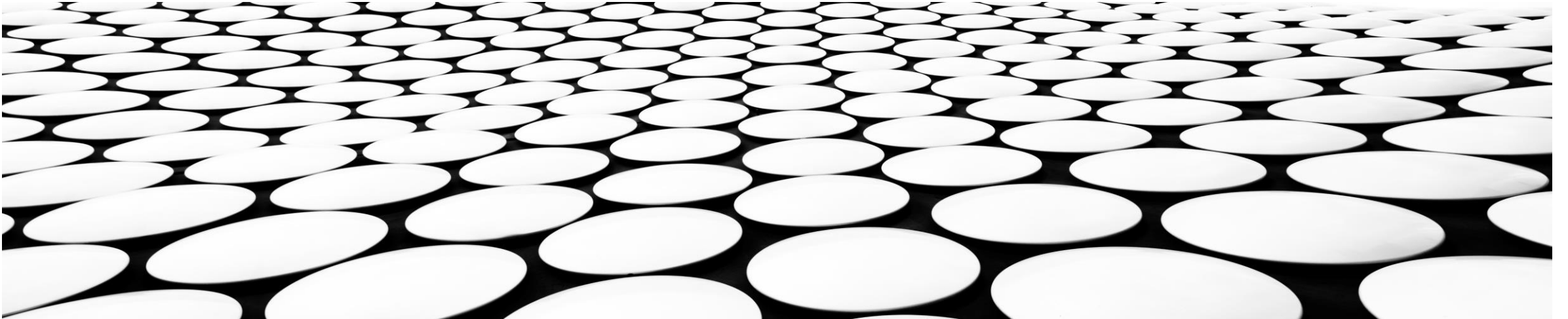

INTERNATIONALIZATION OF HIGHER EDUCATION

EVA EGRON-POLAK

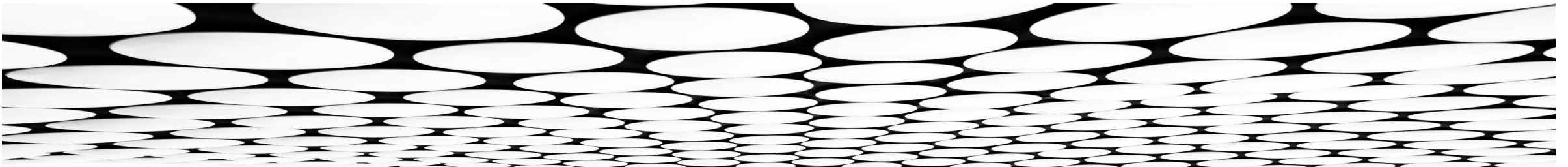
Senior Fellow, Former Secretary General, International Association of Universities

JANUARY 26, 2021, TUSEI, IRELAND



PRESENTATION OUTLINE

- What is (and what is not) higher education internationalization?
- Why is it important, what goals and benefits are being pursued?
- The impact of context and COVID
- Internationalization in Post-Covid Era: Means and Actors
- Importance of strategy, key elements for TUSEI institutional strategy
- What does an internationalized HEI look like?
- Issues and challenges; Do's and don'ts
- What next?



WHAT IS HIGHER EDUCATION INTERNATIONALIZATION?

- Internationalization recognized as a means to an end, not an end itself
- Multiple definitions, for example:

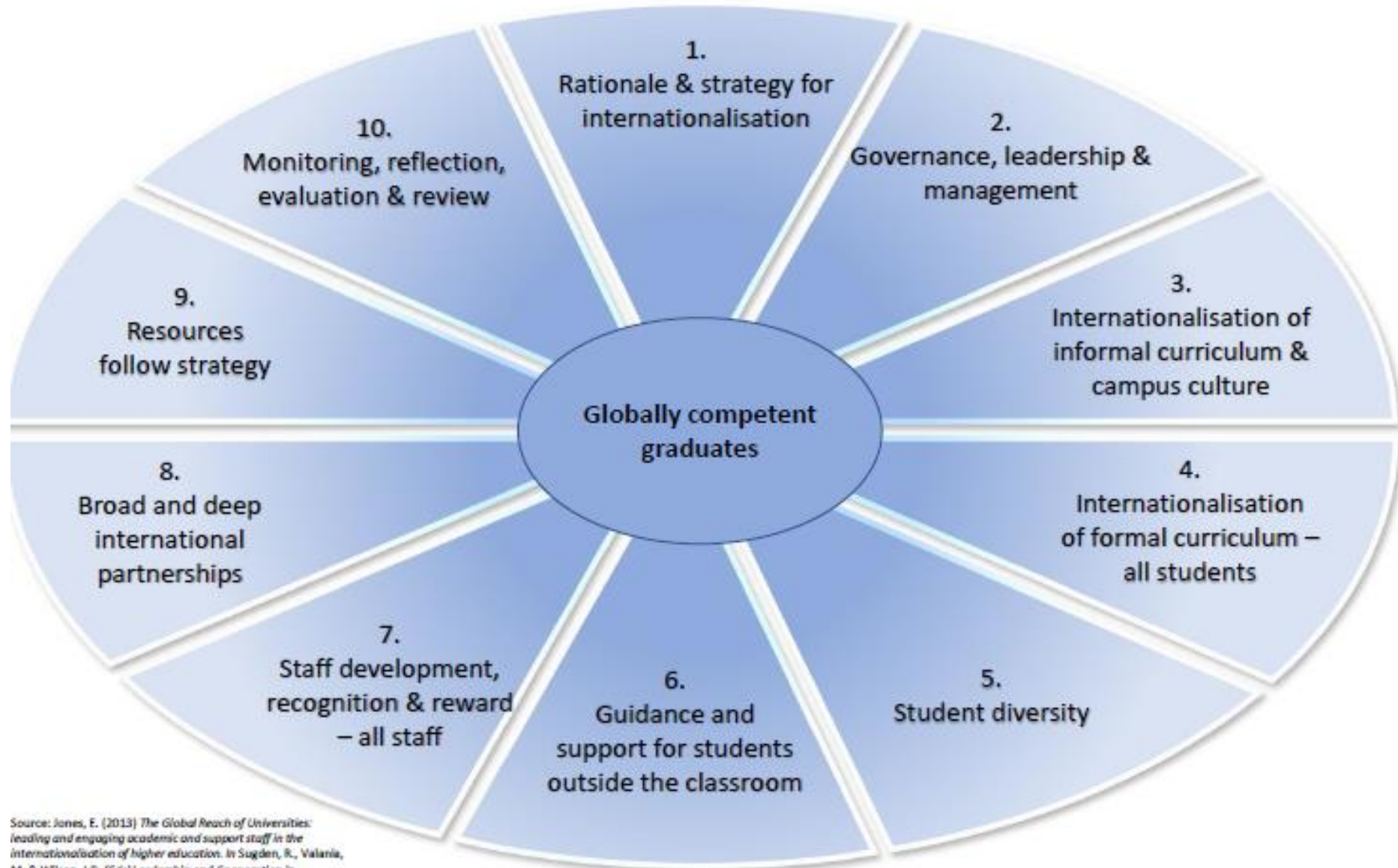
The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society (De Wit, H. Hunter, F., Howard, L. Egron-Polak, E., 2015)

- A multidimensional process

‘Internationalization is not something we do; it is what we are’ (Linnaeus University, Sweden)

**Global Engagement, Global Responsibility, Global Citizenship
Response to Global Challenges (SDGs)**

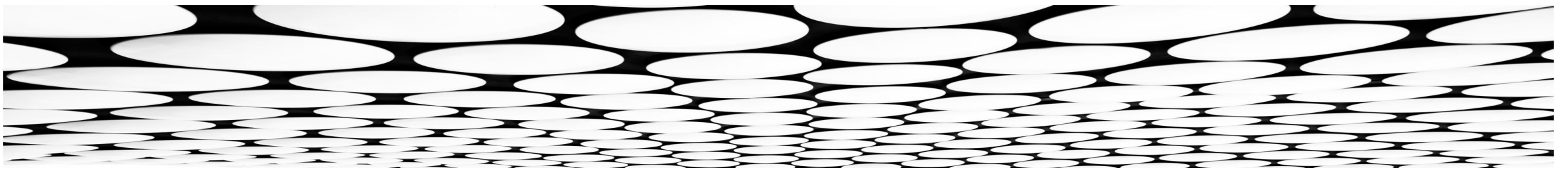
IoC as part of holistic, comprehensive internationalisation



Source: Jones, E. (2013) *The Global Reach of Universities: leading and engaging academic and support staff in the internationalisation of higher education*. In Sugden, R., Valania, M. & Wilson, J.R. (Eds) *Leadership and Cooperation in Academia: Reflecting on the Roles and Responsibilities of University Faculty and Management*, Cheltenham: Edward Elgar.

WHAT IT IS NOT

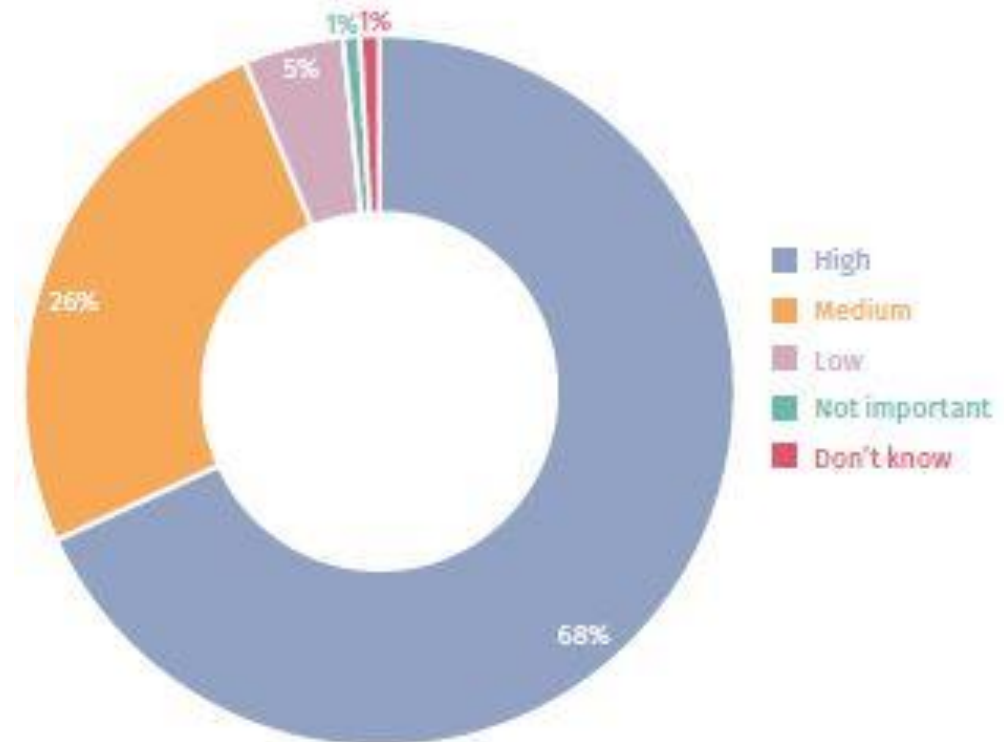
- Teaching in English in HEIs in non-Anglophone countries
- International accreditation of programmes
- High numbers of international students (especially if from only one or two countries or if enrolled in only one or two disciplines)
- Off-shore campuses or programmes disconnected from home institution's curriculum
- An activity undertaken on the margin of overall institutional plans
- Something that the International Office does



WHY AND HOW IMPORTANT IS IT FOR INSTITUTIONAL LEADERSHIP?

- Quality of teaching and learning
- Strength of research
- Preparing graduates for a more globalized life
- Cultural awareness, international understanding and mutual respect
- Demand from employers/industry
- Government policy and strategy
- Reputation and rankings
- Revenue

FIGURE 11 – LEVEL OF IMPORTANCE OF INTERNATIONALIZATION FOR ACADEMIC LEADERSHIP



CONTEXT MATTERS – LOCAL AND ABROAD

National, regional, and institutional context in terms of:

- Local economic fabric, social and cultural development
 - Local language (s)
 - Level of openness and historical tradition of collaboration and international mobility
 - View of ethnic and religious diversity and multiculturalism
 - Population and demographic trends
 - Level of democracy, rule of law

- Institutional size, focus and role within HE system
- Institutional capacity, contributions locally, nationally

- **VALUES and ETHOS**

Internationalization approach and activities must be determined by both local context and that of the partners' as well



CONTEXT – THE POST-COVID ERA

■ At macro level

- Changing nature of globalization - building local capacity
- Increase in automation and new uses of technologies
- New and fewer future jobs requiring up-skilling and re-skilling on a continuous basis – shorter time-horizons
- Shift in the importance of various world regions and production/trading patterns
- Possible shifts in the balance between urban and rural populations (or their future growth)
- Differential impact exacerbated - persistent social tension caused by economic, racial, ethnic as well as gender inequities globally and locally

■ At HEI level:

- Return to 'business as usual' unlikely; perhaps undesirable - inequitable, ecologically unsustainable, financially not viable
- Reduced resources and need to re-think revenue streams
- More investments and reallocation of resources to improve online teaching and learning and assessments, professional development
- More emphasis on Life Long Learning services to local communities and industry for reskilling and upskilling
- Integrating technology more systematically and in lasting ways to education, research and administration
- Re-consideration of space and physical infrastructure

INTERNATIONALIZATION IN POST-COVID ERA

- Internationalization is undergoing transformation, yet recognition of global interconnectedness makes it still essential
- Less focus and fewer opportunities for mobility (student, faculty and staff) - taking education to the learner
 - online and blended learning for both domestic and international students, more off-shore programs/ campuses
- Focus on internationalizing curriculum and Internationalization at Home , increasing inter-cultural awareness and sensitivity, without mass mobility
- Changing vocabulary towards Global Engagement, Global Responsibility, links to UN Sustainable Development Goals
- Focusing on deepening international partnerships, integrating virtual mechanisms including for student exchanges and internships using resources such as COIL etc.
- Crisis may reduce geographic distances and related costs, flatten certain resource differentials (excluding IT infrastructure)
- Institutional partnerships may become even more active (IIE webinar May 2020)
- More frequent communications possible, more diverse and broad-based access

Internationalization viewed less as a revenue stream and a competitive race for reputation and more as a source of quality of learning, a response to global challenges

THE IMPORTANCE AND ELEMENTS OF STRATEGY

A new era; A new institution – defining new priorities

- Need for a clear sense of the purposes and rationales for internationalization - answers to the question WHY?
- A way to develop a shared understanding of the desired future and paths to get there
- A transparent governance structure with agreed upon responsibilities and task
- Commitment to align resources to achieve goals (human resources and competencies, supporting policies and funds)
- Mechanisms for continuous context scanning (local, national and international)
- Agreed framework for monitoring progress and assessing success
- Identifying gaps and additional requirements/actions/ negotiations needed for achieving goals
- Measures to incentivize and reward
- Others?

...'coherent strategy that takes into consideration local economies, emerging technology, local and international regulations, geo-politics and transnational relationships, evolved teaching and learning styles and graduate prospects' is needed. (*Chris Patton, Michael Wells, Hamish Coates & David Pilsbury, 21 November, 2020*)

INTERNATIONALIZATION MEANS: FOCUSING ON I@H

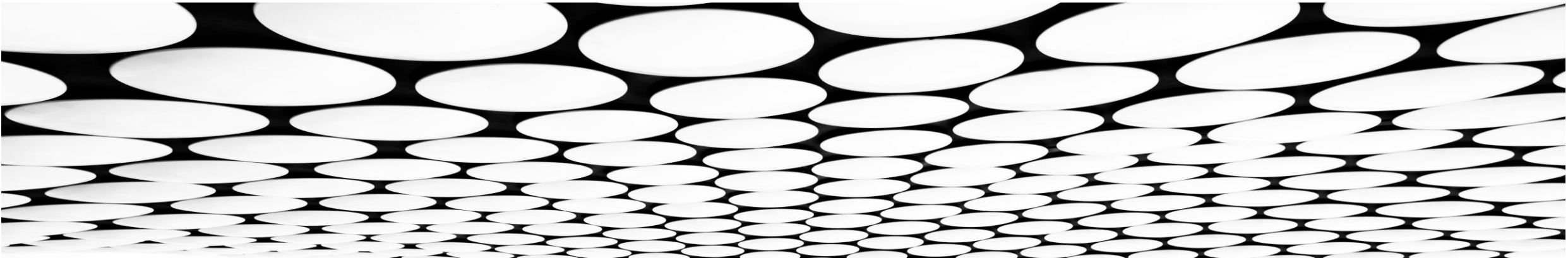
- Whatever creates links between internationalization and quality of learning and teaching without relying too much on student or even faculty mobility
- Incorporation of international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services (based on Leask 2009, p.209)
- Systematically reviewing course syllabi and classroom practices and behaviour
- Learning how to increase the benefits of diversity among learners without stigmatizing or singling out individuals
- Using technology to create international classroom - bring an international/intercultural dimension to curricular and extra-curricula activities (COIL)
- Increased investment into distance, blended and online learning and incentivizing innovation
- Expanding staff and faculty development and training to strengthen capacity for use of new pedagogies and modes of delivery, including for international and intercultural understanding

An intentional, thought-through effort that leads to real learning outcomes and impacts on all students



INTERNATIONALIZATION – KEY ACTORS

- Faculty members and researchers
- Leadership, administrative staff
- Students
- Visiting professors and lecturers (including online sessions)
- Partnering educational institutions – local and international
- Local economic and social partners – industry and employers, associations, local political bodies, civil society actors

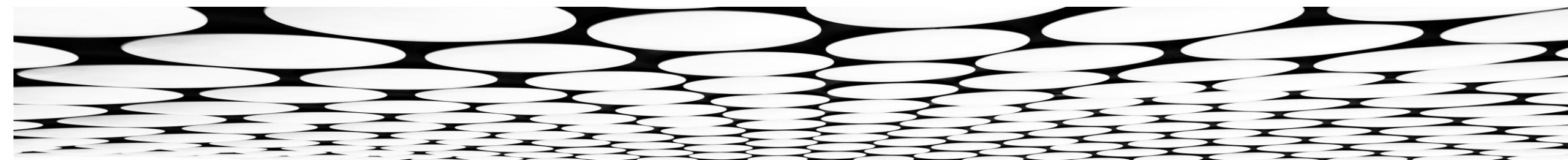


WHAT DOES AN INTERNATIONALIZED HEI LOOK LIKE ?

Many models and approaches, depending contexts, but need some fundamentals too:

- Appreciation of diversity – students, perspectives, languages, activities, disciplines, partners, countries
- Attention to home students and their international learning experience
- Anchored in local communities as much as in the global talent race, caring about Equity, Diversity and Inclusion (EDI)
- Respecting all partners' needs in terms of both education and research
- Focusing on qualitative impact not only from an economic/employability perspective but also on the social responsibility to address main global challenges facing humanity (SDG Agenda 2030)
- Developing transformational or generative partnerships rather than simply transactional ones – deeper, fewer, more impactful on all dimensions of institutional strategy and academic goals

Retaining academic values as central considerations



ISSUES AND CHALLENGES - SOME DO'S AND DON'TS

- Do not waste a crisis , or a merger!
- Do not forget that everything local is shaped by global
- Do not see technology as defining the parameters of what is possible - it has its own limits
- Don't give up on internationalization since all challenges are transborder – climate change, pandemics, cyber insecurity, migrations, as well as economic development
- Focus on reimagining a new business model as all HEIs are doing more with less
- Ensure that you engage everyone in the institution, get internationalization out of the international office
- Build on each others' strengths including on strong partnerships to develop collaborations that are transformational – pooling knowledge, co-development of knowledge and experience, understanding of other ways of knowing
- Widen the horizon of your classrooms by using digital technologies
- Invest in curricular innovation and internationalization and professional development of staff for intercultural sensitivity
- Develop local partnerships that prevent duplication and can improve services and combine strengths and complementarities

THE NEXT STEPS? IMPLEMENTING THE TUSEI MISSION AND VALUES

Waterford Institute of Technology (WIT)

Share:



Established: 1970

Address: Waterford Institute of
Technology, Cork Road,
Waterford, Co. Waterford

Tel: +353-51-306124/845506

Email: international@wit.ie

Website: www.wit.ie

Why study at Waterford Institute of Technology?

Institute of Technology Carlow (IT Carlow)

Share:



Established: 1970

Address: Institute of Technology
Carlow, Kilkenny Road,
Carlow

Tel: +353 59 9175000

Email: international@itcarlow.ie

Website: <http://www.itcarlow.ie>

Why study at Institute of Technology Carlow?

What does the merger mean for internationalization and global engagement?

What capacities can TUSEI drawing on to achieve its internationalization mission?

How will TUSEI attract the interests of students, faculty/researchers, and partners interested in international competencies?

What governance structures and consultation mechanisms will be most suited to exploit internationalization to achieve TUSEI goals?

THANK YOU FOR LISTENING

Contact information: e.egronpolak@gmail.com

