ACE's Center for Internationalization and Global Engagement (CIGE) defines \textit{comprehensive internationalization} as a "strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions." The \textbf{CIGE Model for Comprehensive Internationalization} comprises six interconnected target areas for institutional initiatives, policies, and programs:

The following questions, which are structured around the CIGE Model, are designed to \textbf{guide an internationalization review process} by institutions participating in the ACE Internationalization Laboratory. They provide the basis for an assessment of existing initiatives and notable gaps in institutional policies and practices. While thorough, they are not exhaustive; institutions should feel free to identify other relevant questions and key data as part of the review process.

In addition to a category-by-category analysis, many Lab institutions incorporate a cross-category \textbf{SWOT analysis} (strengths, weaknesses, opportunities, and threats) into their internationalization review. Such an analysis helps identify the most critical findings of the review, and can be a useful step in formulating the committee's recommendations and final deliverable.

\textbf{Articulated Institutional Commitment}

\textbf{Mission and Strategy}

- Does the institution have \textbf{goals for internationalization} (for example, preparing students for work in a global society, connecting international and multicultural agendas, or internationalizing research)? What are these goals, and where are they articulated?
- Are international goals (of any sort) mentioned (directly or indirectly) in the institution's \textbf{mission statement}? How?
- Does the institution have a **strategic plan**? Does it include internationalization (directly or indirectly)? If so, what goals and strategies does it set?
- Does the institution have a specific **institutional internationalization strategy**? If so, what are its main components?
- How does internationalization relate to the institution's **mission, history, and student body**?

**Funding and Support**

- What **financial resources** does the institution now provide for each of the following areas of internationalization: study or experiential learning abroad, curriculum development, faculty travel and research, support infrastructure (such as library holdings, IT, language labs), staffing for an effective international office), co-curricular programs, international partnerships, services for international students, and any other international activities or initiatives?
- How well do institutional **resources align with institutional goals** for internationalization?
- Is there any **international programming that generates funds** for the institution? If so, how are these funds distributed? Are there any plans or possibilities for developing such programs in the future?
- Does the institution have a **fundraising strategy** for internationalization? How is it aligned with the overall institutional fundraising strategy?
- What is the balance between **internal and external funding sources** for internationalization? Has this funding increased, decreased, or remained the same during the last five years? 10 years?
- What international activities, if any, have been specified as the highest **priorities for additional funding** in the future?

**Visibility and Messaging**

- To what extent is the institution's international activity visibly present on its **website**? Is there an international “portal” on the home page? How easy is it for visitors to the website to find information on international activities?
- To what extent is the institution's international programming/positioning part of its **branding**, both internally and externally?
- What methods are used to **publicize** what is happening internationally at the institution (e.g., festivals, lecture series, etc.)?
- How does the institution communicate with the **extra-campus public** about the value of internationalization? What existing community engagement mechanisms might be leveraged to facilitate outreach and discussion?

**Administrative Leadership, Structure, and Staffing**

**Units and Roles**
What roles do the **president/chancellor and provost/chief academic officer** currently play in internationalization? Trustees and advisory boards?

- Where does **primary responsibility** for guiding and maintaining institutional internationalization lie? Is there an overall **international office** for the institution? What is its charge? What are the **staffing arrangements and reporting lines**? How well are they working?
- What additional **offices, departments, and units** have some responsibility for internationalization?
- In addition to the Lab committee, are there other councils, committees, or task forces working directly on internationalization, or on areas that interface with internationalization (e.g., diversity, curriculum, etc.)?
- What internationalization-related professional development opportunities exist for **administrative staff** (other than those who work in an international programs office)?
Communication

- What **communication channels** exist among the various units involved in internationalization, and how well are they working?

- What mechanisms exist to facilitate communication between the unit(s) responsible for internationalization and non-internationally focussed campus units? (development, alumni relations, risk management, etc.) How well are they working?

- How are **campus leaders** informed of internationalization progress? **Other key constituents** (e.g., the faculty senate, committees and task forces, etc.)? How is their input gathered?

Institution-wide Tracking and Assessment*

- How does the institution **track and monitor** its current international activities? What does this information reveal about the state of internationalization at the institution?

- If the institution has articulated international goals, how does it **assess its progress** in achieving them? What do existing assessment data say about the extent to which those goals are being met?

- Does the institution gather information on the **attitudes of faculty and staff** toward international learning? If so, how is this information used?

- Does the institution collect information on the **faculty and staff members' language capacity, international background, interests, and experiences**? If so, where is this information available and how is it used?

- Does the institution collect information on the **international interests, experiences, and attitudes of students** (both domestic and international)? If so, how is this information used?

*Additional questions related to the assessment of activities and initiatives that comprise each pillar of the CIGE Model for Comprehensive Internationalization are included in the corresponding sections below.
Questions to Guide the International Review
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