

CENTER *for*
INTERNATIONAL
HIGHER EDUCATION
BOSTON COLLEGE

INTERNATIONALIZING HIGHER EDUCATION IN CHALLENGING TIMES: IMPLICATIONS FOR PUBLIC AND LAND-GRANT UNIVERSITIES



Professor Hans de Wit

Director Center for International Higher Education

APLU CII July 17 2018



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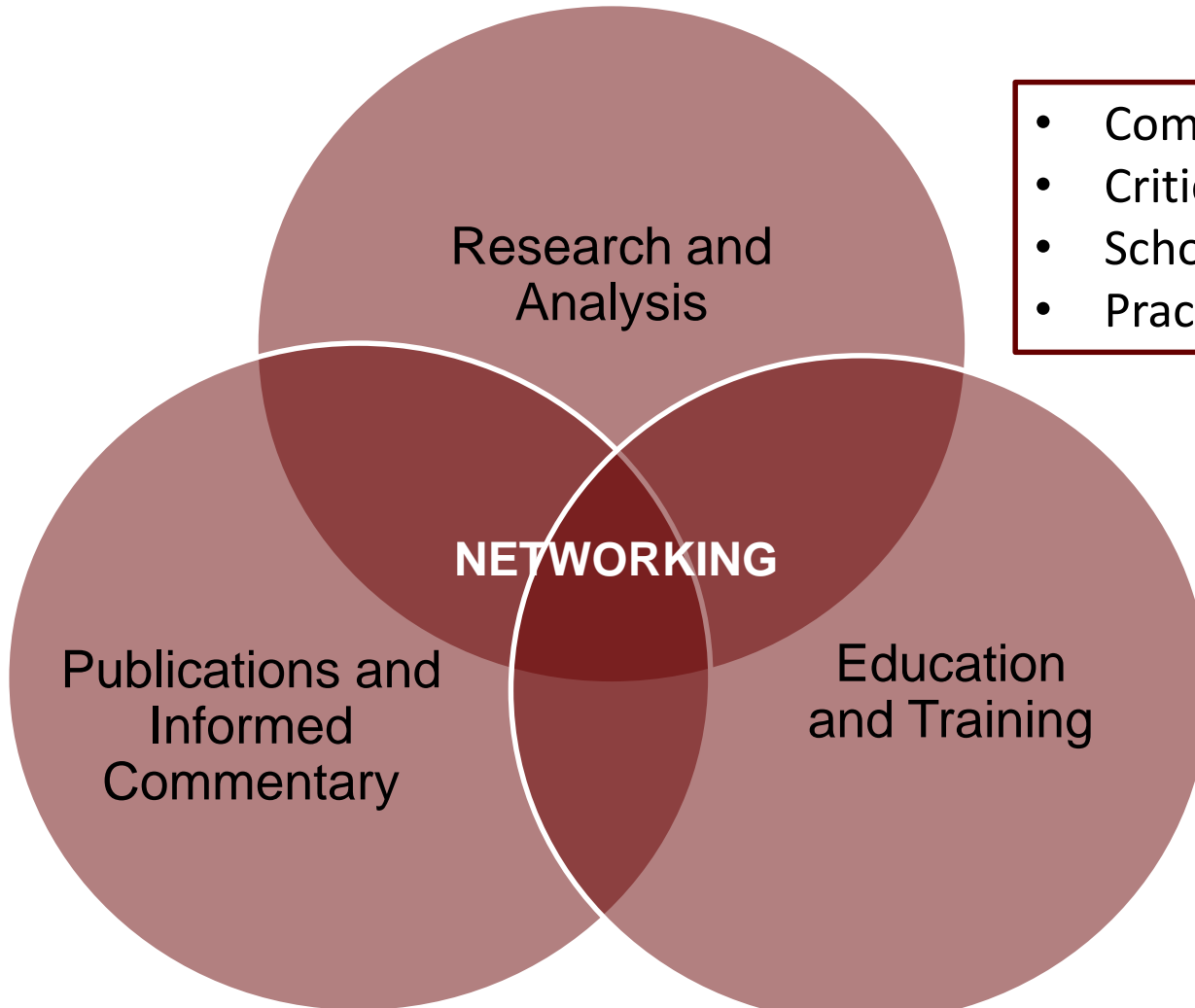


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INTERNATIONAL HIGHER EDUCATION	
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Identity and Internationalization in Catholic Universities

Exploring Institutional Pathways in Context

Hans de Wit, Andrés Bernasconi, Visnja Car, Fiona Hunter, Michael James and Daniela Véliz (Eds.)

Identity and Internationalization in Catholic Universities explores the relationship between Catholic identity, mission, and internationalization in Catholic universities of different types and located in different contexts. Internationalization is a key concern for universities working to achieve their goals in different regions of the world but without neglecting their identity. There are many universities that consider themselves related to the Roman Catholic faith and many other universities with Christian affiliations. It is well known that Catholic universities have unique missions, such as the formation of individuals inspired by a religious conviction to serve society and the church. That is why it is imperative to have empirical knowledge to help develop practical and effective policies on central themes such as internationalization, a fundamental part of many universities' developmental strategies, while paying special attention to each university's specific context. This book includes sixteen case studies from Latin America, the United States, the Asia-Pacific, and Europe, and also includes chapters on regional perspectives on Catholic higher education as well as more specifically Jesuit higher education, the global network of La Salle universities, and internationalization in the United States, Latin America, the Asia-Pacific region, and Europe.

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BRILL

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CONTENT

- Trends in International Higher Education, implications for internationalization
- Internationalization: trends, rationales, strategies meaning, and challenges



GLOBAL TRENDS IN HIGHER EDUCATION: IMPLICATIONS FOR INTERNATIONALIZATION

- Massification/Global Knowledge Economy
- Privatization and Differentiation
- Access and Equity
- Reputation/Rankings/Excellence
- Global Political Climate



Internationalization of Higher Education as a Concept and Strategy

- **A relatively new but broad and varied phenomenon**
- **Driven by a dynamic combination of political, economic, socio-cultural and academic rationales and stakeholders**
- **Impact on regions, countries and institutions according to particular context**
- **No single model that fits all**



Key Global Trends in Internationalization

- 1. Growing importance of internationalization at all levels**
- 2. Trend towards increased privatization including revenue generation**
- 3. Competitive pressures of globalization, global rankings**
- 4. Evident shift from (only) co-operation to (more) competition**
- 5. Emerging regionalization, with Europe (in itself under challenge) often a model, NAFTA further away than ever**
- 6. Numbers rising everywhere, with challenge of quantity versus quality**



Globalization of Internationalization

- “In the current global-knowledge society, the concept of **internationalization of higher education has itself become globalized**, demanding further consideration of its impact on policy and practice as more countries and types of institution around the world engage in the process.
- Internationalization should no longer be considered in terms of a westernized, largely Anglo-Saxon, and predominantly English-speaking paradigm.”

(De Wit and Jones, 2014)



MISCONCEPTION ABOUT INTERNATIONALIZATION

- We consider internationalisation too much as a goal in itself instead of as a **means to an end**.
- Internationalisation is not more and less than a way to **enhance the quality of education and research and their service to society**.



INTERNATIONALIZATION POLICIES AND STRATEGIES

- **The Why**, based on Internal and External Context analysis
- The What
- The How
- And the **Outcomes/Impact** (What will be the impact of the strategy in 5-10 years time on the quality of education and research?)

The What: Two components

- **Internationalization Abroad**
- Student Degree Mobility
- Student Credit Mobility
- Student short term Mobility
- Staff Mobility
- Program mobility
- **Internationalization at Home**
- Campus internationalization
- Internationalization of the Curriculum
- Teaching and Learning
- Joint Programs
- Intercultural and international competences and learning outcomes



Focus of national and institutional strategies tends to be still on

- **Mobility**
- **Talent recruitment**
- **International positioning**

Far greater efforts needed to

- **Incorporate approaches into more comprehensive strategies**
- **Focus on internationalization of the curriculum and learning outcomes to enhance quality of education and research**



COMPREHENSIVE INTERNATIONALIZATION

- A **Commitment** and **Action** to **Infuse** International, Global and Comparative Content and Perspective throughout the Teaching, Research and Service Missions of Higher Education
- It shapes Institutional **Ethos** and **Values** and touches the **Entire Higher Education Enterprise**
- It not only impacts all of Campus Life, but the Institution's **External Frameworks of Reference, Partnerships and Relationships**. (Hudzik, 2011)



Internationalization of the Curriculum

- “Internationalization of the curriculum is the process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.”

(Leask, 2015)



Internationalization at Home

- “Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.”

(Beelen and Jones, 2015)



WHAT IS THE RATIONALE FOR IOC AND IAH?

- All students will live and work, as graduates in an increasingly interconnected globalised world
 - As professionals - economic beings
 - As citizens - social and human beings
- Solving the big problems of the world will require:
 - international and intercultural knowledge
 - intercultural communication skills and critical thinking
 - a commitment to ethical practice, global responsibility, local action



DEFINITION OF INTERNATIONALIZATION OF HIGHER EDUCATION

Reflects increased awareness that

- IoHE must become more inclusive and less elitist
- Mobility must become an integral part of the internationalized curriculum that ensures internationalisation for all

Re-emphasises that

- Internationalization is not a goal in itself, but a means to enhance quality
- Should not focus solely on economic rationales



Updated Definition: Internationalization of Higher Education

- **“The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society”**
- **(de Wit et al, 2015, European Parliament Study)**



CRITICAL DIMENSIONS

- Quality and Internationalization
- Internationalization of Research
- University Social Responsibility
- Strategic Partnerships



QUALITY AND INTERNATIONALIZATION

- **Internationalization is not a goal in itself but a means to contribute to the enhancement of the quality of higher education**
- **This implies that as much as possible the assessment of the quality of internationalization has to be embedded in the overall assessment of quality of education, research and service to society**
- **There does not exist such a thing as an International University, there are international dimensions that are relevant in your context.**
- **Ratings only assess a small number of quantitative aspects of internationalization**



“UNIVERSITY SOCIAL RESPONSIBILITY” (USR)

- The contemporary world is facing many problems such as global warming, poverty, income disparities, refugees, aging populations, and new diseases.
- Obviously, how to solve these problems is a challenging task for leaders in the national, regional, and global contexts.
- As universities are commonly regarded as incubators for knowledge and solutions to promote quality of life, it is important to ask how universities can help to build a better world.
- In fact, it is the public expectation that universities should generate knowledge which can solve real-life problems which can eventually promote quality of life.
- In other words, more connection between USR and Internationalization is of high relevance (SDGs)



INTERNATIONALIZATION OF RESEARCH

- A clear institutional policy
- Related support systems and mechanisms
- International teaching and learning at the graduate level
- Short term mobility opportunities of scholars and doctoral students (visiting faculty)
- An open policy for the appointment of international scholars and doctoral students (hired faculty and phds)
- Development and support of international research networks, partnerships and projects
- Development and support for the international dissemination of research.



STRATEGIC PARTNERSHIPS

- Quality, not quantity of MoUs count
- Look at each level (departments/centers, faculties, institution) what strategic partnerships are relevant
- Look at same level playing field to complementarity: each partner has to gain out of the relationship
- Multi-partner networks, small, can be useful
- Strategic partnerships include a package of actions, not single actions. Benchmarking is a key part of strategic partnership
- Invest in partner relations, look for sustainability, do not depend on external sources
- Partnerships are not for leaders only faculty are key actors



MAIN CHALLENGES FOR YOUR INSTITUTIONS

- Reputation
- Costs
- Faculty engagement
- Political climate
- Bureaucracy
- Internationalization at Home is taking time and is not directly measurable in quantitative times



IN SUMMARY

- Like the world around us, HE is in turmoil.
- There are certainly positive signals of increasing quality of HE and its internationalization. But...
- Massification, commercialization, lack of academic freedom and well-educated academics, lack of public funding, Corruption and Fraud, increased Inequality in access are challenges everywhere, and together with the current political climate hinder in particular the further enhancement of HE and its internationalization.
- International HE cooperation is a way to address these challenges, not competition and walls.



THANK YOU



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