



## CCID SYSTEM OF COMPREHENSIVE INTERNATIONALIZATION



TM

## RAISON D'ÊTRE

**Create a framework** for comprehensive internationalization specific to community colleges or similar international institutions.

**Strengthen knowledge sharing** and capacity building between institutions, both U.S. and international.

**Recognize specific expertise** and capacity development of member colleges through a systematic, transparent process.



# FRAMEWORK FOR COMPREHENSIVE INTERNATIONALIZATION

## CCID SYSTEM FOR COMPREHENSIVE INTERNATIONALIZATION

	Category	Don't Know	Not Active	Seeking	S/B	Building	B/R	Reaching	R/I	Innovating
<b>L.</b>	<b>Leadership &amp; Policy</b>									
<b>L.1</b>	Institutional Governance			The governing board expresses interest in international activities.		The governing board supports international activities.		The governing board engages in international activities.		The governing board advocates for international activities.
<b>L.2</b>	Executive Leadership			Executive leadership acknowledges international education's relevance for the college.		Executive leadership supports international goals.		Executive leadership advocates for international education goals.		Executive leadership expects and demands accountability for international goals.
<b>L.3</b>	Mission/ Core Values			No incorporation of international or global in mission.		The mission statement addresses the importance of International education.		The mission statement highlights international education as core to the institution.		International education is specified in a multilayered way.
<b>L.4</b>	International Education Committee			No international education committee exists.		The institution is in the process of creating an international education committee.		An active international education committee is in place, consisting of broad stakeholders engaged in international activity.		The international education committee has high level decision making capability to engage in international activity.
<b>O.</b>	<b>Organization Structure &amp; Personnel</b>									
<b>O.1</b>	Strategic Plan			No indication of internationalization in institutional plan.		Institutional plan recognizes internationalization.		Internationalization is a strategic priority of institution.		International outcomes included in accreditation plan.
<b>O.2</b>	Memberships			Institutional membership in local organizations associated with global awareness.		Membership in international-focused organizations.		Active engagement in international-focused organizations.		Leadership on governing board of internationally focused organization(s).
<b>O.3</b>	Organization of International Activities			Uncoordinated international activities in isolated areas.		Uncoordinated international activities in numerous areas.		Integrated units for international education are evident.		Structures mainstream student services and academic affairs in international efforts.
<b>O.4</b>	Finance			Nominal funds are available for international activity.		Specific budget lines support international activity.		The institution's international activity is balanced by revenue generation.		International activity is a self-sustaining budgetary activity.
<b>O.5</b>	Monitoring			No monitoring of international activities.		Formal assessment of international activities within past five years.		Specific international metrics are collected and tracked.		Recognized metrics monitor all international activities and promote goal setting for improvement.
<b>O.6</b>	Internal Communication			No internal communication about international activities.		Infrequent distribution of information about international activities.		Routine plan for communicating internationalization progress.		Regular communications of international activity are shared broadly.
<b>O.7</b>	External Communication			Community is not informed of international activity at the college. College is not informed of international activity in the community.		Infrequent distribution of information about international activities between the college and community.		Routine plan for communicating internationalization progress between the college and community.		Regular communications of international activity are shared broadly between the college and community.
<b>O.8</b>	Employee Engagement			A core group of committed champions advance international education.		An international education steering committee focuses on strategic internationalization.		Broader institutional engagement supports formal internationalization.		Employees across the college -- including front line workers--display global competencies in their work and are engaged in processes of internationalization on campus.



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O.9	Faculty			Isolated faculty express international interest.		Institutionally dedicated faculty support international activity.		The faculty provide significant expertise in a variety of international disciplines.		International criterion considered in hiring, tenure, and promotion of faculty, either formally or informally.
O.10	International Programs Staffing			Part-time coordination responsibility for international education.		Full-time coordination responsibility for international education.		Roles responsible for international education have sufficient clarity, responsibility, and authority to ensure success toward CI. Number of personal dedicated to international programs is able to grow as size and scope of activities increase.		Dedicated administrative position has sufficient span of control, budget and personnel oversight, and institutional influence to ensure success toward CI.
T.	Teaching and Learning									
T.1	Global Competency*			No institutional definition of global competence.		Institutional definition for global competence.		Institutional definition for global competence used for aligning program outcomes.		Institutional definition for global competence is reviewed regularly to reflect local, national, and global contexts.
T.2	Stated Learning Outcomes*			No institutional learning outcomes related to global competence are stated.		Some student learning outcomes related to global competence are stated.		Assessment of global competence learning outcomes is occurring with clear metrics.		Students demonstrate global competence through academic assessment.
T.3	Curriculum			Some courses are expected to contain international content by the nature of the subject (i.e. International Business, World Politics, etc.).		Programs of study with specific international emphasis are offered.		More complex curricular options exist, including global competency certificates for a variety of majors.		International exposure, through coursework, culturally diverse service learning, or study abroad, are expectations of graduation for all students.
T.4	World Languages			Content is presented in linguistic and cultural formats (i.e. Medical Spanish).		World language instruction is an option for programs of study.		World language instruction is mandated for specific programs of study.		World language requirement for general education degree completion.
T.5	Technology			Technology use facilitates internationalization in isolated pockets (i.e. Foreign language or ESL software/lab is available).		Use of technology to support CI, while isolated, is well developed. (i.e. Online delivery is international in scope).		Planning for CI includes integration of technology for student recruitment, learning, interaction, etc. (i.e. Software systems for international enrollment management, use of synchronous technology in cross-national instruction).		College technology planning and IT systems implementation is integrated with CI planning to expand capacity for internationalization.
T.6	Continuing Education / Workforce Development / Noncredit			Some courses are expected to contain international content.		Programs of study with specific international emphasis are offered.		More complex curricular options exist, including global competency certificates.		Noncredit and workforce development courses create a community engaged in and appreciative of international experience and community-based international partnerships.



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T.7	Scholar Support			Visiting scholars are welcome, but no financial support available.		College collaborates with other institutions or consortia for visiting scholars, and may or may not offer financial support.		Visiting scholars are occasionally supported by institutional funds or grants.		Visiting scholars are regularly supported by institutional funds or grants.
C.	Co-curricular									
C.1	Diversity Initiatives			Diversity measures focus solely on domestic race and ethnicity.		Diversity measures include international and domestic diversity, but are functionally separate.		Domestic and international diversity efforts include joint programs and initiatives.		International and domestic diversity programs and efforts are closely aligned with high levels of integration and cooperation.
C.2	College-Programs			International programs occur infrequently.		International programs are regularly scheduled.		International programs are intentionally coordinated.		International focus is a mainstay in campus programming.
C.3	College Activities			Student activities related to international topics are offered occasionally.		International activities are offered periodically to engage domestic and International students (e.g. local buddy program).		International activities ensure that domestic and international students are interacting on a regular basis.		Student directed international activities are supported and encouraged by the college.
C.4	Domestic Advising			Academic advisors nominally aware of international programs.		Academic student advisors discuss international programs.		Academic student advisors advocate international programs to domestic students.		An advisor is dedicated to international academic and study abroad activity for domestic students.
I.	International Student Support									
I.1	International Student Recruitment			No specific recruiting efforts targeting international students developed.		Specific recruitment and information materials target international students.		International enrollments are intentionally supported by enrollment plans with clear metrics.		The institution strategically pursues-enrollment of international students from geographically diverse areas.
I.2	International Student Admissions			The institution is certified to issue immigration documents for student visas, if applicable to the country.		Office has capacity to admit international students, but admissions process not integrated with domestic student services.		College has efficient and timely systems to admit, enroll and provide services to international students including appropriate lines of communication and authority between international office and other offices/staff serving domestic students.		International student admissions are fully integrated with existing college enrollment management planning, systems and services.
I.3	International Advising			No designated international student advisor.		Minimum .5 FTE international student advisor.		>1 FTE student advisor.		A fully staffed center supports international students.
I.4	English for Academic Purposes			Assessment of English skills required for admission.		Beginner, Intermediate, and Advanced classes available.		Beginner, Intermediate, and Advanced classes available year round.		Strategic use of EAP to support comprehensive internationalization.
I.5	International Student Support			IE staff address specific needs of international students (e.g.. Advising, housing, dietary and religious needs).		International student support is integrated throughout the college (i.e. staff throughout college are welcoming, supportive, and responsive).		International student support includes campus and community including host families and/or student/community mentors and student peer-to-peer engagement programs.		Lasting and impactful relationships are developed and sustained at campus and community level that include ongoing communications and activities with international alumni.



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I.6	Domestic Articulation International Students			Provide assistance to aid international students in transferring credits to/from country of origin and to/from bachelor's degree granting institutions.		Develop specific articulation pathways to guide students to credential completion between institutions.		Develop specific guaranteed transfer agreements that meet international student needs, either with US 4-year or between US CC and international 4-year.		Provide financial assistance or scholarships to encourage continuation between US or US/International institutions.
I.7	International Student Integration			International students are encouraged to participate in activities with domestic students.		Specific programs support international student engagement with domestic students.		International students are fully engaged in college and community activities.		International students are celebrated by community members and domestic students.
S.	Study Abroad									
S.1	International Travel Opportunities for Faculty/Staff			Faculty are encouraged to participate in international travel.		Faculty are supported financially to travel internationally.		Faculty are expected to gain international expertise. Staff participation is encouraged.		Faculty provide international expertise, recognized externally by college partners domestically and abroad. Staff participation is expected.
S.2	Risk Management			College has not adopted policies regarding study abroad.		College policies regarding study abroad developed in an ad hoc basis.		College policies regarding study abroad follow standards of Forum on Education Abroad.		College policies of study abroad integrated with other incident response policies and protocols.
S.3	Study Abroad Academic Diversity			Programs are limited to a small number of academic disciplines and/or spearheaded by a small number of engaged faculty.		Opportunities for study abroad are included in a variety of academic disciplines.		College has strategic plan for integration of study abroad into targeted areas.		College has systems to encourage or facilitate development of study abroad in all academic fields of study including internships and other career-relevant learning opportunities abroad.
S.4	Study Abroad Geographic and Cultural Diversity			The college partners to provide study abroad opportunities.		A variety of short and long term study abroad programs are hosted by faculty and culturally varied.		College has programs in multiple countries and areas of the world. OR The colleges contributes to study abroad consortia or uses travel services to provide study abroad.		Programs include diverse mix of urban/rural, world areas, and languages.
S.5	Student Learning During Study Abroad			No formal assessment of student learning outcomes during study abroad.		Study abroad learning assessment occurs at the course level only.		College assesses common learning outcomes for all study abroad experiences.		Learning outcomes are integrated into learning experience for student self assessment, college assessment, and linked with academic goals.
PD.	Professional Development									
PD.1	Faculty Professional Development Workshops			College has no formal programs for increasing international/global competencies of faculty.		College encourages faculty to participate in conferences or other activities related to international education.		College has program of workshops, speakers, and other learning activities designed to engage faculty in global learning.		College has strategic plan for development and faculty global competencies including internal training and participation in conferences, workshops and other external opportunities.
PD.2	Professional Development			Individual sessions related to internationalization are offered.		Internationalizing the curriculum workshops is routinely offered.		Professional development programs address cultural competencies in and out of the classroom.		A center devoted to International professional development is supported at the institution.
PD.3	Faculty/Staff			Opportunities are sought after by faculty and administrators to gain international exposure.		The institution provides professional development seminars related to international development.		The institution provides regular opportunities for faculty and staff to gain international experience and knowledge.		Resources and support, such as release time, are provided for faculty to engage in grants or curriculum development related to international focus.





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<b>P.</b>	<b>Partnerships</b>									
<b>P.1</b>	Industry Partnerships			The institution invites globally active businesses to participate in advisory groups on the campus.		The institution provides international students internships / service learning with local businesses. In turn, local businesses accept international students in programs from the institution.		Businesses specifically contribute financially to support international programs at the institution.		Businesses and the institution actively partner & recruit international students for specific programs from strategically designated locations worldwide.
<b>P.2</b>	International Articulations			Institution accepts credits from partnership institutions abroad.		The institution has created consortial programs that accept credits and provide credits from institutions abroad.		The institution has created specific program articulations for degree completion with partner institutions abroad.		The institution has established multiple complex articulations with geographically distributed institutions abroad.
<b>P.3</b>	Institutional Partnerships			The institution has developed an informal relationship with an institution abroad for purposes of idea sharing and limited activities.		The institution has created formal activities, such as short-term study abroad or faculty exchanges.		The institution has developed a broad set of activities, sustained over multiple years.		The institution has established high levels of integration with international partners including activities such as dual degree programs or outreach offices in international locations.
<b>P.4</b>	Community Partnerships			The institution works with local international and immigration advocacy and service agencies to provide services.		The institution develops programming with local international and immigration advocacy and service agencies.		Local international and immigration advocacy and service agencies provide advisory participation related to college international activities.		The institution participates in joint grant activity in partnership with local international and immigration advocacy and service agencies.
<b>P.5</b>	Workforce Development Partnerships			The institution works with local workforce development agencies to determine global training needs of community.		The institution develops programming with workforce development agencies to support global training needs of community.		Local and state workforce development agencies provide advisory participation related to college international activities.		The institution participates in joint grant activity related to international work in partnership with workforce development agencies.
<b>P.6</b>	International Development Partnerships			The institution seeks opportunities with international development organizations regarding potential activities.		The institution collaborates with international development organizations regarding potential activities in a host country and has sought funding to support activities.		The institution provides resources intended to advance education in a partner country.		The institution leads institutional groups intended to advance education in a partner country.
*Terminology and use of competencies, including global, cultural, and diversity, is contested terrain. CCID does not seek to prescribe such definitions on institutions. Rather, CCID encourages institutions to wrestle with their own definition and results that demonstrate attainment of that definition.										

## **Using the Framework for Comprehensive Internationalization A Foundation for the CCID System of Comprehensive Internationalization.**

### **Using the Framework for Comprehensive Internationalization (FCI) for Institutional Analysis**

CCID is committed to providing its member colleges with tools that can help institutions establish a baseline of activity and goals for improvement. A key tool is the Framework for Comprehensive Internationalization, which has been produced by CCID specifically for community colleges. The FCI tool is informed by research on comprehensive internationalization and guided by an intention to provide institutions with a process that is both simple and collaborative.

The FCI tool seeks to establish an institutional profile by providing descriptions of institutional stages of development in broad categories and more specific subcategories. When an institution is finished using the tool it will have a simple profile establishing strengths and opportunities which can be used to easily establish institutional goals.

First and foremost, the FCI tool is intended to be used by and for individual community college districts. The FCI tool can be used as part of an overall institutional analysis (Self-Study, Accountability, Goal Setting). Some institutions may already be on a journey to increase the level and quality of activity in international education and measuring progress in the form of metrics. In such a case the metrics can be used to inform the FCI tool at the institution's discretion. However, many institutions are simply beginning conversations. The FCI tool is ideal for use with institutional teams and groups of decision-makers who are open to having catalytic conversations that will stimulate deep reflection and potential change. CCID recommends the following procedure for institutions in this situation, however the FCI tool can be used in any way the institution would like to use it. The key is that the institution be committed to openly assessing where its strengths, weaknesses, opportunities, and threats lie, and be prepared to have discussion and debate in order to reach consensus.

While community colleges are encouraged to adapt to their local context and processes, the FCI tool has been organized with the following procedures in mind:

1. **Broad stakeholder involvement.** Assemble a group of faculty and staff who have a stake in international education on your campus. This “committee of the whole” should include decision-makers, faculty, student services staff, and may include operations, finance, and other members as determined by the institution. In an ideal situation, teams might assemble as part of a half-day or whole day retreat, and be selected in such a way that several teams of 4 to 6 can be assembled.
2. **Orientation to the FCI.**
  - a. As a committee of the whole, the group should be attuned to the importance of the activity, and to the recognition that international education can be advanced either piecemeal or an integrated fashion. However, an institution

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cannot be *comprehensively internationalized* unless the effort is integrated. Conversations about how institution might proceed can occur either prior to or after the institutional conversation using the FCI tool.

- b. CCID recommends that the institution precede the day's activities with some readings. CCID has produced a white paper and bibliography that can provide the basic foundation for teams to use, but even absent such preparatory activities, the FCI tool can be used to produce robust conversation.
3. **Intentional teambuilding.** The institution is encouraged to intentionally assign teams in one of two fashions:
  - a. **Disciplinary Teams:** If the decision is made to group teams so that they are from the same area, then the teams should be given responsibility for assigning an institutional stage only for those categories in which the team has expertise. In this case CCID recommends that a spokesperson for each team provide a 10-minute summary of the team to a committee of the whole. The intent here is that others may have different perspectives as to the stage and report outs can provide an opportunity for that conversation and debate to occur. Ample time will be needed to allow team consideration, the report out, time for questions, and debate and determination of an ultimate stage.
  - b. **Cross-Disciplinary Teams:** In the case of cross-disciplinary teams, each team should consider every category. In this case ample time will be needed for the team itself to debate and explore differences of opinion. CCID anticipates that the conversations within the teams may at times become passionate, as different perspectives are espoused or advocated. Therefore, it will be important for the institution to have a select group of 3 to 5 facilitators who can monitor tables and facilitate moments of disagreement or lack of consensus. Once each team has established the stages for each category and subcategory, the teams should to come together as a committee of the whole and report out where they have assigned various categories.
4. **Consensus building.** Collaboration is a key process to advance an institution in any area, including comprehensive internationalization. The facilitators should seek to build team consensus around which institutional collaboration can develop. For example, if three teams suggest that the institution is *innovating* in the area of study abroad and another team suggests that the institution is *seeking* in study abroad, the gap in perceptions must be resolved before a common path forward can be determined. In most cases, one would hope that the teams would find a high degree of congruence and be able to reach consensus quickly.



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5. **Gap analysis.** Gaps in institutional performance can occur in two forms, both of which offer opportunities for improvement.
  - a. *Consensus at a level lower than desired.* When institutional stakeholders agree that the institution is underperforming, the consensus gaps suggest strategic opportunities. Set a goal for improvement and prioritize the goal within the other institutional goals.
  - b. *No consensus on institutional performance.* Categories in which there is not high congruence create opportunities for additional discussion and goal setting. The institution may determine that it is performing well on a given category but that there is insufficient communication about what is happening. Alternatively, efforts to reach consensus can uncover deeper organizational differences regarding the value or priority of specific activities that need to be resolved through reflection or facilitation.
6. **Goal Setting:** As part of a retreat activity, creation of a new set of teams, which can be randomly assigned from a committee of the whole, to look at the institutional profile, identify priority areas for improvement, and set some specific goals related to those areas. The executive summary should include at least 3 to 5 specific target goals for the institution and time frames for reaching the goal. It is helpful for the institution to define a goal in a way in which attainment can easily be assessed, but the degree of specificity will be highly dependent upon whether the institution sees a broad category is an area for improvement or a subcategory.
7. **Congratulations!** The institution has now completed an institutional profile, assessing where the institution is at with respect to comprehensive internationalization (from the perspective of an internal consensus). CCID encourages the institution to create a formal executive summary of no more than two pages as outlined below.
8. Institutions can consider joining a CCID Improvement Cohort, ask for a formal collaborative discovery exercise with like institutions that can share ideas, champion best practices, and encourage one of our in reaching a specific goal in a 12 month period.

**Executive Summary (not to exceed 2-3 pages)**

1. A summary statement of institutional progress towards comprehensive internationalization.
2. A gap analysis highlighting priority areas for improvement.
3. Prioritize 3-5 goals with action plans, timelines, and outcomes.
4. A completed FCI Tool (example below)

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<b>L. Leadership Policy</b>										
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<b>O. Organization Structure &amp; Personnel</b>										
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Example

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### Recommended Retreat Agenda Using the FCI Tool.

This agenda can serve as a basis for a retreat or idea generation as to what might work at your institution. Whatever process you choose to engage in, CCID is here to encourage and provide resources as your institutions engages in the exciting journey of comprehensive internationalization.



### Frequently Asked Questions

- 1. As a multi-campus district, we have institutions in various stages of internationalization. Can we use the FCI Tool?**

Individual colleges and use the FCI alone or in concert. A district consensus might arrive at very different conclusions than a campus consensus, however, so CCID recommends that individual campuses complete the FCI first, before attempting to build district-wide teams.

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- 2. At my campus, I am the only person who is responsible for or prioritizes international education? Can I use the FCI Tool individually?**

The FCI is flexible and will prove very valuable, whether completed alone or as part of a team. A team of committed stakeholders, however, accelerates initiating institutional change.

- 3. Some of your terms are unfamiliar to us (i.e. global competency). Other terms simply do not apply. For example, we have an Intensive English Program, not English for Academic Purposes. What do we do?**

By all means, please substitute terms CCID has used for those used in your institution. Familiarity with terms and activities enhances the quality of the results. If you are unsure what a term means, please contact CCID and we will work with you to explain the meaning.

- 4. There are elements of the FCI that do not apply to my institution. Doesn't that put us at a disadvantage compared to other institutions?**

The FCI has no relationship to comparisons with other institutions. Simply circle Not Active and move to the next category.

- 5. Does the FCI remain a static framework? How often should an institution revisit the process of institutional assessment?**

The first version of FCI was published in September 2012. CCID updated the FCI based on new research, institutional feedback and emerging issues. Version 1.5, published in May 2015, is the result of such a review. CCID plans to reexamine the tool every 3 years to maintain its relevancy.

An institution may choose to use the FCI as frequently or infrequently as desired. The FCI is based on principles of continuous improvement, however, and CCID recommends that the updated tool be used as part of annual planning along with the annual reporting requirements for the Accountability System should institutions choose to participate.

- 6. How does CCID support the Collaborative Discovery component of the System for Comprehensive Internationalization?**

CCID designs programs and services to bring member colleges together for knowledge sharing and professional development. Online, CCID offers member the [CCIDXchange](#)

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weekly messages, the [International News](#) quarterly publication, and [CCID Learning Communities](#). Offline, each February CCID's [Annual Conference](#) brings practitioners together from around the globe to explore partnership opportunities and engage in peer-driven knowledge sharing. Most of these programs are available to members only, so consider how a small investment could catalyze your internationalization efforts.

**7. How does CCID recognize institutions engaged in the System?**

When CCID is informed of a college's progress using the Framework, it will publish the college's accomplishment in the CCIDXchange and add the institution to the FCI webpage. Additionally, CCID is exploring methods to recognize the institutional progress of its members.