

# **International Education and Internationalisation of Higher Education: A Conceptual "Taste"**

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- I. Introduction to Conversation
- II. Defining the Terms – Framing Internationalization
- III. Why Internationalization? The Rationale
- IV. Pillars of Internationalization for Diverse Stakeholders
- V. Rationale and Implications for Christian Higher Ed
- VI. Internationalizing Higher Ed Curriculum

# A little of my own internationalization story



# How does one begin this conversation?

- Education in English language?
- Study or staying abroad?
- International subject or content?
- International students?
- Assessing intercultural or international competencies?
- Having more partnerships?
- Isn't higher ed already international?
- Is it missions (in context of Christian higher ed)?
- Is internationalization a goal in itself?

adapted from Hans de Wit, "End of Internationalization", public lecture in Amsterdam, April 6, 2011

## **II. Defining the Terms – framing internationalization**

### **International Education**

- Usually describing international dimensions of higher ed in the U.S.
- Term that typically describes programs and activities that have int'l dimension

## International Education (cont'd)

"International Education is an all-inclusive term encompassing three major strands:

- (a) international content of the curricula,
- (b) international movement of scholars and students concerned with training and research, and
- (c) arrangements engaging U.S. education abroad in technical assistance and educational programs."

Harari, (1972). *Global Dimensions in U.S. Education*

## International Education (cont'd)

Ways in which  
“international education”  
is used suggests its  
separateness from the  
rest of the educational  
endeavors, disconnected,  
and even marginalized

In practice, often  
fragmented



## International Education (cont'd)

Term often used to substitute one component for the whole, e.g. "I work for the Russian Language Department; therefore I do int'l education" Reduces complex, multi-layered, multi-faceted phenomenon to usually 1 or 2 dimensions

Green and Olson, (2008). *Internationalizing the Campus: A User's Guide*



# Internationalization

- A term growing in popularity in the U.S., but has been used widely in other countries
- Conveys movement from concept to ACTION, integrative process with multiple approaches

Green and Olson, (2008). *Internationalizing the Campus: A User's Guide*

## Internationalization (cont'd)

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

Knight, (1994). *Internationalisation: Elements and Checkpoints*

# Globalization

Sometimes used synonymously with “internationalization”, but just like “internationalization”, has multiple meanings, and growing cultural and political baggage

Green and Olson, (2008). *Internationalizing the Campus: A User's Guide*

## Globalization (cont'd)

The neutral definition:

“points to the flow of ideas, capital, people, and goods around the world in the context of diminishing importance of national borders. For some, ‘globalization’ is simply the description of an unstoppable reality”

Green and Olson, (2008). *Internationalizing the Campus: A User's Guide*

## Globalization (cont'd)

“For others, it is a loaded term; it implies the hegemony of the capitalist system, the domination of the rich nations over the poor, and the loss of national identity and culture”

Green and Olson, (2008). *Internationalizing the Campus: A User's Guide*

## Global

Insinuates supranatural or transnational concerns, such as health and environmental issues that are worldwide in their practice and implications and that cannot be studies solely in the context of any single nation or region – e.g. labor force, population, food supply issues, etc.

Green and Olson, (2008). *Internationalizing the Campus: A User's Guide*

## Global (cont'd)

*"Global* has retained its linguistic neutrality, while *globalization* has not"

*Globalization* and *Internationalization* are connected heavily, but not synonymous

## Internationalization

“the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education.”  
(dealing with or responding to globalization in an active way)

(Knight, J. 2003, fall. Updating the definition of internationalization. In *International higher education* 33.)

## Global Learning (or International Education)

“the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers.”

(Olson, Green & Hill, 2006, *A Handbook for Advancing Comprehensive Internationalization*)



## Diversity

“structure that includes the tangible presence of individuals representing a variety of different attributes and characteristics, including culture, ethnicity, and other physical and social variables.”

## Multicultural (Multiethnic) Education

“the promotion of educational equality for students from diverse racial, ethnic, social-class, and cultural backgrounds; and to assist all students to obtain the knowledge, skills, and attitudes necessary to function effectively in the growing global society.”

*(Bridges & Olson, 2008, Guidelines for Developing an Institutional Profile for the Bridging the Gap Symposium)*

# WHY BOTH?

- To better understand our changing world order
- To equip a more diverse group of students with skills and knowledge to thrive in a global/local environment
- To improve instruction and advance student learning
- To address difficult social issues within the institutional or broader community context

# Perceptions

Multiculturalists THINK OF those involved in Globalization and Internationalization as elitist, “frivolous,” disconnected from domestic issues ( “foreign escapism” ), avoiding issues of power and privilege

“For some, globalization is simply the description of an unstoppable reality. For others, it is a loaded term; it implies the hegemony of the capitalist system, the domination of the rich nations over the poor, and the loss of national identity and culture.”

Green, M. F. & Olson, C. (2008). *Internationalizing The Campus: A User's Guide*.  
American Council on Education, Center for  
Institutional and International Initiatives

“To date, *global* has preserved its linguistic neutrality,  
while *globalization* has not.”

Advancing

Olson, C. L. & Green, M. F. & Hill, B. A. (2006). *A Handbook for  
Comprehensive Internationalization: What Institutions Can Do and What  
Students Should Learn*. American Council on Education

- Interculturalists or Internationalizers think of Multiculturalists or Local Diversity Learning as divisive, “political,” provincial
- Limited interactions and knowledge of each other's work

# III. Why Internationalize?

Internationalization of higher education:

- is a process
- response to globalization, not to be confused with it (globalization)
- includes both int'l and local elements (intercultural AND multicultural)

Hans de Wit and Jane Knight, 1997-98

## One more important term:

### Comprehensive Internationalization (CI)

“Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the institution’s external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it.”

John Hudzik, Michigan State University

## 1. Economic rationale

- Requirements of the modern, global labor forces
- Preparing graduates in the global market (products, services, ideas)
- Competition in new technologies

2. Security at home and abroad in increasingly borderless and interdependent world (Hudzik, 8)

- Economically
- Socially
- Culturally

Goes against “grain” of U.S. patterns of thinking and action



### 3. Create institutional global recognition

Connects the institution to global marketplace

4. Aligning the disparate and bureaucratic services and departments towards a broad, common aspiration that would benefit everyone in the long run

Diversity of stakeholders means combination of reasons for internationalizing (most are implicit)

5. Increase international mobility for students, faculty, and staff

By nature, internationalization is quite experiential-, discovery-, and active-focused

# Sample of Student Attitude and Beliefs

- Only 27% of students agreed that learning about other countries, cultures, and global issues was useful but not necessary
- 85% of students believe it is important to know about the int'l issues and events to compete successfully in the job market
- Nearly 90% believe it is important to know and understand other cultures and customs to compete successfully in the job market
- Nearly 60% say that all undergraduates should be required to study foreign language

(Madeleine Green, 2005)

- Nearly 70% say that all undergrads should be required to study abroad
- Nearly 75% say that all undergrads should be required to take internationally focused courses
- Nearly 90% agree that the presence of int'l students enriches learning
- 2/3 of students believe it is the responsibility of all faculty to help them become aware of other countries, cultures, and global issues

# Sample of Performance Indicators

- Nearly 60% of students report never or rarely learning about internationally focused events from faculty, from advisers, in class, or through public announcements
- Nearly half report that faculty never or rarely bring international reading material into classroom
- A little less than half report that they never or rarely bring their international experiences into the classroom
- Only about a quarter of students report that faculty frequently or always related course material to larger global issues; a third say they never or rarely do

- Nearly 70% of students report that int'l students and scholars never or rarely give presentations in their courses
- A third of students say that they have taken no int'l courses in a year
- About 14% of students surveyed had studied abroad

## **IV. "Pillars" of Comprehensive Internationalization – OR – "Scope" of CI**

**IS IT PERVASIVE  
THROUGHOUT THE  
INSTITUTION?**



## Questions to ask in smaller (table) groups:

JoAnn McCarthy, NAFSA Webinar, Sept. 23, 2011

1. Is there campus-wide commitment confirmed through action?

2. Is CI infused throughout all missions of institution?

3. Is it all-encompassing in terms of participation and beneficiaries?

4. Is it an institutional imperative?

# **"Pillars" of CI**

## **1. Global students**

- What are the percentages "against" the domestic numbers?
- What is the diversity of countries of origin?
- Quality of intentional integrative living/learning experiences of both domestic and int'l students?

- numbers of students engaged intentionally in int'l programs, majors
- enculturation processes – evidence of intentional process existing and movement
- within student exchanges

## Countries with big int'l student enrollment:

- U.S., New Zealand, Australia, U.K., Canada
- U.S. has highest revenue ~ 22 billion dollars
- Canada has seen largest increase in growth in numbers of int'l students – 2001-02 up 12.6 % from previous year

## 2. Faculty/Staff

- J-1 Scholars – how many?
- Publishing in peer-reviewed int'l journals?
- Connected in global academic activities
- How many are engaged in int'l teaching, research, projects?
- Faculty awarded for strategic learning and leadership abroad?
- Faculty exchanges for teaching and research
- Faculty sabbaticals abroad



# 3. Curricula and Programs

(Olson, Green Hill, (2006)

- New programs with int'l themes
- Int'l content infused in existing courses
- Language/culture studies even in physical sciences and math
- Area or regional studies
- Joint degree programs
- int'l partnerships
- credit awarded by institution abroad
- co-curriculars
- int'l clubs, events, associations

## 4. Teaching-Learning, Pedagogy

- Engagement of study abroad students
- Preparation and returnees
- Using classroom diversity in pedagogy
- Virtual student mobility and technology
- Intercultural role plays, references, methods
- Service Learning and internships abroad
- Learning Outcomes
- Evidence of impact on attitudes, beliefs, careers – **global competencies**

## V. Rationale and Implications for Christian Higher Ed

Biblical/Theological Process Items

I Chronicles 12:32 – Men of Issachar, who knew the times and what Israel should do

# Scripture and Church historical context is all about global mobility

- Genesis 11 – Tower of Babel – laying down false foundations and rootedness
- Genesis 12 – Abram called to move
- Psalm 84:5-7 – strength is in God, but are physical uprooted and mobile – moving from strength to strength towards city of God
- Exiles and Pax Romana
- Acts 8:1 – mobility from external pressures

# Christian Higher Education Internationalization

- A historical and cultural apologetic
- Andrew Walls – Cultural Process in Christian History
- Movement, not institutional, nor static
- In and out of cultures and nations
- Cultural, infinite versatility and translatability
- Goes against common perceptions (both true and false) of Christianity and Christian institutions

# **Synagogual, not Temple-type Institutions**

- Cultural versatility and adaptability
- Globally mobile rather than globally static

Jesus' anger during His final week at the Gentile courts – "My Father's house will be a house of prayer for ALL nations"

# A theology of welcome and hospitality

- Cultures
- worldview “glasses” and perspectives
- curriculum and programs
- faculty, staff, and changing the system for the world



# A different "end", *telos*, for Christian higher ed and internationalization

Rev. 5:9-10; 21:1-3

One thing you can do in heaven

- Global learning in the new city, new earth

## VI. Internationalizing Higher Ed Curriculum

- Small group discussion  
What might be issues of simply  
“adding” international elements to  
courses?
- Culture as a process, not a “thing”
- The issue with “discipline-based” curricular organization
- No room or time to teach new “content”

# Internationalization as process

Active participation in new social and behavioral patterns

Non-linear

New patterns of interaction; new cultures forming

# Need for "curricular infusion"

(John Cogan, 1998)

Examples:

1. Social Studies for the Elementary and Middle School Inservice Teacher
2. Global Environmental Education (jointly taught with science educator)
3. Comparative Education
4. Research Topics in International Development Education

# Internationalizing the “hard sciences”

Often thought of as  
“impossible” Examples

(John Cogan, 1998)

- “Tropical Crops and Pastures”
- “Tropical Forests and Ecosystems”
- “Germplasm Diversity and Property Rights”

# **The U.S. Multicultural Approach:**

## **Seeing ourselves through others' cultural visions (guests)**

(Harvey B. Sarles, 1998)

1. Shifting frames of reference
2. Multiples cultures thinking interdisciplinary terms
3. Personal participation in learning – emic and etic mix
4. Cross-cultural communication in classroom and on the field

# Major Components of Internationalization

(Brenda J. Ellingboe, 1998)

## 1. College leadership

- setting priorities
- evidence of vision
- documentation
- financial commitments
- faculty hires

## **2. Faculty Involvement in International Activities**

- personal commitments
- availability of int'l courses in every discipline
- int'l research and consulting activities
- connections and colleagues in variety of countries
- traveling abroad
- on-campus interaction with int'l students
- promotion incentives



### 3. An internationalized curriculum

- revising core courses towards int'l topics, key perspectives, comparative, and cross-cultural elements
- international majors and minors available in every discipline
- consistent proposals for int'l education within faculty governance
- internal resources available for internationalizing curriculum
- faculty reward systems for internationalization

## 4. International Study Opportunities for Students

- service, research, internship opportunities in every global region
- scholarships and travel grants for students
- complementing course work in the U.S. through study abroad programs that are accessible, affordable, and transferable
- pre-departure and re-entry intercultural sessions for healthy transition and integration

## 5. Integration of Int'l Students and Scholars

- integration of F-1 visa, transnational, and scholars into all facets of campus life – in and out of classroom
- international student programs, activities, particularizing cultures, orientations, support, understanding across departments

## 6. International Co-curricular Units and Activities

- international programming on-campus collaborating with residence halls, associated student governments, study abroad, international student units
- units can include conferences, speakers, events, panels, art gallery visits, intra-campus experiences to broaden cross-cultural perspectives
- greater visibility for int'l focus of career development centers, alumni outreach, admissions, internships - with more public events, fairs, receptions to influence campus stakeholders and constituents

CONCLUSION: Internationalization is...

Compelled by and necessary for...the  
world in which we now live

A response to...the world that now  
become a global "village"

A process that...tells the world how  
much there is to learn