) aim to help faculty

prioritize the many demands on their time, and navigate the probationary years successfully. To this end, many institutions have also made a concerted effort to **increase the clarity and specificity of their tenure guidelines and procedures** in order to provide a better roadmap for their junior faculty. Mapping out tenure requirements also provides an opportunity to align stated criteria and expectations with the institution's mission and core values, and ensure that those faculty to whom a long-term commitment *is* made are doing work that reflects and advances key institutional priorities.

ENTER INTERNATIONALIZATION

In order to prepare students for work and life in the rapidly globalizing world of the twenty-first century, colleges and universities are increasingly embracing internationalization as one of these key institutional priorities. In the 2011 iteration of the American Council on Education (ACE) Mapping Internationalization on U.S. Campuses survey, for example, approximately one in two institutions (51 percent) indicated that their mission statements referred to international or global education, or other aspects of internationalization. A nearly identical percentage (52 percent) reported that international education or some aspect of internationalization was among the top five priorities in their current strategic plans.

As the drivers of teaching and learning, faculty play a pivotal role in internationalization. For students to gain the skills and knowledge needed to achieve global competence, faculty must be willing and able to infuse international perspectives and experiences into the curriculum and, in some cases, the co-curriculum. In her 2000 article "The Worthy Goal of a Worldly Faculty," Patti McGill Peterson underscored the importance of faculty efforts in this vein:

> Students graduate, but the faculty remain and serve as the stewards of the curriculum. They can be the agents of a holistic approach to a more broadly defined educational program, or they can balkanize the curriculum, allowing cross-cultural scholarship to settle in tiny niches with little overall impact. As a group, they have the capacity to set a deeply embedded foundation for the international and intercultural character of an institution. . . . Faculty can be a force for developing a more global perspective for all students—no matter their majors or the kinds of institutions they attend. (3)

For faculty to become such a force, however, **a substantial commitment of time is required**—to acquire global knowledge themselves, and to design and implement learning experiences that provide students with opportunities to acquire this knowledge as well. Institutions have introduced a variety of measures to encourage faculty to make this time investment, including international travel grants, logistical support for faculty teaching or conducting research abroad, course releases for internationally focused work, opportunities to learn a foreign language, and workshops on course internationalization, among others. But for junior faculty on the tenure track, even if these opportunities are appealing in theory, they may seem like additional logs on the fire in terms of already maxed-out schedules—better left to their senior colleagues who have already overcome the tenure and promotion hurdle.

RE-ENTER THE TENURE CODE

Looking long-term, however, fostering a global focus among faculty in the *early* stages of their careers sets the stage for continued interest and activity in the international realm, and helps institutions build a globally engaged professoriate from the ground up. For those institutions that have committed to internationalization as a key goal, tenure policies and procedures can be a powerful mechanism by which to incentivize—and, importantly, reward—early-career faculty engagement in internationalization. Incorporating globally focused criteria into standards for promotion and tenure **gives junior faculty license to bring this work to the top of the list of competing priorities**, and ensures that spending time on these activities will not hurt their tenure prospects.

Despite the growing percentage of U.S. institutions that are incorporating internationalization into their mission statements and strategic goals, however, **only a small proportion** have implemented tenure and promotion policies that reflect this focus. As indicated in Figure 1, while there is variation by institution type, overall just 8 percent of institutions in ACE's 2011 Mapping survey reported having guidelines in place that specify international work or experience as a consideration in faculty promotion and tenure decisions. There has been little movement on this front over time; an identical percentage (8 percent) answered this question affirmatively in the 2006 iteration of the survey, up from 4 percent in 2001.

FIGURE 1: Percentage of Institutions That Specify International Work or Experience as a Consideration in Faculty Promotion and Tenure Decisions
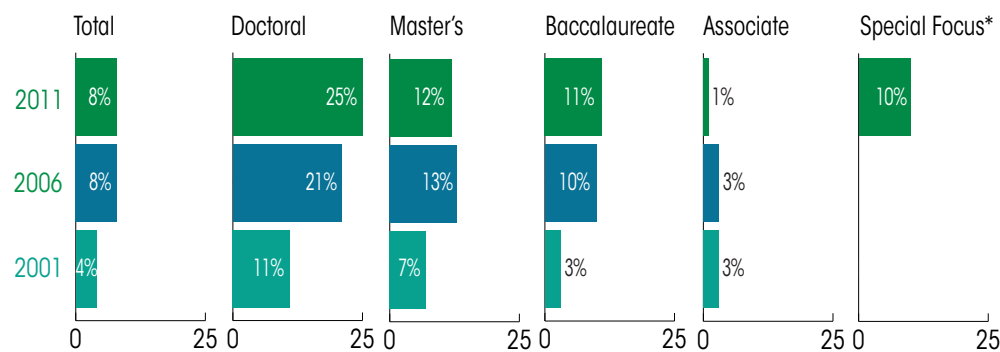
*2001 and 2006 data not available.
Source: American Council on Education, Mapping Internationalization on U.S. Campuses: 2012 Edition.

Interest in the *idea* of incorporating globally focused criteria into tenure codes, though, is strong. Whether and how to go about doing so is a frequent topic of discussion at ACE's internationalization-focused conferences and programs, and inquiries appear regularly on international education message boards and in other venues. Isolated examples of tenure codes with an international component are often provided in response; however, a systematic content analysis across a large number of such policies has not (to our knowledge) been undertaken.

ENTER THIS STUDY

The current study endeavors to fill this void. In the fall of 2013 and spring of 2014, ACE gathered publicly available written policies from the websites of participant institutions in the 2011 Mapping survey that reported having guidelines in place to specify international work or experience as a consideration in faculty promotion and tenure decisions. We sought a **"critical mass"** of policies that include such language—across a variety of institution types and academic disciplines—in order to examine patterns in content and scope, provide case examples, and explore issues surrounding design, implementation, and effectiveness.

Although 114 institutions answered this question affirmatively in the Mapping survey, in some cases we were unable to find tenure policies online, and in others we found no evidence of international work or experience noted among the guidelines. Conversely, at many institutions, the promotion and tenure process is decentralized, and multiple tenure policies—originating at different levels of the institution—exist to govern the process for different units; in some cases we drew more than one code from within an institution in order look at consistencies and differences among them.

We continued to obtain and analyze additional codes from the 114 "base" institutions until we reached the point of "data saturation," i.e., when no unique categories or new insights

COMMUNITY COLLEGE PERSPECTIVES

Although 1 percent of associate-level institutions in ACE's 2011 Mapping survey reported that they specify international work or experience as a consideration in faculty promotion and tenure decisions (down from 3 percent in 2001 and 2006), we were unable to locate any examples of written policies to include in the current study. In the absence of this data, in order to get a sense of how internationalization-related work impacts the tenure and promotion process at community colleges—or at least at one in particular—we spoke to Dona Cady, dean of global education at Middlesex Community College (MA).
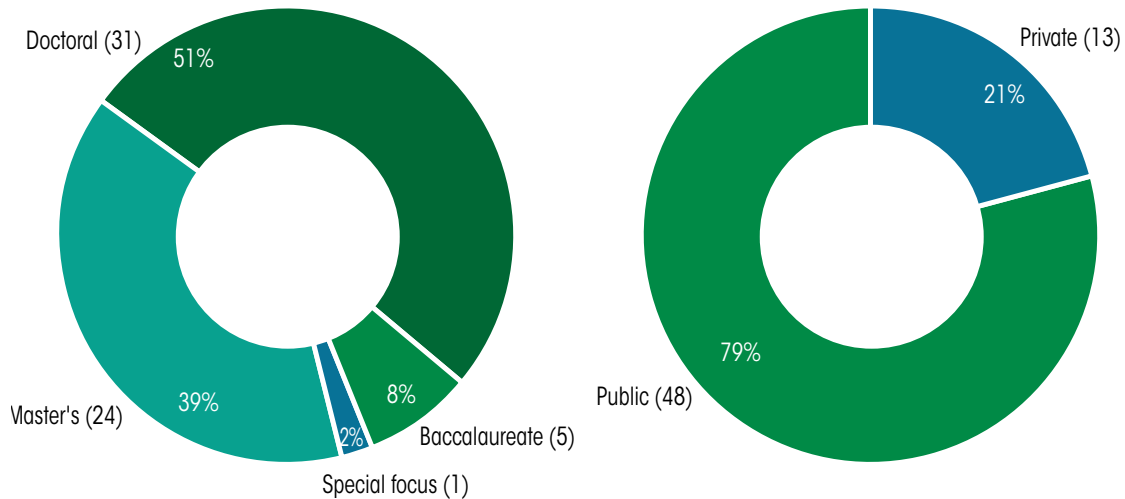
At the 15 institutions that are part of the Massachusetts Community College system (including Middlesex), the tenure and promotion process is governed by a negotiated contract with the faculty union—according to Cady, a common arrangement for public community college systems. The guidelines consist of very specific criteria and expectations, but currently do not include any reference to international work.

As the senior international officer at Middlesex—where internationalization has been established by institutional leaders as an important and increasing priority—Cady works with the provost to find effective ways to engage faculty in the process. When it comes to promotion and tenure, she notes, this means "working within the parameters of the negotiated contract" to encourage and reward faculty activity that is global in scope. The contract stipulates that each element of the promotion and tenure dossier is to carry a particular percentage of the weight in decisions; for example, the "college service evaluation" and the "personal file review" together make up 25 percent. In line with the institution's commitment to internationalization, faculty are encouraged to include information about their internationally focused work as part of these narratives.

Given the constraints on tenure and promotion guidelines, Middlesex is also focusing on the hiring process, where there is more flexibility in terms of the criteria set forth by individual institutions. Currently, all hiring notifications at Middlesex actively encourage a diverse pool of candidates; many divisions, Cady notes, already consider international background and experience as an element of this diversity. Cady is now in discussions with the institution's council of deans about the possibility of incorporating more explicit references to global perspectives and experience into hiring notifications campus-wide.

presented themselves as cases were added (Samure and Given 2008). Our final sample consisted of **91 tenure and promotion policies** with globally focused content, from **61 institutions**. Figure 2 illustrates the breakdown of the sample by institution type.

Figure 2: Characteristics of Institutions Included in the Study Sample

Doctoral (31) 51%
Master's (24) 39%
Special focus (1) 2%
Baccalaureate (5) 8%

Private (13) 21%
Public (48) 79%

SORTING SNOWFLAKES

The tenure and promotion process, the guidelines and other documentation surrounding it, and the reality of how it plays out on campus are unique to every institution. Indulging in a well-worn cliché, **tenure policies are like snowflakes—no two are alike**. There is substantial variability in terms of who conducts the review, what materials are required, what the dossier looks like, and how specifically requirements are mapped out (if they are at all), among other factors.

Given this complexity, conducting a content analysis and identifying patterns across a large number of tenure policies was a challenging task. Before turning to a discussion of what we found, an explanation of two key variables among the tenure codes we analyzed is needed to provide a sense of the **broader context for internationally specific language and requirements**.

First, as noted above, tenure codes originate at **different levels** of the institution. In some cases, they are institution-wide in scope, setting forth requirements and procedures for faculty across the disciplines. In others, each college or school within the institution has its own tenure and promotion code. And in still others, responsibility for setting forth such policies is pushed to the individual department level. For this study, we sought a relatively even distribution of codes at each of these levels; our final sample of 91 policy documents was composed of:

- **Twenty-nine institution-level policies**. Most of the examples of this type in our sample are stand-alone policy documents, though in some cases tenure policies are artic-

ulated as part of the institution's faculty handbook. Typically institution-level policies are overseen by the office of the provost/chief academic officer, with involvement of and input from the faculty senate or a similar body.

- **Thirty-four college/school-level policies**. Our goal for policies at this level was to include a wide variety of academic fields. Units represented include colleges/schools of arts and sciences, dentistry, education, engineering, human services, liberal arts, medicine, social sciences, and technology.

- **Twenty-eight department-level policies**. Again, we sought disciplinary variety among codes of this type. Individual departments in the arts, education, humanities, social sciences, and science, technology, engineering, and mathematics (STEM) are represented in the sample; specific disciplines include computer electronics, curriculum and instruction, economics, genetics, modern languages and literatures, philosophy, psychology, and theater, among many others.

Further complicating matters, some institutions have both institution-wide tenure codes *and* policies at the school and/or department level that further specify requirements or details about the process for their respective units. For some of the institutions from which our sample includes multiple tenure policies, different levels are represented (e.g., an institution-level code and a department-level code); for others we have more than one code at a single level (school or department), but in different disciplines (e.g., one from the school of medicine, and one from the school of education).

Second, there is variation in terms of the **aspect of each code in which internationally focused language is included**. In most of the policies we analyzed, such references are part of the criteria for promotion and tenure, i.e., where the requirements and indicators used to judge faculty performance are spelled out. In some cases, though, tenure policies provide specific instructions or even a template for dossier preparation; sometimes internationally focused references appear in these (e.g., "In this section, list your international teaching activities."). And in a few examples, the codes include faculty job descriptions in which internationalization-related activities are noted among the position's responsibilities.

In the next section, we set these procedural and format differences aside and look across the array of policy types and identify the key themes that arise in terms of internationally focused content. However, we return to these variations in subsequent parts of the report, where we explore intra-institution patterns among multiple codes and discuss considerations for policy design and implementation.

THE HEART OF THE MATTER: POLICY CONTENT

In terms of categorizing the internationalization-related references in the 91 tenure codes we analyzed, we started with a blank canvas. Taking an **inductive approach**, we first pored through our policy examples to get an overall sense of how the codes are organized, and the main types of internationally focused references that occur.

Quickly, it became clear that a majority of tenure and promotion policies are organized, at least to some extent, by the three traditional categories of faculty work: **teaching, research, and service**. Consequently, when international activities and engagement are included as criteria, they are often grouped in the codes according to these functions; given the overall prevalence of this structure among the policies in our sample, it seemed natural to start with these categories as the primary basis for our analytical framework.

Continued review of the codes revealed two additional categories of references beyond the initial three. The first is faculty reputation; a substantial proportion of codes encourage or require faculty to demonstrate that they have built an **"international reputation"** or global recognition in their fields. The second is **"contributions to internationalization,"** which some policies reference specifically as its own sphere of faculty activity.

As expected given the "snowflake" nature of tenure policies, not *all* of the codes we analyzed follow the ubiquitous teaching-research-service categorization scheme; when necessary we **used our best judgment** to categorize particular activities according to our framework or relied on how other codes had categorized similar activities. In addition, some activities do not fit neatly into one of the five categories; again, we made judgment calls and in some cases counted activities in more than one category. These instances are noted in the typology.

DEFINITIONAL DILEMMAS: WHAT WERE WE LOOKING FOR?

The wording of the question we asked about tenure and promotion policies in the 2011 Mapping survey was: "Does your institution have guidelines that specify international work or experience as a consideration in faculty promotion and tenure decisions?" In formulating the parameters of a follow-up study, the question itself raises a number of questions. For example, are guidelines necessarily written? Is the term "guidelines" synonymous with "policies"? And what constitutes "international work or experience"? Does this require spending time abroad? Would incorporating global perspectives into on-campus course content count? What about advising international students, or domestic students who are planning to study abroad?

For this study, we chose to limit our analysis to written guidelines in the form of published policies; in subsequent sections we do, however, also consider the "lived reality" of the tenure process and impact of culture and unwritten guidance. In determining what to "count" in our analysis, we cast a wide net. Like for the categorization scheme, we took an inductive approach—we started by literally searching the policies for "international," "global," "abroad," "internationalization," and related words and phrases. Ultimately, we included any activities or references that could be seen, broadly, as encouraging faculty to contribute to the internationalization of the institution—whether or not this entailed physical movement across borders.

The nuances of these references—including the extent to which they do, in fact, require engagement with people and issues outside the United States, and how meaningfully they contribute to and advance the goals of internationalization—are discussed throughout the typology and in the broader discussion that follows.

BY THE NUMBERS

While this study centered around a qualitative content analysis, we also sought to **quantify some of the findings in order to illustrate overall trends and patterns**. First, we were interested in understanding the **primary focus areas** of the codes in terms of our five categories, i.e., in which areas of faculty work are international activities most often addressed among the policies? Figure 3 displays the results, broken down by policy level (institution-wide, college/school, and department).

In terms of the sample as a whole, the most notable finding is the **lack of attention to international dimensions of teaching**. While internationally focused references related to research and reputation could be found in nearly 60 percent of the policies we analyzed—and service-related references in about half—only a quarter addressed teaching. The implications of this trend, particularly vis-à-vis institutional goals for internationalization, are discussed in more detail below.

Also of interest are the **differences between codes at different levels**. In particular, international reputation appears to be much more of a concern in policies at the institutional and college/school levels than in department-level codes; conversely, internationally focused references in the research and teaching realms occur notably *less* frequently at the institution level. To some extent this is to be expected; particularly in cases where there is an institution-level tenure code as well as unit-level policies in place, it makes sense that the former would be relatively broad in scope, while the latter would address specific faculty activities. Again, we return to these issues later in the report, specifically in the "One Institution, Multiple Policies" section below.

Figure 3: Percentage of Policies with International References in Each Category
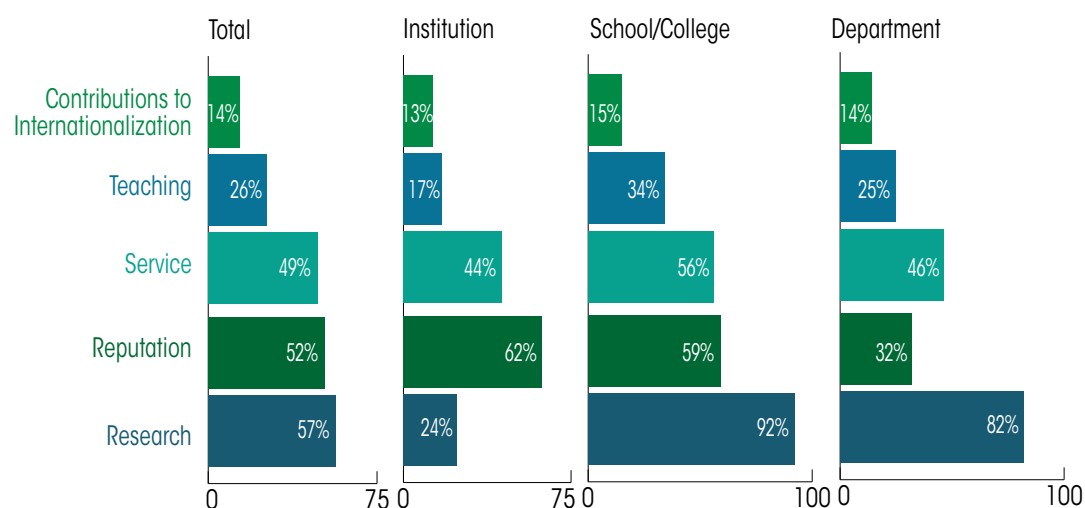
In addition, there was one aspect of our focus area analysis for which the *lack* of substantive findings was somewhat surprising. An examination of the **categories vis-à-vis institution type** (public or private and Carnegie Classification) yielded little in the way of differences. One might predict that research-related international references, for example, would be found predominantly in tenure codes from doctoral institutions. Along similar lines, a

particularly high proportion of policies originating with baccalaureate institutions might be expected to include teaching-related criteria. Though there were some minor variations (e.g., references to international reputation were skewed slightly toward doctoral institutions), there were no substantial departures in any category from the overall proportion of each institution type represented in the sample.

Next, we used a quantitative approach to try to capture the **breadth of internationalization within the tenure codes** we examined. Did the policies address international activity in only one sphere of faculty work? Or were such references embedded throughout the policies and across multiple categories, suggesting a more comprehensive approach? Figure 4 displays the results of this analysis. As illustrated, nearly half of the policies include internationally focused references in just one category of faculty work; codes that address four or five categories are relatively rare.

Looking by "level" of policy, college/school-level codes span the largest number of categories in terms of internationalization references (an average of 2.29 categories per code), followed by department-level policies (average of two categories), and finally by institution-level policies (average of 1.62 categories), suggesting that the college/school-level codes in our sample were the most "internationalized." This trend is also reflected in Figure 4; in each category besides reputation, a larger percentage of college/school-level codes contain international references than do codes at the department and institution levels.

Among single-focus codes, the categories that are addressed mirror the data in Figure 3; research and reputation are the most frequent focus, followed by service, and at a distance, by teaching. None of the single-focus codes included references in the "contributions to internationalization" category.

Figure 4: Percentage of Policies with International References in Single or Multiple Categories of Faculty Work (Teaching, Research, Service, Reputation, and Contributions to Internationalization)
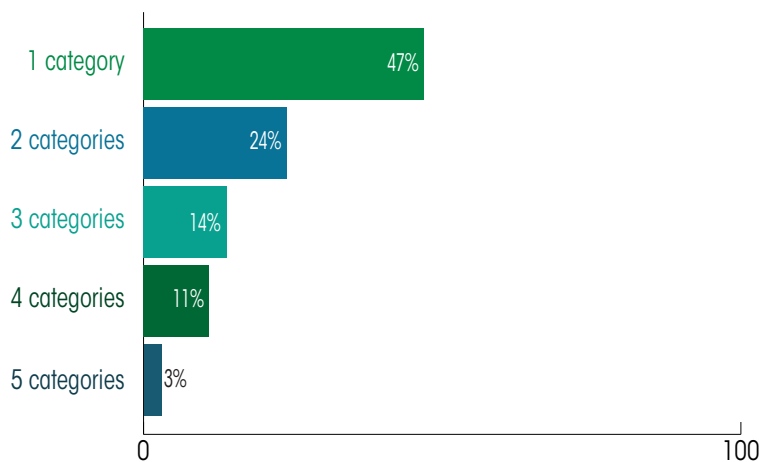
CATEGORY #1: CONTRIBUTIONS TO INTERNATIONALIZATION

Thirteen of the tenure codes we analyzed include "blanket" statements indicating that faculty **contributions to internationalization** (of the department, school, institution, and/or state system) or participation in **international activities** should be considered in tenure and promotion decisions. Some of these address such contributions or activities writ large, while others specifically delineate that activities in the three major realms of faculty work (teaching, research, and service) should be considered.

As noted above, however, in none of the codes do these "blanket" statements stand alone. Rather, such broad statements are supplemented in other parts of the policy or code with **additional details about the particular international or internationalization-related activities** in which faculty might engage; the relevant details of these activities in each area of faculty work are discussed in the corresponding sections below.

"Blanket" statements on contributions to internationalization:

- The faculty member's report to the departmental promotion and tenure committee should include "enhancing diversity and internationalization climate and experiences (at the university and/or college levels)."

- "In accordance with [the university's] goal to internationalize the campus across all mission areas, candidates are expected to document their international activities and recognition throughout the [application dossier]."

- "The university's strong commitment to internationalization and international activities may be reflected in any or all of these categories (teaching, scholarship and creative activity, and service). Internationalization is defined as any activity that advances understanding of other cultures and/or international issues. Individuals should address international endeavors in their narrative in the category that pertains to the activity."

- "The evaluation of a candidate's performance shall be based on the individual's contributions to teaching, scholarly activity, and leadership/service (on- and off-campus) in regional, national, or international activities."

In a number of the policies we analyzed, blanket statements related to internationalization and international activities were **categorized under "service" activities**, rather than as broader-level statements cutting across all realms of faculty work. As illustrated in the examples below, these often focus on the institution's international stature and relationships. For the study's quantitative purposes, we have included such statements here in the "contributions to internationalization" category, but have also counted them in the "service" category.

Contributions to internationalization as "service":

- Examples of "outreach and public service activities appropriate to faculty" of the college include "participation in activities that contribute to the expansion of the international dimensions of the university."

- "Participation in activities that bring local, national, or international recognition to the [school] will be considered" among service activities.

- Service to the university may include: "Representation of the institution to the local, regional, national, or international community."
- "Academic and professional service is essential to creating an environment that supports scholarly excellence, meets the internal operational needs of the university, and enhances the university's relationships to the [state] system, the local community, the region, state, and world."

Finally, three of the policies with blanket statements (broad, or in the service category) on contributions to internationalization also mentioned a specific internationalization-related activity that potentially cuts across the three main areas of faculty work: **developing international partnerships and affiliations** for the institution.

Developing international partnerships:

- "Examples of international activity" to be included in the application dossier include "developing cooperative agreements with foreign institutions."
- For promotion from associate to full professor, a candidate should demonstrate "expansion of [her or his] engagement plan to international activities," an example of which is "involvement in developing partnerships with universities around the world."
- Faculty should present examples of "development and/or direction of special programs" in their dossiers, which may include "developing international affiliations."

Because in all cases in our sample "blanket" statements about contributions to internationalization are accompanied by other references to particular international activities, it appears that the **purpose is really to set a tone and reinforce the message that internationalization is important**—setting the stage for faculty to highlight their contributions in their dossiers. Given the increasing attention to and efforts toward developing international partnerships at the institutional level, it is somewhat surprising that so few of the policies we analyzed refer to faculty activity in this realm. Faculty are undoubtedly instrumental in such relationships—whether in terms of making the initial connection abroad or participating once programs are established—but it may be that developing such relationships is seen as an administrative, rather than faculty, responsibility, and therefore not reflected in tenure and promotion policies.

CATEGORY #2: TEACHING

Twenty-four of the 91 tenure codes we analyzed include internationally focused criteria related to teaching activities; as noted above, among the three traditional pillars of faculty work, teaching is the one in which international activity is least frequently considered in the policies included in the study.

In some cases, teaching is mentioned just in **"blanket" statements** (described above) indicating that international engagement—broadly—is encouraged and should be addressed in candidates' dossiers. Among codes that reference specific internationally focused teaching endeavors, the most commonly cited activity (in about half of the 24 policies) is **teaching abroad**—including general "teaching assignments abroad" (involving study abroad students from the home institution and/or non-U.S. students), visiting professorships, and invited lectures.

Teaching abroad:

- Candidates should document: "Participation in special teaching activities outside of the university (i.e., international assignments, special lectureships, panel presentations, seminar participation)."

- Factors that "may be considered in evaluating professional competence" include "travel, teaching, and study abroad which will enhance the individual's professional capabilities."

- As part of their "instructional summary," candidates should "identify instructional activities (short- and long-term) and/or curricular developments that have taken place in countries other than the United States. Indicate the location, timeframe, and nature of the teaching experience (i.e. workshop, seminar, course, etc.)."

Involvement in developing, directing, and/or delivering international programs is mentioned in about one-third of codes with international references in the teaching category. While this may seem to be a more administrative task rather than necessarily teaching per se, where such references appear in the total pool of codes we analyzed, they are almost always categorized among "teaching" activities. So we followed the lead of the policies in counting this activity as a teaching-focused reference. In a few codes, however, "work involved in international programs and study abroad" is categorized as "service"—for the purposes of our quantitative analysis, we counted these in both the "teaching" and "service" categories.

Study abroad program development, direction, and delivery:

- "Evidence of excellent performance" may include "direction or development of international education initiatives."

- "Community engaged teaching" will include "developing and delivering off-campus activities such as study abroad courses and experiences, international instruction, and distance education courses."

- "A candidate demonstrates quality of teaching (encompassing both instruction and advising) by providing evidence from multiple sources that may include . . . direction of an international education program."

References to **curriculum internationalization and pedagogy** are few and far between. Just two policies directly mention internationalization of courses and the curriculum, while one includes "international education initiatives" more broadly among desirable contributions in

the category of "pedagogy." An additional two policies address international **recognition and visibility of pedagogical advances and activities** by faculty in their respective fields—through conference presentations abroad and in terms of the "international impact" of these activities.

Curriculum internationalization and pedagogy:

- Criteria for the teaching function include "incorporation of activities and instructional materials that enhance students' exposure to diversity and international awareness and/or increase the students' involvement in interdisciplinary courses and curricula."

- "Examples of important and valued instructional development achievements" include "internationalization of curricula and courses."

- Examples of teaching-related "indicators" for promotion include "presentations at state, regional, national or international meetings related to teaching."

- "Educational materials and pedagogical endeavors may be considered in [the scholarship, research, and creative works] domain to the degree that they have national or international impact on the candidate's field."

One code also addresses internationalization-related **mentoring and advising** work among examples of "international activity" and "international recognition" to be documented by candidates. Specific activities include "mentoring students involved in study abroad or student exchange programs," "mentoring international students and/or visiting scholars," and "invitations to advise students at foreign institutions."

The most notable trend among the teaching-focused international references in the codes we analyzed is that the majority pertain to **activity that takes place away from campus**—either faculty spending time abroad themselves, or facilitating such experiences for students. Compared to other categories of faculty work (e.g., research, international reputation), the teaching-related activities cited in the policies we analyzed require a fairly high level of international engagement, and seem to provide real opportunities for faculty to move the needle in terms of their global competence.

By teaching abroad, for example, faculty are immersed (even if for a short time) in the academic culture of another country, gain experience working with non-U.S. students that can inform their work with international students when they return home, and may acquire new internationally focused perspectives on their course material. Developing study abroad programs and advising the students who participate likely requires some level of sustained interaction with colleagues in the receiving country, and attention to and understanding of cultural and academic differences.

While focus on activity abroad makes sense in terms of developing faculty global competence, however, the **lack of emphasis in the tenure codes on the internationalization of the curriculum is worrisome**. Given the persistently low percentage of U.S. students who study abroad, the main opportunity for most students to develop global competence is in the classroom at home. Certainly, faculty need to develop global competence themselves in order to facilitate this process for their students—and the teaching-related references in the tenure policies do, indeed, encourage this—but in most tenure codes the criteria do not emphasize the need for faculty to make the leap from their own global competence to its application in the classroom, and how it should inform student learning.

CATEGORY #3: RESEARCH AND SCHOLARSHIP

Fifty-two of the 91 tenure codes we analyzed for this study address international activity or engagement in the research realm, making research the area of faculty work that most frequently includes international specifications and guidance. Some policies include creative activity as equivalent to research and scholarship; for purposes of our quantitative analysis, we have included these in the research and scholarship category, and present examples of the relevant language below.

As noted previously, a few codes mention research explicitly in blanket statements about the overall desirability of international activity. Two additional codes include a similar **blanket-type statement that pertains to the international significance and impact of research**; one, for example, states that promotion from associate to full professor requires "scholarship of national and/or international significance (depending on the discipline)." Another instructs:

> Regarding scholarship/professional development/research and productivity, faculty should submit their accomplishments in a clear, organized, and succinct manner, illustrating the degree, importance, or significance of each event (i.e., international, national, regional, local, etc.).

When it comes to specific activities in the research realm, by a wide margin, the most frequently cited is **delivering presentations at international conferences and meetings**, which is addressed by about two-thirds of the codes with international references in this category. Only one code, however, explicitly defines what is meant by an "international conference":

> A symposium, conference, or scientific meeting may be considered as "international" if there were a significant number of international participants either because it was declared an international event from the start by the organizers or attracted a significant number of international participants due to its scope or importance.

Of the codes that refer to international conferences, a majority group them with national (and in some cases, regional and/or local) events, and do not overtly prioritize international over the other "levels." A few codes do, however, stipulate a ranking of importance in terms of conference level (e.g., "participation at events with national or international stature or reputation generally receive more weight than those at venues with regional or local stature").

Presentations at international conferences:

- "Criteria for the research function" include "presentation of invited papers at regional, national, or international professional and scientific meetings."

- Examples of "scholarship and creative activities" to be documented in the candidate's dossier include "presenting at national and/or international workshops, conferences, lectures, exhibitions, recitals, concerts, performances, etc."

- "Demonstrations of scholarly activity" may include "juried papers and invited addresses, keynotes, or papers given at international, national, regional, or local professional conferences."

- "The [tenure and promotion committee] will consider presentations of current research at refereed high quality professional conferences as evidence of a candidate's profes-

sional achievement and growth. For example, the most important activities within this area include being an invited speaker at a national or international symposium or conference, and publishing and presenting research at refereed conferences sponsored by major professional associations, with selective review processes and highly selective acceptance rates."

Following international conference presentations, the next most frequently cited activity is publishing in **international publications**, which are referenced in approximately a quarter of the codes in the research category. Examples include articles in international peer-reviewed journals (either published internationally, or with an "international impact" or "reputation"), as well as books (including textbooks), book chapters, or contributions to a reference volume released by an international publisher. One code also cites "service as an editor of a national or international journal or referee of papers for such as journal" among examples of "scholarly achievement and professional qualifications."

Like for conference presentations, for publications, "international" is often grouped with "national" (e.g., "Author or co-author a manuscript in a regional, national, or international peer-reviewed publication"). In one case, however, the policy stipulates that international publications should carry the most weight: "A record of sustained, national/international peer-reviewed publications is expected. . . . Journal publications are considered in this order: international, national, regional, state." Along similar lines, another code distinguishes between "premier" publications, which have "exceptionally high visibility *and* an international reputation," and "A-level" publications with a "national *or* international reputation."

International publications:

- "Research products" to be counted toward tenure may include "author or co-author a manuscript in a regional (multistate), national, or international peer-reviewed publication."
- "The candidate is expected to have disseminated a substantial body of peer-reviewed work at the national or international levels."
- "Publications are expected to appear in appropriate peer-reviewed journals that also have national and international impact."

Also related to publications, three codes mention **translation or publication of work in a foreign language**. One counts "substantial translations" (i.e., translation done by the faculty member) among "scholarly activities," while another references "published translations of works into other languages" as an "eminence measure." The third indicates that "publishing in or learning a foreign language" should be documented as "international activity" in the candidate's dossier.

In terms of other activities in the research realm, a few codes reference **grants**—one, for instance, cites "receiving grants for international work" and "invitations to review international grants" as examples of "international activity" and "international recognition," respectively. Another considers "a national or international research or publication grant" to be evidence of a candidate's "potential for ongoing contributions to the field." One code— for a technology-related field—also counts "U.S. and **international patents**" (awarded and submitted) among "examples of discovery activities faculty may document for promotion purposes."

A number of policies that apply to faculty in the visual and performing arts include criteria specific to these fields—in particular, related to international performances and exhibitions in addition to or in lieu of publications.

International performances and exhibitions:

- "Creative activities" to be documented in the candidate's dossier include "work successfully produced in an exceptional venue (such as a nationally or internationally recognized theatre or professional company) as determined by peers or sanctioned by professional theatrical unions or organizations."

- Creative output to be considered in the tenure process includes "projects commissioned by a recognized regional, national, or international client"; "inclusion in a recognized national or international design or illustration publication"; and "solo exhibitions of regional, national, or international significance."

- "In general, for studio artists, international exhibitions are more important than national, national more important than regional."

- For promotion to full professor, "creative activity must include a prevalence of exhibitions at the regional and national/international levels, and must also include solo exhibitions."

Finally, although international conference presentations and publication activity may certainly entail joint work with colleagues abroad, only three of the codes we analyzed specifically refer to **international research collaboration**. One cites such collaborations among examples of "international activity" to be documented by candidates; another (see the first bullet point below) more emphatically encourages international collaborations. The third not so much encourages international collaboration, but acknowledges it as a necessity in some fields, and provides guidance on how collaborative work should be handled in the tenure and promotion process.

International research collaborations:

- "International and interdisciplinary collaborations which result in publication of scholarly works are encouraged."

- "In most fields, a substantial proportion of the publications originating from [the institution's faculty] should be based on research for which the candidate is the intellectual leader. In fields in which research is done primarily in large national and international teams, the department must document the candidate's leadership in the collaboration and the significance and impact of the candidate's contributions."

Overall, the most notable pattern in the research category is that the **most frequently cited internationally focused activities are those that require the least actual engagement across borders**. Conference presentations, for example, which account for the greatest number of references, are typically self-contained and short in duration, and may involve little or no sustained contact with other presenters, members of the audience, etc. And as illustrated by the definition set forth in one of the codes in our sample (cited above), an "international conference" does not necessarily entail travel abroad; an event that takes place in the United States but draws attendees from other countries might be defined as "international."

All told, it seems possible for faculty to check the "international presentations" box with relatively little actual global engagement; the extent to which participation in such events—in and of itself—helps faculty build global competence is questionable. That said, however, the opportunity to interact with international colleagues and discuss globally focused issues in the field and perspectives on the discipline may be a springboard for other, deeper engagement in the research realm in the future, and therefore should not be discounted as inconsequential. If this is the intention of including such criteria, however, it would make sense to also include explicit references to international research collaborations, which as noted above, occur with little frequency.

It is also interesting to consider the **internationally focused research criteria cited above in light of research topics and content**. None of the codes explicitly reference research on global issues, work with populations outside the United States, cross-border comparative studies, or other ways that faculty might bring a global dimension to the content of their scholarship. Some of the other criteria, do, however, address this indirectly, at least to some extent. For publication in an international journal, for example, an article presumably would need to be of interest to an international audience; the same holds true for translation of a faculty members' work into another language. The author, it would seem, would need to take this into consideration when formulating her or his research work and the resulting product, and ensure that it is relevant and useful to non-domestic colleagues and readers.

Given how individualized faculty research agendas are, it would be unreasonable to expect tenure codes—even at the department level—to prescribe specific globally focused content that faculty should address in their research. But the advancement of knowledge is a fundamental mission of higher education; in the era of globalization, it is somewhat surprising that there are not more references to the need for faculty to tackle problems and issues that are international in scope, and advance knowledge in their fields at the global level.

CATEGORY #4: SERVICE

Forty-five of the policies we analyzed refer to international activity in the service realm. As noted above, blanket statements that deal with general contributions to internationalization are sometimes categorized in the codes as "service"—i.e., as part of faculty members' service to the institution. In addition, there are codes that include **"blanket" statements about the need for service *outside* the institution that is international in scope**, including service to the profession, the international community, and the world in the broadest sense. About one-third of the codes in the "service" category contain a statement of this type.

Blanket statements on international service:

- "Some familiar types of effective service that may be undertaken by faculty" in advance of their review include "service that connects the campus to the world beyond in projects of mutual benefit."

- "Faculty members should seek ways in which they connect their scholarship to enhance international and global understanding as well as advance their professional disciplines. The quality and effectiveness of international and professional service should be documented."

- As part of an "essay on service" required for the tenure dossier, faculty should document "contributions to [the university] or other institutions, professional associations, national or international organizations, or service to society at large."

- "Service should be consistent with the teaching abilities, expertise, and leadership qualities of the faculty member and should foster an intellectual relationship with the off-campus community. The term 'community' may refer to local, regional, state, national, or international entities."

Close to half of the codes with international references in the "service" category specifically cite faculty **roles in and contributions to international professional and discipline associations/societies/organizations**. These include holding an office or other leadership position; participating on committees; organizing international conferences and meetings; sitting on advisory and review boards; serving as an editor/reviewer for publications, conference proposals, and scholarship applications; and engaging in educational programming.

In most cases, these activities are overtly categorized as "service" in the tenure and promotion policies; however, there are some variations. A number of codes tie such activities to faculty reputation, stating that they are to be considered evidence of a faculty member's stature in her or his field. In some, work with professional associations is part of a category different from the typical three; examples include "professional activity," "clinical practice/competency," and "engagement." Interestingly, one code categorizes "serving as a chair or as part of the organizing committee for national or international society meetings"—typically considered a service activity—as "research/scholarship." For quantitative purposes in this study, we counted this reference in both categories.

Contributions to professional organizations:

- "Evidence of achievement in service" may include "leadership and/or demonstrable contributions in national and/or international professional organizations.

- "Service activities" include "serve as a member of an editorial board at the international level."

- Factors that "may be considered in evaluation of professional recognition" include "holding office in and rendering service to international, national, and state professional associations and organizations."

- "Demonstration of one's reputation within his/her discipline may be documented through participation" as a "peer reviewer/grader for abstract submissions to extramural, regional, national, and international meetings."

- "Evidence to be considered in the evaluation of engagement" may include "service in elective or appointive leadership roles in professional associations at the national, international, regional, state, or local levels."

A large majority of the internationally oriented service-related activities cited in the policies fall into the categories just described, but a handful of codes include other examples. As noted previously, a few of the policies we analyzed classify work related to the **development and direction of international programs** as "service"; one also indicates that "service to the university" may include "representing the university in regional, national or international organizations (committees) related to university affairs." None of the codes refer specifically to leading international *service* programs (i.e., in which students complete a service project abroad), though some use "international experiences" or similar terminology rather than "study abroad," which may be intended to include service-oriented (and other) student programs.

In terms of externally focused service, a few codes include **engagement with international entities other than professional associations** (e.g., government agencies, regulatory bodies, religious institutions, and charitable organizations) as a member, consultant, or advisor. One code references "service in **international development**" among examples of "service to the broader community," but does not specify particular entities with which faculty might engage in such activity.

A few policies also include **discipline-specific service activities**. For example, in the education field, one policy stipulates that "service and outreach" activities to be documented by candidates include "consultant service to schools, school systems, and/or educational agencies at local, state, regional, and national levels." Specific to the visual and performing arts, "adjudicating performances or exhibitions for national or professional organizations" is included as "professional service to the discipline" by a unit-level policy. And a policy for a medical field notes that faculty should document "membership on certification boards" among their "regional, national, and international accomplishments."

Other than in some of the "blanket" statements cited in the beginning of this section, international references in the service category are almost always grouped with "national"—and usually "regional, state, local" as well—without singling out, prioritizing, or giving more weight to internationally focused service activities than those at other levels.

CATEGORY #5: REPUTATION

Forty-seven of the 91 tenure codes we analyzed address the need for faculty members to achieve an international reputation as scholars in their fields, making this one of the most common ways in which the institutions included in this study have incorporated an international dimension into their tenure and promotion standards. In addition to the term "reputation" itself, codes refer variously to international "stature," "distinction," "recognition," "prominence," and "attention" garnered by candidates. Many policies include a **general statement** that an international reputation, broadly, is among the criteria to be considered in promotion and tenure decisions.

General statements on reputation:

- "The appointee shall have attained regional and national prominence and, when appropriate, international recognition of outstanding achievement."

- "Candidates should demonstrate that their work is respected within their community of scholars at the national and/or international level."

Some policies, however, also provide details about what is to be considered as **evidence** of international stature. International **awards and honors** are among the most frequently cited specific indicators; other examples include high-profile speaking invitations, editorships, and election to/participation on advisory boards and review panels.

Awards and other evidence of reputation:

- Indicators of faculty "clinical/practice competency" include "evaluation and recognition (awards and honors) of practice proficiency by state, national or international professional organizations."

- Faculty must "maintain a national/international reputation based on scholarly activities (i.e., prestigious publications/shows/exhibits, editorships, accreditation review panels, grand review boards).

- "Materials that may be considered" in faculty evaluation include "recognition by national or international societies, organizations, or other institutions of learning that may include awards, invitations to present, invitations to review others' work, and reference to the candidate's work by other scholars in the field."

- "The quality of clinical professional service shall be documented by peers of the same discipline locally and nationally, and by referral of patients with difficult medical and surgical problems from the local community, and from national and international professionals."

A handful of policies address international reputation vis-à-vis **external support letters** required as part of the evaluation process—in terms of either the content of such letters (i.e., they should provide evidence of or attest to the candidate's international reputation) or the writers (i.e., they themselves should be internationally recognized scholars).

External support letters:

- "External evaluators should comment on the national and international stature of the candidate within the profession."

- "External evaluations will be solicited from persons of national or international repute in the candidate's field."

Finally, a few codes address faculty international background and previous experience in terms of the recognition of academic qualifications. One, for example, notes that one of the "minimum criteria" for promotion to associate professor is "an earned doctorate degree (or other terminal degree) awarded by a regionally accredited or **internationally recognized institution**." While this does not refer to current or ongoing work done by the faculty member, it ensures that faculty with credentials obtained outside the United States—who therefore have at least some level of international experience—are not excluded from the possibility of tenure and promotion.

Reputation is an area in which tenure and promotion policies often specify **different requirements based on rank**. In about a quarter of the codes we analyzed, international reputation appears among the criteria for promotion from associate to full professor, but is not emphasized (or delineated at all) for promotion from assistant to associate.

Differentiated requirements by rank:

- "In addition to having the qualifications of an associate professor, the appointee shall have established a national and, where appropriate, international reputation for outstanding research, scholarship or artistic creativity."

- "Recognition by peers on a national or international basis is more critical in the evaluation of faculty for promotion to the rank of professor than for promotion to associate professor."

- Appointment or promotion to associate professor requires that candidates "show a pattern of accomplishment in scholarship that indicates progress toward a national or international reputation in their discipline." Appointment or promotion to full professor requires candidates to "demonstrate a pattern of distinguished accomplishment in scholarship that indicates achievement of a national or international reputation in their discipline."

Almost across the board, the language included in the codes encourages or requires candidates to have a "**national *or* international**" reputation in their fields; only three of codes require candidates to demonstrate unqualified national *and* international recognition among scholars in the field—one for promotion to associate professor, and two for promotion to professor rank only. The former states: "An essential criterion for promotion to associate professor with tenure in the department is demonstrated stature as one of the leading researchers nationally and internationally in the candidate's field and career cohort."

The main question related to the "international reputation" category is the extent to which an international reputation is indicative of international activity or engagement. Or put another way, **is it possible for a faculty member to achieve an international reputation without actually engaging with people or issues outside the United States?** Arguably, the answer is yes—a chemist, for example, who publishes a groundbreaking piece of work that is cited worldwide may garner an international reputation but have few international interactions.

Overall, the "international reputation" category is probably the weakest of the five in our analysis in terms of the link to faculty global competence, although those codes that buttress general statements about the need to acquire an international reputation with examples of *indicators*

or specific international activities that can be used to demonstrate the achievement of such a reputation are stronger. A notable majority (33 of 47) of the codes that mention international reputation do, indeed, reference international activity in other realms of faculty work.

Table 1: Summary of Internationalization-Related Indicators/Activities by Category

CATEGORY	EXAMPLES OF INDICATORS/ACTIVITIES
Contributions to internationalization	International partnership development
Teaching	Teaching abroad; study abroad program development, direction, and delivery; curriculum internationalization and pedagogy; mentoring and advising international students
Research and scholarship	Presentations at international conferences; international publications; translation of work into a foreign language; international grants and patents; international performances and exhibitions; international research collaborations
Service	Contributions to international professional organizations and other entities; international development work; discipline-specific service endeavors
International reputation	International recognition and stature; international awards; external support letters (from non-U.S. colleagues or addressing the candidate's international reputation)

ONE INSTITUTION, MULTIPLE POLICIES

An examination of the "boxed sets" of tenure codes included in our sample (i.e., multiple codes from a given institution) underscores once again the "snowflake" nature of tenure and promotion policies and procedures in U.S. higher education. Our sample included the following combinations of levels of codes from within institutions:

- Institution code + departmental policies
- Institution code + school/college policies
- School/college policies + departmental policies
- Multiple school/college level policies
- Multiple departmental policies

For the many institutions in our sample with multiple policies in play, we did not endeavor to gather *all* of the tenure and promotion documents from any single institution, thereby precluding a comprehensive analysis and definitive statements about variation and patterns among intra-institution codes. In general, however, **intra-institution codes are fairly consistent**, at least, in terms of the number of our analysis categories (contributions to internationalization, teaching, research, service, and reputation) that are addressed by each. Instances where one code addresses only one category, for example, while another code addresses four are unusual (though there were some cases of this type).

Not surprisingly, in instances where there are both institution- and unit-level codes in place, the **institution-level code almost always addresses fewer (or the same number of) categories and activities than the unit-level codes**. As noted previously, it makes sense that institution-level codes would be more general in scope, while unit-level codes can be more specific about the particular internationally focused activities to be undertaken by faculty in each realm of their work. In some cases, unit-level codes make direct reference to statements on internationalization that appear in the corresponding institution-level policies.

POLICY INTERPLAY AND ALIGNMENT: UNIVERSITY OF GEORGIA

One example of a "boxed set" of policies illustrates how these multi-code dynamics play out on campus. At the University of Georgia (UGA)—one of the institutions represented in our sample—institution-wide "Guidelines for Appointment, Promotion, and Tenure"* define the parameters of the process, set forth minimum standards of faculty performance, and provide a template for dossier preparation. The guidelines include a number of references to international activity as possible performance indicators, and also stipulate: "Unless the candidates' assignments are specifically regional, they should demonstrate national or international recognition in their fields and the likelihood of maintaining that stature."

UGA's institution-wide guidelines are supplemented by policies developed and implemented by 82 discipline-based promotion and tenure units (PTUs) comprising schools, departments, and institutes throughout campus. In all areas, the standards set forth in the individual PTU policies must meet or exceed those established by the institution-wide tenure code. In light of increased attention to internationalization throughout the institution as a whole, many units on campus have embedded an international focus into their strategic plans; often, the criteria and indicators in their tenure and promotion polices in turn reflect this orientation, going above and beyond what is required by the institution-level code.

Two UGA departmental codes included in our sample were particularly noteworthy in terms of their international orientation: crop and soil sciences, and psychology. In both cases, internationally focused tenure and promotion criteria are firmly rooted in a globally oriented departmental culture. For example, Donn G. Shilling, head of the Department of Crop & Soil Sciences Department, noted that faculty in his department are encouraged to engage in international activities as soon as they are hired. Through federally funded projects and other opportunities, faculty work with scientists across the world; they travel, teach, and extend the reach of research and information. "Faculty in the U.S., especially in agriculture, have always been altruistic— they want to engage with the rest of the world and help as much as possible. There is development of mutual respect and synergistic outcomes," Shilling observed.

W. Keith Campbell, the head of the Department of Psychology, noted that practically all the work his faculty are involved in has some international element; international activities in his department are focused mostly on research and teaching, but they all mix together. Service, he added, is usually through research—it is research that is supposed to be useful for the world. And the need to establish an international reputation "has always been part of the culture of our department," he said.

Despite these successes, however, Campbell observed that there are still challenges when it comes to faculty engagement in international work: "There are constraints in terms of time and money when it comes to international travel. People here love to travel and meet colleagues—the problem is funding for it. The other big issue that keeps people from doing more international work is family. If there were ways you could take families it would work, but there is no money to do that."

* http://provost.uga.edu/documents/guidenlines_revised_spring_14.pdf

Internationalizing the Tenure Code: Policies to Promote a Globally Focused Faculty

WHAT AND HOW:
Advice for Policy Design and Implementation

While the tenure policy highlighted above provides a useful example of how one institutional unit has deeply integrated an international focus into its promotion and tenure standards, given the wide variation in policies and processes (i.e., the "snowflake" issue), what worked for the University of Georgia will not necessarily work in other contexts. This and the other sample excerpts presented throughout the report can serve as **inspiration and a starting point for others**, but it is unlikely that a "cut-and-paste" approach will result in policies that are adequately tailored to the specific needs and circumstances of another institution or unit.

In addition, while it is possible to some extent to judge tenure codes, as we did here, based on how often international references are made or how many different internationalization-related activities are covered, and to make predictions about how well they will work, **assessing post-facto the effectiveness and impact of these policies in terms of actually spurring faculty engagement in internationalization is a much more complicated endeavor**. First, it is likely to take time for policy changes to really take hold and significantly affect faculty work; at many institutions, it is simply too soon to see results. Second, changes to the tenure code are typically (and, as discussed in the subsequent section, *should* be) part of a broader constellation of internationalization initiatives; when institutions see an increase in faculty global engagement and internationalization-related work, it is difficult to tease out what among a variety of measures precipitated the increase, and whether the changes to the tenured code actually "worked."

In short, there is no template for how to do this right. There are, however, **lessons about the process** to be learned from the institutions and units that have introduced internationalization-related criteria into their tenure and promotion codes. Our analysis, coupled with follow-up discussions with key contacts at some of the institutions represented in our sample, yielded the following advice for institutions and units that are considering undertaking internationalization-focused revisions of their policies. These include insights on issues related to institutional context, as well as specific considerations pertaining to the focus of and language included in the policies themselves.

INSTITUTIONAL CONTEXT

Assess the overall state of internationalization on campus.

Internationalization is a long-term, multifaceted process that requires a sustained commitment by stakeholders throughout campus. As illustrated in Figure 5, ACE's **Model for Comprehensive Internationalization** highlights six key areas that call for attention by institutions seeking to "align and integrate policies, programs, and initiatives to position themselves as more globally oriented and internationally connected."

Figure 5: ACE Model for Comprehensive Internationalization

While the model illustrates the interconnectedness of these six "pillars," it does not specify a particular order in which institutions should tackle the various aspects of internationalization. For many institutions, student mobility is the first foray into internationalization; for others, though, focusing on the curriculum as a preliminary step may make more sense. An articulated institutional commitment (e.g., incorporating internationalization into mission and vision statements) may be needed to jump-start the process on some campuses, whereas for others, this will follow once a critical mass of activities are underway.

While a variety of aspects of internationalization may be appropriate first steps in different institutional contexts, making internationally oriented changes to the tenure code is not among these. Given the multitude of competing demands on junior faculty time, adding additional requirements or expectations for tenure and promotion is almost always a controversial proposition. If internationalization is not firmly embedded in the culture and operations of the institution—to the extent that many faculty are already substantially engaged in and committed to internationalization-related activities—then attempts to incorporate such activities into promotion and tenure requirements will almost certainly be met with resistance, and ultimately, are unlikely to succeed.

Of particular importance when it comes to the internationalization context for potential tenure code changes are the **other elements of the "faculty policies and practices" pillar** of the model illustrated above. When it comes to faculty hiring policies, for example, ACE's Mapping study found that between 2006 and 2011, the percentage of institutions that give preference to candidates with international background, experience, or interests increased from 32 percent to 68 percent. This bodes well in terms of setting the stage for internationally focused criteria in the tenure code—faculty with an existing international bent may be especially be supportive of the incorporation of such criteria into evaluation standards, and may already have a leg up in terms of meeting such criteria themselves.

Whether or not they have a predisposition to engage in internationally focused work, however, in order for the faculty (both newly hired and long-standing) to fully accept and buy into tenure and promotion policies that include internationalization-related criteria, they need to have access to tools and resources that will allow them to continue to build their

international expertise and ensure they are able to fulfill the expectations set forth. If "giving presentations at international conferences" is among the proposed criteria, for example, does the institution provide funding for faculty to travel abroad? If faculty are expected to contribute to the internationalization of the curriculum, are there workshops or other opportunities for them to learn how to incorporate globally focused elements into their course syllabi?

In contrast to the upward trend in hiring policies, data from the Mapping study indicate that when it comes to whether institutions offer these and other internationally focused faculty professional development opportunities, the answer is often "no"—in fact, as illustrated in Figure 6, for a number of such opportunities, the percentage of institutions offering them *declined* between 2006 and 2011. These measures—as well as logistical support for international research collaborations, access to technology to facilitate cross-border classroom connections, and others—form a scaffold for faculty engagement in internationalization that in turn supports the incorporation of internationally focused criteria into the tenure code. Without such a scaffold in place, internationally focused changes to the tenure code are unlikely to gain traction.

Figure 6: Percentage of Institutions That Provide Internationally Focused Faculty Professional Development Opportunities
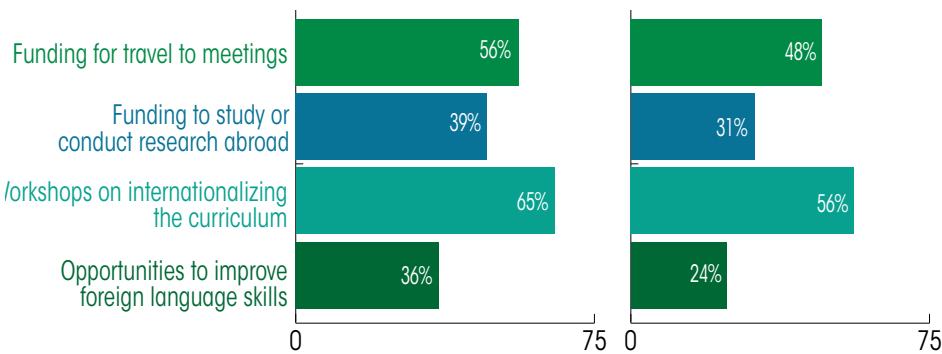
Source: American Council on Education, Mapping Internationalization on U.S. Campuses: 2012 Edition.

In short, **institutional readiness is critical to the success of policy changes**. Before tackling the tenure code, it is important for institutions to thoroughly and honestly assess the overall state of internationalization on campus, and use this assessment to inform the specific changes made. Or, if such an assessment yields a decision that the campus is not yet ready to embrace internationally focused tenure policy changes, it can point to key areas that require attention in order to create an environment in which such changes may be feasible in the future.

Consider existing barriers and "lived reality."

Prior to *adding* language to the tenure code in order to encourage faculty global engagement, an assessment of the *existing* process from the angle of internationalization is an important first step. Looking at the policies themselves, **are there criteria or specifications in place**

that—perhaps unintentionally—deter faculty from pursuing particular types of international activity? For example, in terms of research, tenure standards that award more "credit" for single-authored publications than those that are co-authored will potentially inhibit international research collaborations, which by nature would lead to a joint product. Along similar lines, the logistics of international research may mean a longer time from project initiation to publication; policies that count publications as a primary criterion may deter internationally focused projects by efficiency-minded junior faculty focused on getting as many articles out the door as possible.

Beyond stated policies, there is also the **lived reality of the tenure and promotion process**, and how it plays out in individual departments and across campus. The culture of the tenure process, and the "power" of the tenure code—i.e., what is written in policies versus what is actually taken into account in decisions—can vary substantially between and within institutions. Most tenure codes state, for example, that research, teaching, and service activities are all taken into account in tenure and promotion decisions—if not with equal weight, then at least with substantial weight given to each area.

THE ROAD NOT (YET) TAKEN: PARK UNIVERSITY

One of the first efforts to internationalize tenure and promotion policies at Park University (MO)* was spearheaded by Steven Youngblood, associate professor and director of the Center for Global Peace Journalism in 2013. As a member of the faculty senate's internationalization committee, Youngblood drafted internationally focused language to incorporate into the institution's tenure code; once approved by the internationalization committee, the changes would go to the faculty senate at large for discussion and, if all went well, approval.

Although the internationalization committee was initially enthusiastic, it soon became clear that the senate as a whole would take more convincing. According to Youngblood, a primary concern was overburdening an already too-busy faculty with additional expectations and requirements. While Youngblood was confident that there was a strong case to be made given Park's increasing commitment to internationalization, at the time he himself was feeling the strain of competing demands on his time; a full teaching load and his role as a center director meant that he was simply stretched too thin to commit the time and energy needed to shepherd the new internationally focused tenure code language through the approval process.

Now, however, Youngblood is giving it another go. Internationalization efforts have intensified at Park, and are further permeating the campus. A number of initiatives are underway to engage faculty, including a new grant program designed specifically to support internationalization-related activities and projects. And Youngblood himself has a new role; though he has maintained his faculty and director positions, he has also been designated as the institution's faculty coordinator for internationalization. The title comes with a course release that enables him to devote more time to internationalization-related activities.

As part of this role, Youngblood feels a "responsibility" to pursue internationally focused changes to the tenure code. He has drafted new language, which he will present to the internationalization committee shortly. Cognizant of the faculty senate's previous concerns about overburdening faculty, in crafting the new language, Youngblood was careful to establish internationalization-related activity as desirable but not required—but hopes that the initial changes will set the stage for stronger language down the road. If the amendments pass, he intends to meet with individual departments on campus to discuss the changes, and how they can be operationalized at the unit level.

* Park University was not part of the sample for the current study.

Ask junior faculty what they need to do to earn tenure, however, and the story may be different—as noted previously, **"publish or perish" is the perceived reality for many junior faculty**. As a result, faculty may still be hesitant to take on potentially time-consuming international teaching or service projects—even if the tenure code states that they should be valued—that will take time away from their research and writing. ACE's Patti McGill Peterson observed this mindset among prospective awardees during her time as executive director of the Council for International Exchange of Scholars, which administers the Fulbright Scholar Program on behalf of the U.S. Department of State; while she held this position, she notes, the primary reason cited by junior or untenured faculty for *not* applying for or accepting Fulbright grants was the potential detriment to their research agendas due to time away from campus.

In addition, a number of the criteria typically set forth in tenure codes **are open to interpretation by reviewers and others involved in the process**. For example, what is considered a "prominent publication" for the discipline? Who are the "recognized leaders" in the field from whom candidates should seek to obtain a recommendation letter? What discipline associations and other organizations are "influential" and worthy of faculty service? Unless specified explicitly (e.g., in the ways illustrated in the examples in the preceding section), the answers to these questions may or may not include international journals, individuals outside the United States, or associations with a global scope. Whether deliberate or due simply to a lack of awareness of and engagement with internationalization, if the advice given by department administrators or senior colleagues—usually the key decision makers in the tenure process—on these and similar issues reflects a solely domestic focus, junior faculty members' activities and overall focus are also likely to remain domestic in scope.

Taking into account the reality of these dynamics and their impact on faculty decisions about whether and how to pursue internationalization-related work is important in **ensuring that any changes made to the tenure code to encourage such activity will have traction,** and will not be "cancelled out" by other issues; focused discussions with junior faculty and key "influencers" in the tenure and promotion process throughout campus can reveal sticking points and major issues. Although easy and immediate solutions are unlikely—particularly when it comes to long-standing criteria and interpretational issues, which may be entrenched in campus or departmental culture—identifying the existing barriers can highlight particular aspects of policies to focus on for changes or additions. Doing so can also **bring attention to the critical audiences** whose buy-in and support for internationalization—as a campus initiative and vis-à-vis the tenure process in particular—will be necessary in order to move the needle on faculty international activity and engagement.

Educate and engage campus stakeholders throughout the process.

On most campuses, making changes—of any type—to the tenure code is an arduous process. This reflects the high stakes involved in terms of individual faculty members' careers, and the importance of institution-wide (or unit-wide) support for and compliance with the policies set forth. Typically, there is a **set procedure for proposing and approving changes that involves multiple layers of discussion and review**; though the specifics vary from campus to campus (and potentially by school or department for unit-level policies), the actors involved are likely to include the provost or chief academic officer, the faculty senate, various faculty committees, deans, the board of trustees, and the president.

Internationalization-related changes to the tenure code might be initiated by any of these actors, or by the senior international officer or another administrator with significant responsibilities in the international realm. From the outset of discussions, **outreach to all parties involved in the decision chain**—and to the faculty at large—is crucial. Messages should highlight the importance of internationalization and explain why changes to the tenure code are needed, and how they will advance the institution's goals in this area (more on this in the subsequent section). The senior international officer is well-positioned to make the case to other stakeholders, but the clear and vocal support of top-level institutional leaders will add weight and may increase buy-in. Enlisting faculty "champions"—individuals who are deeply

THE FUNDING FACTOR

A key issue that is often raised in discussions about incorporating internationally focused research criteria into tenure and promotion policies is the role of national agencies such as the National Science Foundation (NSF), National Institutes of Health, and an array of others that provide grants and other funding for university research. For faculty at many institutions, obtaining research funding is a central expectation for promotion and tenure; if the major sources of this funding are perceived as unsupportive of work that is international in scope, then faculty may be discouraged from pursuing projects focusing on global topics, or collaborations with colleagues outside the United States.

Given the frequency with which this concern has been raised, it seems fair to assert that this has indeed been the perception in the past. And considering that these agencies are funded by U.S. taxpayer dollars, it is reasonable to expect that they would be concerned first and foremost with research that is directly relevant and applicable to domestic issues. As globalization has taken hold, however, and the lines between domestic and global have blurred when it comes to the world's most pressing issues and problems, funding agencies are increasingly encouraging projects with an international dimension. The following excerpt from ACE's *Internationalizing U.S. Higher Education: Current Policies, Future Directions* (Helms 2015) highlights the NSF's efforts in this direction:

> The majority of NSF support for international activities is awarded through "standard" grant competitions administered by the agency's discipline-based divisions. Each division develops its own guidelines, requirements, and review criteria for its competitions; most now incorporate language into their solicitations that encourages international work and provides guidance for applicants interested in incorporating global perspectives and collaboration into their projects.

> According to Lara A. Campbell, a program director in NSF's Office of International Science and Engineering, at the proposal review phase, the key criterion for all divisions is the "quality of the science" that the selection committee anticipates will result from a project. This means that internationally focused projects involving top researchers and experts abroad—particularly when those colleagues provide access to first-rate expertise, facilities, or equipment—are likely to be especially competitive.

> Although there are variations between programs, most divisions across NSF are increasingly global. Agency-wide, there are also co-funding mechanisms and partnerships with international funding agencies in place to facilitate support for foreign collaborators who are part of proposals submitted by U.S. researchers.

In addition, various government agencies provide international research grants across the disciplines. Of Fulbright grants for U.S. scholars awarded by the U.S. Department of State in 2014–15, for example, 30 percent funded research projects, and additional 44 percent funded projects that entailed both teaching and research. Other examples of government funding for international research collaborations are included in the *Internationalizing U.S. Higher Education* report.

engaged in internationalization activities—to make the case to their respective units can help build campus-wide momentum.

In terms of formulating the changes themselves, it is important to **garner input from a number of voices but also avoid a "too many cooks in the kitchen" scenario**. Identifying a committee of key individuals to craft the language, and a limited number of venues (e.g., a faculty senate meeting, a board of trustees meeting) in which to present them and solicit feedback, can be a useful approach. If tenure policies are reviewed on a regular basis at the institution, or if changes of other types have been proposed, there may be opportunities to "piggyback" internationally focused changes onto other amendments and updates.

Once changes are made and approved, **continued outreach is needed to address implementation**. A gradual rollout of the new policies may make sense; faculty who are midway through the probationary period may, for example, be allowed to choose to be evaluated by the old criteria or the new criteria, while new faculty coming in are all subject to the revised code. In any case, it is important that faculty understand what is expected of them; meetings with faculty (led by the senior international officer, provost, or unit-level administrators) to talk through the implications of changes and what they mean in terms of the choices faculty are making about their work can be helpful. Faculty should also be informed of the resources (financial and otherwise) available to support their internationalization-related endeavors.

As decision time approaches, it is also important **that promotion and tenure committees** and other individuals involved in the review process receive guidance and engage in discussions about how to interpret and apply the guidelines for their respective disciplines and units. Again, conversations about the importance of internationalization, what it means, and the critical nature of faculty involvement can help ensure that internationally focused tenure and promotion criteria are not just words on a page, but are taken seriously, and inform the "lived reality" of the process and decisions.

In 2007, the University of Minnesota (UMN) incorporated two new internationally focused elements into its institution-wide tenure and promotion policy: a "blanket statement" about the desirability of "international activities and initiatives" and a reputation requirement—faculty must show that they have built the "foundation for a national or international reputation or both" for promotion to associate professor, and must demonstrate that they have "established a national or international reputation or both" for promotion to full professor.*

In addition to the institution-wide tenure code, unit-level policies are in place throughout the UMN system to guide the process and provide discipline-specific detail. These, too, underwent revision in 2007 in order to ensure that they were up to date and aligned with the broader university policy. For many units, this meant explicitly addressing international issues for the first time.

Cognizant of this reality and the potential tensions it might cause, Arlene Carney, UMN's vice provost for faculty and academic affairs at the time, arranged department-by-department meetings in order to discuss the changes and their implications for unit-level policy and practice. In addition, she held open sessions on each campus in the UMN system, inviting faculty to discuss the changes, ask questions, and express any concerns. Ultimately, a review by Carney's office confirmed that each unit had successfully updated its tenure and promotion policy to reflect the internationally focused changes to the institution-wide code.

Closing in on a decade since these changes were made, Carney's successor Allen Levine feels good about the progress that has been made. Though he notes that what constitutes "international activities and initiatives" still is not always well understood, overall the institution's culture places greater value on international work. Incorporation of internationally focused language into tenure policies has ensured that undertaking work with a global scope is not seen as a deficit, and has opened the door for unit-level policies that go further than the institution-wide tenure code in terms of their emphasis on global engagement.

Levine's colleague Ole Gram, assistant vice provost, characterizes internationalization—and the extent to which faculty contributions in this area are taken into account in tenure and promotion decisions—as an "evolutionary process." Repeated messages and ongoing outreach are needed, he notes, to underscore goals, further define expectations, and build campus-wide enthusiasm and support. Levine also observes that expectations of individual academic fields dictate, to a large extent, faculty choices about their work; as professional associations and disciplines as whole incorporate a greater international emphasis, he suggests, unit-level tenure and promotion policies are likely to adopt more globally focused requirements, furthering this evolution.

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* Note: This institution-wide tenure code was not part of our original analysis, but our sample included unit-level codes from the UMN (http://regents.umn.edu/sites/regents.umn.edu/files/policies/FacultyTenure1_0.pdf).

POLICY CONTENT

Align criteria with internationalization goals.

Colleges and universities engage in internationalization for a variety of reasons, which typically are (and should be) tied to institutional mission, strategy, and future aspirations. ACE's 2011 Mapping survey asked two questions related to the goals and motivations for institutional internationalization. Table 2 illustrates the distribution of responses *specifically from the 61 institutions represented in the sample* for the current study.

Table 2: Mapping 2011 Data—Goals and Motivations for Internationalization

What are the three most compelling reasons that your institution is focusing on internationalization?

ANSWER CHOICE	PERCENTAGE
To improve student preparedness for a global era	97%
To respond to the growing public demand for global competitiveness in knowledge creation/innovation and talent development	64%
To diversify students, faculty, and staff at home campus	54%
To become more attractive to prospective students at home and overseas	25%
To increase the impact and outreach of the institution through international development	25%
To pursue new revenue streams	15%
To raise international reputation and rankings	10%
To participate in U.S. diplomacy efforts	2%
Other	10%

What motivated your institution to accelerate internationalization in recent years? Please select the top three answers.[*]

ANSWER CHOICE	PERCENTAGE
Institution's emphasis on a more globally oriented curriculum and pedagogy	86%
Service mission of institution	56%
Institution's focus on research and development	53%
Financial benefits of engaging in the global market	35%
Institution's global rankings and reputation	28%
Business pressures for global competitiveness	19%
Government pressures for global competitiveness	5%
Other	11%

In light of institutions' stated goals for internationalization, the distribution of internationally focused references across the domains of faculty work (teaching, research, and service) in the tenure codes we analyzed suggests something of a **disconnect between what institutions are hoping to accomplish through internationalization, and what they are emphasizing in tenure and promotion criteria**. "To improve student preparedness for a global era" and "Institution's emphasis on a more globally oriented curriculum and pedagogy"—by a significant margin the number-one answers for their respective questions—are clearly linked to the teaching function. Yet, as described above, among the tenure policies we analyzed, internationally focused teaching criteria were much less prevalent than those in the research and service realms.

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[*] *Note*: This question was posed to a subset of the total respondent pool for the Mapping 2011 survey that had indicated in a previous question that internationalization had accelerated on their campus in recent years. Four of the 61 institutions included in the sample for the current project were not among the Mapping respondents that answered this question; the data presented here, therefore, reflect the responses of 57 of the 61 institutions from which tenure policies were analyzed for this study.

Moreover, as discussed in the typology above, *within* the teaching realm, most of the activities mentioned in the policies we analyzed relate to off-campus activities on the part of faculty and/or students—teaching abroad, developing study abroad programs, etc.; only a handful of tenure codes specifically reference faculty work on **curriculum internationalization and pedagogy.** As noted previously, the latter is the key means by which to cultivate global competence among the large majority of students who are not internationally mobile. For institutions intent on cultivating global competence among *all* students on campus, curriculum and pedagogy development should, it would seem, be front and center as a stated priority for faculty, but this is not reflected in the tenure codes we analyzed.

Further comparison of the Mapping data on internationalization goals and the content of international references in the tenure codes yields reveals **some level of alignment, as well as additional areas of disconnect.** Research-related rationales appear among the top three responses for both of the Mapping questions; this is in alignment with research as a primary focus area for internationalization-related references in the tenure codes. Similarly, the "service mission of the institution" as the second-ranking motivation in the second question is consistent with the frequency of service-related international references among the policies.

The relative lack of priority placed on "to raise international reputation and rankings" and "institution's global rankings and reputation" in the Mapping data, however, seems out of line with the strong emphasis on this category in the tenure codes. Presumably, the better the reputation of individual faculty members on the international stage, the stronger the overall global profile of the institution; emphasizing international reputation in the tenure code, therefore, makes sense if institutional reputation is a key internationalization goal for a given college or university; other goals, such as recruiting international students, are also furthered by a strong global reputation.

FURTHERING INSTITUTIONAL MISSION: NORTHERN KENTUCKY UNIVERSITY

Among the "core values" that contribute to the fulfillment of its mission, Northern Kentucky University (NKU) states: "Ours will be a community that embraces inclusiveness, diversity, and global awareness in all dimensions of our work."* Commensurate with this goal, NKU's tenure policy addresses contributions to internationalization across the spectrum of faculty activities; the code—also cited in the "Contributions to Internationalization" section of the typology above—states:

The university's strong commitment to internationalization and international activities may be reflected in any or all of these categories [teaching, scholarship and creative activity, and service]. Internationalization is defined as any activity that advances understanding of other cultures and/or international issues. Individuals should address international endeavors in their narrative in the category that pertains to the activity.

In addition, there is a clear link between the definition of internationalization stated in the NKU code—that it "advances understanding"—and student learning. According to Sue Ott Rowlands, NKU's provost and executive vice president for academic affairs, this is a strong reflection of the teaching-focused mission of the institution, as well as an emphasis on student-centered international activities in NKU's strategic plan. And while the need for faculty members to attain "professional recognition at the regional, national, or international level" for promotion to professor is also included in the policy, this criterion, Ott notes, is weighted less heavily than it might be at a research-focused institution—again, commensurate with NKU's specific mission and internationalization goals.

* http://nku.edu/about/promise.html

At Oregon State University (OSU), faculty positions and responsibilities are characterized by a high degree of individuality. According to Sabah U. Randhawa, OSU's provost and executive vice president, each unit on campus has substantial flexibility to tailor each job description to the specific needs and interests of the faculty member who occupies the corresponding position. Particular areas of emphasis, including internationalization and global engagement, are encouraged as long as faculty and departments are able to illustrate how these fit in with and contribute to the overall mission of the academic unit and the institution as a whole.

These job descriptions, in turn, inform the tenure and promotion process. Faculty are evaluated based on the extent to which they have fulfilled the expectations and responsibilities set forth in their own job descriptions. Institution-wide tenure and promotion guidelines include numerous examples of internationalization-related activities that might be highlighted in candidates' dossiers, ensuring that the international work of those faculty whose job descriptions are crafted to reflect a global focus is seen as an asset and contribution to the institution. Implementation is an ongoing process; the university is continuously improving and clarifying the use of tenure and promotion guidelines to bring alignment between university goals and faculty activities.

Given the relative lack of priority placed on these goals by the institutions in our sample (as indicated by their Mapping responses), it appears that the emphasis on international reputation in their tenure codes is perhaps motivated by other, non-internationalization-specific goals. Or, conversely, it may suggest that raising the global profile of the institution is, in reality, a greater priority for institutions than is reflected in the Mapping data.

As discussed above, changes to the tenure code are best tackled once the process of internationalization is already well underway on campus; at that point there are likely to be multiple goals spanning the full array of academic functions. **Taking stock of these goals**—at both the institutional and unit levels—at the outset of discussions about tenure and promotion policy changes will help ensure that disconnects are minimized, and the criteria incorporated will encourage faculty to contribute to key initiatives and advance internationalization in a direction commensurate with overall objectives and priorities.

Be realistic (and deliberate) about "and" versus "or."

As indicated in the typology above, the majority of internationally focused criteria and indicators included in tenure codes include "or" or "and/or" phrases (e.g., "service to local, national, and/or international professional organizations"). Or particular internationalization-related activities are included among an array of options for how faculty can demonstrate competence in a given area of faculty work (teaching, research, service, etc.) At the end of the day, **the "international" piece is usually, in effect, optional,** which raises questions about the extent to which adding such language to the tenure code is likely to actually move the needle on faculty engagement in internationalization.

In many contexts, and for many faculty activities, however, this optionality **simply may be necessary.** Would it be realistic, for example, to require *all* faculty to present at international conferences? What if, for instance, the mission of an institution reflects a strong focus on addressing local issues? While some faculty may indeed do work that is of interest to an international audience, faculty whose research focuses on the "local" aspect of the mission should not be penalized for *not* presenting at an international conference. Or, per the discus-

sion on assessing the overall state of internationalization above, if the institution is not in a position to provide funding for faculty to travel internationally, then adding such a requirement to the tenure code may be unreasonable or inappropriate.

Reflective of the high value American higher education places on faculty autonomy, while tenure codes provide guidelines, in general they are not prescriptive; typically **they present a "menu" of indicators that faculty can draw upon to present their case**. Ultimately the constellation of activities and focus areas that comprise the working life of faculty varies from individual to individual. Even at an institution with a strong international orientation overall, the appropriate level—and types—of international engagement will vary from one faculty member to another.

"And/or" phrasing allows for this variation. It does not force faculty to do something that is not appropriate or reasonable for them, but at the same time, it ensures that work with an international scope or focus is possible—and valued—for faculty for whom it makes sense. The inclusion of "blanket" statements that emphasize the importance of contributions to internationalization can mitigate the "optionality" factor in individual criteria and indicators, and reinforce the message that such activities should be viewed positively in tenure and promotion decisions.

As illustrated in the typology, though, **in some cases a true *requirement* is possible and desirable**. This is more likely for unit-level codes, which apply to a limited number of related academic fields (or in the case of a department, possibly a single discipline), and a comparatively small number of faculty. A requirement that all faculty weave international content into their courses, or publish in a non-U.S.-based journal, may be in line with standard practices in the field, or with expertise and interests of the majority of the faculty. The **"tiered" approach** undertaken in some of the cases included in the typology—e.g., "national and/or international reputation" as a requirement for promotion to associate professor but an "international reputation" for promotion to full professor—can be a way to avoid overburdening

TELLING THE INTERNATIONALIZATION STORY: PURDUE POLYTECHNIC INSTITUTE

The tenure policy for faculty at Purdue Polytechnic Institute (IN) (formerly the Purdue College of Technology) includes a number of internationally focused criteria and indicators ranging from broad to very specific; the policy states that faculty should document "participation in activities that contribute to the expansion of the international dimensions of the university," and provides examples of activities in the teaching, research, and service realms.

According to Robert Cox, associate dean for globalization at Purdue Polytechnic, an important part of his job is helping junior faculty put their best foot forward when it comes to "telling the story" of their international engagement activity in the promotion and tenure process. He encourages faculty to capture the impact of their international work from the start; for teaching-related activities such as faculty-led study abroad, for example, he suggests assessing student learning, as well as documenting how the faculty member's own experiences have informed the on-campus curriculum and her or his teaching.

When it comes time to actually prepare the promotion and tenure dossier, Cox notes that particular internationalization-related activities could potentially fit in multiple categories—for example, in the global activity narrative, the teaching section, and/or the research section. He and his staff work with junior faculty to determine where it makes sense to document each activity in order to best highlight the candidate's strengths, and build the strongest possible dossier overall.

junior faculty while emphasizing the importance of introducing an international dimension to their work over time.

Decisions about "and" versus "or"—and where internationally focused works should land on the continuum of "not discouraged" to "encouraged" to "required"—should be **firmly rooted in the context and circumstances of the institution**, including the number and diversity of fields and faculty to whom a given tenure code will apply, and the support (financial, logistical, etc.) available for internationalization-related endeavors. The language used should reflect clear and conscious choices about what is reasonable to expect of faculty, given the scope, priorities, and resources of the institution or unit initiating the policy.

Make it easy for faculty to showcase their internationalization-related work.

As illustrated by the examples presented throughout the typology above, **tenure policies run the gamut in terms of specificity**—in general, and when it comes to internationalization-related activities in particular. Some map out in detail exactly the activities that are to be counted toward tenure and promotion; in some cases where a template for the dossier is provided, the policy assumes a format almost akin to a checklist. On the other end of the spectrum are "blanket" statements that indicate the value of international work, but do not define what activities that it should entail.

On one hand, **specificity is good**. Giving faculty concrete indicators and examples of internationally focused activities operationalizes sometimes-slippery terms such as "contributions to internationalization" and "international engagement," makes clear to evaluators exactly what they should be looking for in the dossiers they review, and ensures that everyone is on the same page in terms of what is expected or desired of faculty members.

On the other hand, **too much specificity may be overly limiting**, and may cause reviewers (and candidates themselves) to overlook ways in which a faculty member's body of work has, in fact, contributed to internationalization. A service-related criterion, for example, that encourages development work with overseas populations may seem inapplicable to a faculty member's engagement with a local diaspora community, yet such work may well result in the faculty member bringing global perspectives into her or his teaching—certainly desirable in terms of internationalization.

Because internationalization and international engagement are broad terms and can encompass such a wide range of activities, is it important to allow for—and encourage—substantial variation in terms of their interpretation. Giving faculty an **opportunity to think through and articulate *themselves* how particular aspects of their work contribute to internationalization**—while at the same time providing concrete examples of applicable activities that they can reference—is an approach that seems to make sense in terms of balancing specificity and inclusiveness. How, exactly, to do this will depend on the format of the dossier; some institutions or units require a brief narrative to this effect as part of the tenure dossier, while others ask candidates to address contributions to internationalization as part of a "personal statement."

CONCLUSION

The analysis and discussion presented in this report leave **many loose ends**. As noted previously, while a number of the tenure codes highlighted here can serve as useful and diverse models—and advice from institutions that have been through this process provides useful guidance—we have not attempted to set forth definitive best practices. The unique nature of the tenure process at each institution, coupled with the difficulty of measuring success, makes it unlikely that we will ever have the satisfaction of clear-cut answers or conclusions about what works across the board, or *the* best way to internationalize tenure and promotion policies.

Appropriately, however, **this "messiness" is reflective of the internationalization process as a whole**. For internationalization broadly, as for amending the tenure code specifically, it is critical for efforts to be tied to a set of well thought out, clearly defined goals—which in turn should be tied to the mission and priorities of the institution as a whole. Given the diversity of the U.S. higher education system, and the multitude of institution types and focus areas, internationalization and its role in promotion and tenure decisions is necessarily operationalized in very different ways throughout the system.

Internationalization also is not linear. The starting point varies by institution, and what activities are (or should be) implemented when depends on the availability of resources and expertise, the composition of the student body and the faculty, and the opportunities that present themselves. As described in the University of Minnesota example above, internationalization is an **evolutionary process**—there may be steps backward, steps forward, and steps sideways along the way, but keeping sight of the institution's goals for internationalization and maintaining the links between goals and activities will, over time, build momentum in the right direction.

Internationalizing the tenure code is one way to build such momentum. Given their centrality to the higher education enterprise, whatever the specific institutional goals articulated for internationalization, faculty play a critical role in carrying out the activities that will fulfill these objectives. And given the centrality of the tenure and promotion process to faculty members' careers and choices, **institutions that are truly serious about comprehensive internationalization need, at some point, to address the intersection of internationalization and promotion and tenure processes**. Whether this means language is added to the tenure code, roadblocks to global engagement are removed, efforts are made to shift the culture of the review process to place a greater value on international work–or ideally, all three of these—proactive action is required to ensure that policies and their "lived reality" empower faculty to serve as facilitators of the internationalization process.

Like most research studies, this one points to **various topics for further study**. Most obviously, data about the effectiveness of internationally focused changes to the tenure code are needed. As noted previously, it is difficult to disentangle the results of such changes and those of other efforts to engage faculty in internationalization; rather than "counting" faculty international activity as a measure of policy effectiveness, qualitative discussion with an array of stakeholders (junior faculty, senior faculty and administrators involved in the review process, etc.) may yield a better sense of the overall impact of changes made. It will also be important to see how internationally focused language and requirements evolve over time,

and how they are impacted by shifting expectations for faculty work more broadly (e.g., faculty members' role in ensuring student employability).

Given the large (and growing) percentage of U.S. faculty who occupy non-tenure-track positions, the question of how other employment policies and procedures hinder or facilitate faculty engagement in internationalization will become an increasingly pressing issue, and an important topic for additional research. There is already significant variation in terms of the level and length of affiliation of non-tenure-track faculty to the institutions at which they work—while some are full-time instructors on long-term contracts (which may amount to de facto tenure), others patch together short-term, single-course contracts at multiple institutions on a semester-by-semester basis. This variety in position type is only likely to increase over time. Building a teaching and learning community in which *all* faculty take an active role in shaping and delivering a globally oriented curriculum is likely to prove challenging for many institutions; sharing good practices and policies as they are developed will be crucial.

While this report has come to an end, the **need for continued discussion around these issues is greater than ever**. Our hope is that this study will serve as a starting point for institution-based efforts to align tenure and promotion policies with internationalization goals, both by providing concrete examples of policy language and highlighting key considerations for policy development and implementation. More broadly, we hope it will contribute to ongoing conversations—within and across institutions—about how best to engage faculty members in the internationalization process, and maximize their contributions to this increasingly critical endeavor.

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APPENDIX

Institute of Food and Agricultural Sciences Guidelines for the Integration of International Engagement Into the UF Tenure, Permanent Status, and Promotion Packet

In accordance with UF's goal to internationalize the campus across all mission areas, candidates are expected to document their international activities and recognition throughout the Tenure, Permanent Status, and Promotion packet. These items should be documented separately in each section of the packet (i.e., Teaching, Section 9; Research, Section 13; Consulting, Section 20; Extension, Section 23; Honors, Section 27) and at other places in the document as appropriate to the candidate's duties and assigned responsibilities.

Specifically, in preparing your response for Section 22, please respond to the following points in a narrative of no more than 750 words:

1. Write a brief statement outlining your rationale for engagement in international activities.
2. List your goals for international engagement in bulleted format as they pertain to your career development, duties, and assigned responsibilities in IFAS.
3. Describe the outcomes and impacts resulting from your international engagement.

The following definitions and examples below may be helpful in completing this section of your package.

Definitions and Examples:

International activity typically refers to tasks initiated by individuals to foster or enhance international components of their career or to develop or strengthen collaborative links with colleagues at foreign institutions.

Examples of *international activity* could include the following:

A. Sabbaticals taken abroad or research collaboration visits to foreign countries
B. Presenting volunteered papers at international conferences
C. Organizing international conferences
D. Mentoring international students and/or visiting scholars
E. Publishing in or learning a foreign language
F. Developing cooperative agreements with foreign institutions
G. Receiving grants for international work
H. Publishing papers with co-authors based in foreign institutions
I. Mentoring students involved in study abroad or student exchange programs

International recognition (for inclusion in Section 27 and elsewhere as appropriate) generally includes honors, accolades, and invitations that reflect the individual's significant contributions to their discipline.

Examples of *international recognition* could include the following:

A. Receiving international awards
B. Service on editorial or advisory boards of international journals and organizations
C. Invitations to give lectures or chair sessions at international conferences or workshops
D. Invitations to investigate problems or serve on expert committees in foreign countries
E. Invitations to review international grants
F. Invitations to evaluate faculty or examine students at foreign institutions
G. Invitations to teach classes or advise students at foreign institutions
H. Adjunct faculty status at foreign institutions

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