

Internationalization: History, Definitions, and Data

The “What” and “Why” Issues

Cohort #17 Opening Meeting
August 9, 2019



Poll Question:

What comes to mind when you hear the term internationalization?

Link to Poll:

PollEv.com/lisamotley456

For years “international education” referred to a set of disparate, somewhat marginal activities in higher education:

- Taking some students “in” & sending others “out”
- Teaching some students another language
- Relevant **only** to certain types of institutions, disciplines, and students
- Sometimes connected to “technical assistance” projects in the developing world
- Central neither to the institution nor to student learning
- Not of great interest to most faculty (in the U.S.)



“Over the last two decades, the concept of [international higher education] has moved from the fringe of institutional interest to the very core.”

Brandenburg & de Wit 2011

Poll Question:

During the last three years has the level of internationalization accelerated on your campus?

Link to Poll:

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ACE Mapping Internationalization on U.S. Campuses: 2017 Edition

During the last three years (2012-13 to 2014-15) has the level of internationalization **accelerated** on your campus?

	Doct.	Master's	Bacc.	Assoc.	Special Focus	Total
Yes	91 %	80%	80%	65%	65%	72%
No	7	19	19	19	30	26
Already a leader in IZN	2	1	2	2	4	2

(Percentages of institutions in each category)

What led to this change?

Forces external to academia:

- **Globalization** of all professions, **communities**, economies, nations
- Restructuring of **international relations** after Cold War, end of colonialism
- Growth of **global communications** and networks
- Growing awareness of global nature of many social, environmental, economic, and health issues

What led to this change?

The global reorganization of academia itself:

- **Greater student #s** worldwide (massification) with greater student mobility across nations
- **Global nature** of science, scholarship, & the professions
- **Postcolonial perspectives** on knowledge
- Spread of **excellent institutions worldwide**
- Rise of **regional/global higher ed networks & rankings**
- Greater need to **generate income**, hence seeking new student markets and offering programs abroad
- Rise of **globally-delivered, commodified forms** of higher education
- Possibilities opened by **IT** for globally connected teaching and research
- Etc.

A new phrase or word was needed.

“...there has been so little concern for a ... precise definition [of international education]...because each constituency has seen international education from a different perspective, and rarely have they had the need to see it as a whole”

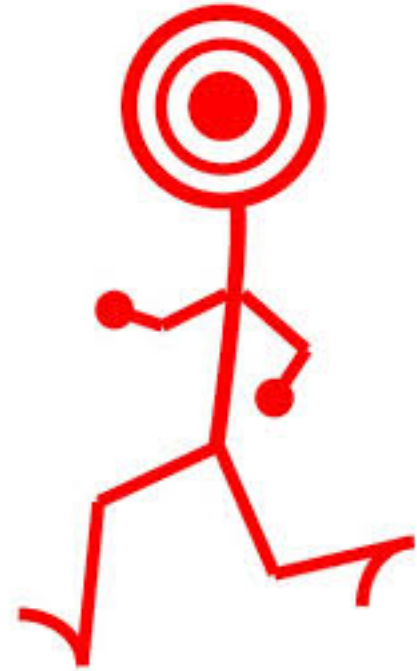
Stephen Arum & Jack Van De Water 1992

First known use of “internationalization” for academia:

“the international content of curricula, the international movement of scholars and students concerned with training and research, and the arrangements that engage a system of education cooperation programs beyond its national boundaries”

Maurice Harari 1977

**Internationalization's
definition is a
moving target.**



Internationalization caught on more quickly in Europe than the US:

“the whole range of processes by which education becomes less national and more international oriented”

European Association of International Education 1989

Soon, the classic North American definition:

“integrating an international and intercultural dimension into the teaching, research and service functions of an institution”

Jane Knight, 1994

[“the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education” 2004]

But there are many others:

Internationalization as...

- Inward infusion
- Outward engagement
- Part of globalization (including its downside)
- Antidote to downside of globalization
- Building a global system/network of higher ed
- Quality enhancement
- Global positioning
- Changing modes of knowledge production
- Part of national strategies for development
- And so forth

ACE Model for Comprehensive Internationalization

A **strategic**, coordinated process that seeks to **align and integrate** international policies, programs, and initiatives, and positions colleges and universities as more **globally oriented** and **internationally connected**.



Poll Question:

What are your top 3 reasons for internationalizing?

Link to Poll:

PollEv.com/lisamotley456

ACE 2017 Survey: What are your top 3 reasons for internationalizing?

	All HEIs
Improve student preparedness for a global era	71%
Diversify students, faculty, staff on campus	56
Attract more students, at home & overseas	38
Raise international reputation & ranking	9
Support institutional accreditation	6
Generate new revenue for the institution	32
Contribute to international development	12
Maintain U.S. competitiveness	5

ACE Lab has revealed these additional reasons:

- To become more intentional & strategic about international work
- To survey, build upward on, and integrate existing international activities
- To prepare **ALL** students for globalized lives/professions
- To spread international perspectives to more disciplines
- To expand experiential global learning opportunities
- To elevate research & scholarship
- To rethink institutional mission on a global landscape
- To serve the international needs/interests of community

Conceptions & reasons for IZN vary worldwide:

For example,

Internationalization “is seen as a means by which **Indian** higher education can address the **supply-demand gap**, remedy the **low quality of teaching** and learning..., **accelerate research** and innovation, prepare students to be **competitive in the global labor market** ... and **enhance [institutional] profiles** internationally and domestically.”

Lakshmi Iyer, 2017

International Association of Universities 2014 Survey:

Top 3 Benefits of Internationalization

	Global	Africa	Asia & Pacific	Europe	Latin - America & Caribbean	Middle East	North America
Increased international awareness of students	1		1	3	3		1
Improved quality of teaching and learning	2	3	2	1	2	1	3
Enhanced international cooperation and capacity building	3	2		2		2	
Strengthened research and knowledge production capacity		1	3			3	
Enhanced internationalization of the curriculum							2
Enhanced prestige/profile for the institution							
Increased international networking by faculty and researchers					1		
Increased/diversified revenue generation							
Benchmarking institutional performance to international of practice							

Critique & Concern

- a) IZN's placement within institutional priorities
- b) Concerns about globalization in general
- c) The dark side of the way IZN has sometimes been carried out

a) IZN's placement within institutional priorities

- Other initiatives viewed as more important
- Considered irrelevant by some disciplines
- Budgetary constraints
- Belief that existing international programs are sufficient
- Faculty already have too much on their plates
- Fear that IZN may just be a passing trend
- Humans rights and other ethical issues with countries proposed as partners
- Concern about academic quality of proposed partners

b) Concerns about globalization in general

- Long-standing critical assessments
- Recent anti-globalist populism

c) The dark side of how IZN has sometimes been carried out

- Students seen primarily as revenue, not properly supported
- Headlong rush into international work with insufficient knowledge; poorly planned projects; too much talk, not enough attention to carry-through
- Brain drain – of students, educated population, faculty
- One-sided exchanges, poorly planned branch campuses, academic imperialism
- Driven by issues of status, prestige, and monolithic ranking systems that widen gulf between “elite” institutions and others
- Benefits not equitably distributed among students, institutions, or nations
- Rise of inferior providers/institutions in rush to grab new student markets
- Homogenization of knowledge, excluding certain views
- Excessive and counterproductive competition among institutions and nations

In this context

- How have you heard “internationalization” used at your institution? Is the definition changing? Does it vary from person to person?
- What reasons, rationales, and goals have you heard for internationalization?
- What activities are considered to be part of internationalization?
- How might you approach the range of ideas about internationalization that exist at your institution?

Questions?



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