



Leaders in International Higher Education

2022 ANNUAL
CONFERENCE

Why the Internationalization of
Higher Education Still Matters

Beyond the Surface: Embedding a Social Justice & Equity Lens within International Education Practice

- LaNitra M. Berger, George Mason University
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A time for innovation in international HE post COVID-19

Roger Chao Jr 20 February 2021

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The future of higher education internationalisation has been a major topic in the past months of the COVID-19 pandemic. Where will traditional exporters of higher education services find their international students? How will these higher education services be provided? And how will traditional importers of higher education services react to the COVID-19 challenges and respond to innovation related to higher education internationalisation?

#News #Global

Global Higher Ed in Changing Times

Panelists at *Inside Higher Ed*-organized event discuss international student recruitment and keeping their institutions global amid political headwinds and public skepticism of internationalization activities.

By [Elizabeth Reardon](#) // January 10, 2019

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There is no shortage of commentary on the ramifications of COVID-19 for the higher education sector generally and the internationalisation agenda in particular. The opinions expressed are sharply divided: while some appeal for calm, arguing that **the impact will only be temporary**, others argue that the COVID-19 crisis **will change higher education forever**.

Going, Golden, Gone? Internationalization's Past, Present, and Future

April 15, 2019

I've had a lot of conversations in the last couple of weeks about Karin Fischer's recent article in *The Chronicle of Higher Education*, "How International Education's Golden Age Lost Its Sheen." As Fischer's pieces always are, it's a thoughtful discussion that incorporates data and a variety of points of view. But based on the reactions I've heard, I'm worried that its more subtle points have been lost behind the "golden" headline.

The past: "Has internationalization only been skin deep?"

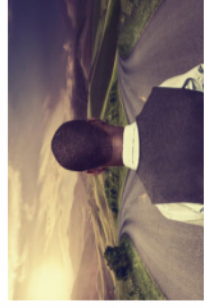


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International higher education at a crossroads post-COVID

Philip G Altbach and Hans de Wit 12 June 2021

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With the COVID-19 crisis and its impact on the higher education environment in mind, we are proposing to look forward and vent a few preliminary observations. At the beginning of the crisis, we provided two assessments – and by and large, we think that we were right in our analysis. See "COVID-19: The internationalisation revolution that isn't" and "Are we at a transformative

THE CHRONICLE OF HIGHER EDUCATION

How International Education's Golden Age Lost Its Sheen

By Karin Fischer

March 28, 2019

Beyond the Surface



Maybe instead of chasing the ever shifting goal posts of "staying relevant" as a measure of success - you can instead focus on building, growing and nurturing what is important and meaningful for you?

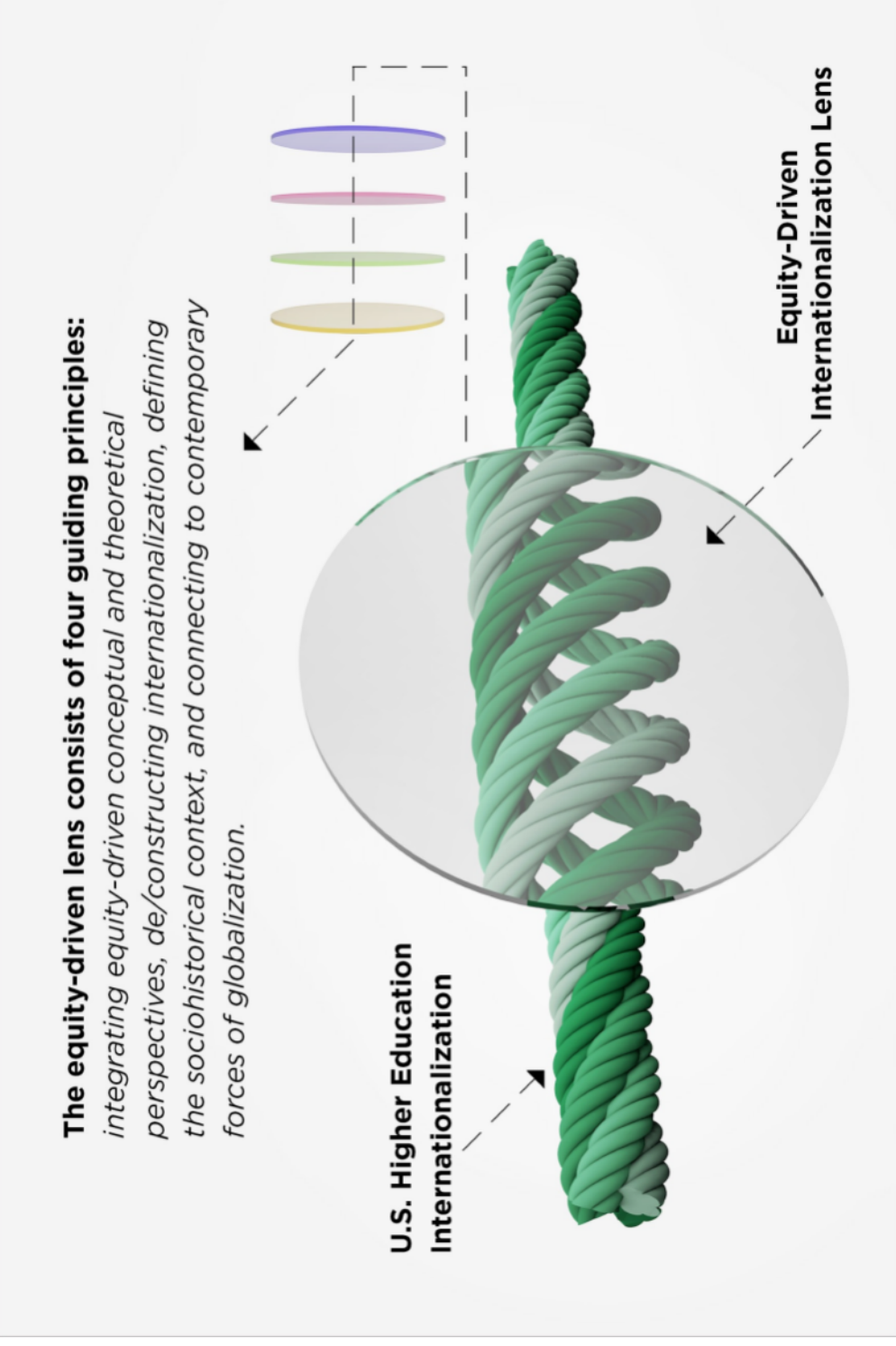
When we're talking about diversity, it's not a box to check. It is a reality that should be deeply felt and held and valued by all of us.

~Ava DuVernay

Session Goals

- **Synthesis of research examining (in)equities embedded within internationalization practices**
- **Description and application of an equity-driven lens for internationalization planning and practice**
- **Overview of practices that take a multilevel approach to embedding SJ&E alongside the synergies and tensions in pursuing those practices**

Equity-Driven Lens for Internationalization



George Mwangi, C.M., & Yao, C.W. (2020). U.S. higher education internationalization through an equity driven lens: An analysis of concepts, history, and research. In M. B. Paulsen & L. W. Perna (Eds) *Higher Education: Handbook of Theory and Research* (Vol. 35). New York: Springer.

*How might this framework be adapted or revised to center on the **practice** of internationalization?*

Equity-Driven Lens for Internationalization

- Integrating equity-driven conceptual and theoretical perspectives
- De/constructing internationalization
- Defining the sociohistorical context
- Connecting to contemporary forces of globalization

George Mwangi, C.M., & Yao, C.W. (2020). U.S. higher education internationalization through an equity driven lens: An analysis of concepts, history, and research. In M. B. Paulsen & L. W. Perna (Eds) *Higher Education: Handbook of Theory and Research* (Vol. 35). New York: Springer.

Defining the sociohistorical context

- Recognizes that contemporary practices in U.S. HE cannot be separated from the sociohistorical forces that form intricate relationships between coloniality, racial hierarchies, institutionalized racism, globalization, and capitalism.

How might the sociohistorical context of your university, your global partners, and U.S. society impact your ability to infuse social justice & equity into your work?

Yellow Peril

- Refers to fear and mistrust of Asian individuals that categorizes Asians as forever foreigners
- The arrival of Chinese and Japanese immigrants for labor caused significant racism and hostility from white Americans during westward expansion
- Since the early nineteenth century, Asians have been “described as inassimilable aliens who brought economic competition, disease, and immorality” (Lee, 2008, p. 537).



Connecting to contemporary forces of globalization

- Requires recognition of the globalization-based pushes and pulls (e.g., economic, social, political, environmental, technological, scientific) that drive how U.S. HEIs engage in internationalization processes.
- Understanding the role of power in U.S. constructions of global forces is critical in unveiling how the pressures of globalization, such as markets and prestige, contribute to U.S. internationalization efforts and contribute to distinctions between Global North/Minority World and Global South/Majority World distinctions.

How do local and world events impact how internationalization is discussed and enacted within your organization?



#GEORGE FLOYD
MY COLOUR
IS NOT A
CRIME #BLACK
LIVES MATTER

KNOW THEIR NAMES
WE NEED
CHANGE

BLACK
LIVES
MATTER

TU LUCHA
ES MI LUCHA
#BLACK LIVES MATTER

PRATERRIA BRUCIA
GIUSTIZIA NO PEAC
SOLIDALI CON
REPUBBLICA IN USA NOI * RESTIAMO
VOLTE OSA

You'll Never
Silence The
Voice of the

Integrating equity-driven conceptual and theoretical perspectives

- Interpret how frameworks in HE internationalization acknowledge, reinforce, or challenge unbalanced power dynamics and global in/equities.
- An equity-driven lens must be based in a foundation that unveils and interrogates how racial, colonial, political, and/or economic hierarchies inform current international research and practice.

How does my theoretical/conceptual perspective help me to foreground equity in who/what my practice serves and centers?

De/constructing internationalization

- Data, especially when discussing people and places, should be disaggregated in order to nuance who participates in internationalization.
- Deconstruct and then utilize concepts and terminology that are asset-oriented (rather than deficit-oriented), inclusive, complicate the status quo, and interrogate dynamics of power and privilege.

How might the terminology, structures, processes, collaborations, and initiatives that we use in our organization impact our ability to make visible social justice & equity - and how might we (de/re)construct them?

International Higher Education Partnerships

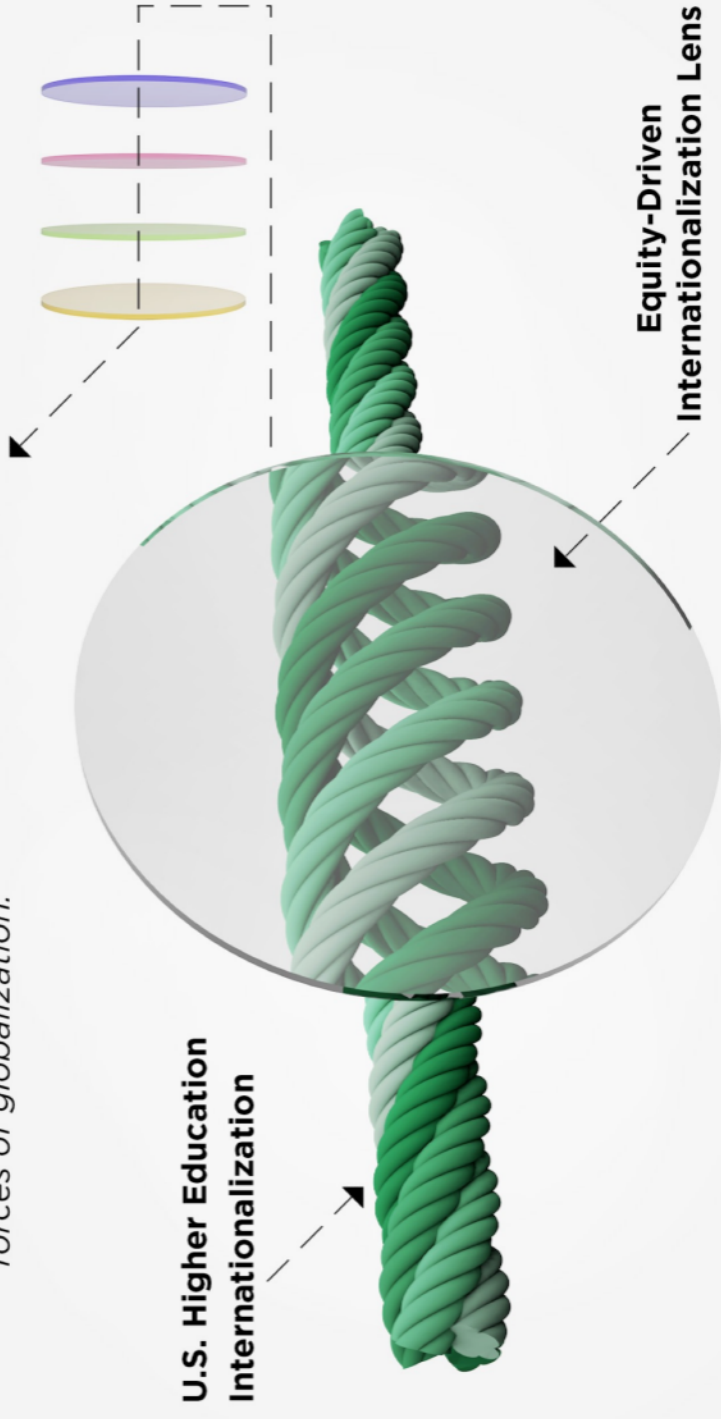
Integrating equity-driven conceptual & theoretical perspectives

- Existing research on IHE partnerships are predominantly framed using strategic management and organization theories with a focus on capacity building and partnership sustainability (Helms, 2015)
- Need to acknowledge sociohistorical, cultural, and geopolitical complexities
- Frameworks should also engage dynamics of power, culture, mutual benefit, and respect for local context in partner relationships (George Mwangi, 2017; Sutton & Obst 2011)

De/constructing internationalization

- **Defining Success** – Centering prestige can reinforce neoliberal ideologies that prioritize competition and financial gain; thereby overshadowing strategies for reciprocity and mutual benefit in their IHE partnerships (Anthony & Nicola 2019; Chan 2004; George Mwangi et al., 2021; Lanford 2019)
- **Security and Threat** – How do these terms connect back to (in)equity in IHE partnerships?
- **Priorities** – Whose priorities matter and how might they be shared?

The equity-driven lens consists of four guiding principles:
integrating equity-driven conceptual and theoretical perspectives, de/constructing internationalization, defining the sociohistorical context, and connecting to contemporary forces of globalization.

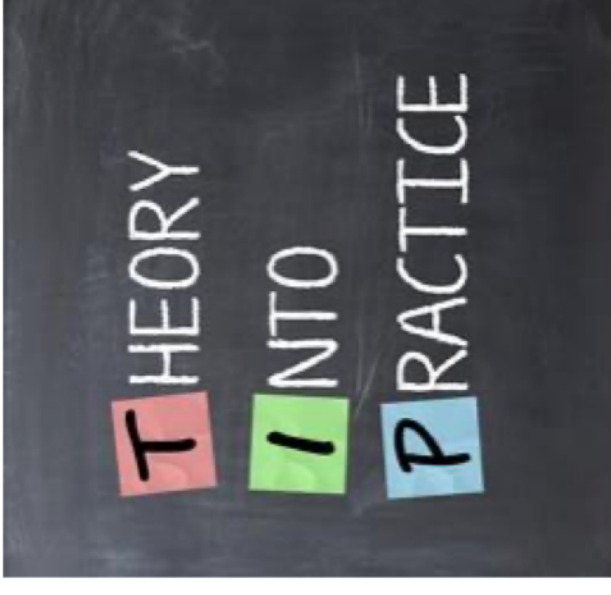


*How might this framework be adapted or revised to center on the **practice** of internationalization?*

SIO's role in Inclusive and Equitable Internationalization

From Theory to Practice

- Lead the conversation with your team...and
 - *empower your team to have conversations without you!*
- Engage campus leaders to understand the global nature of inequity and activism
- Interrogate the assumptions and premises of IZN
- Set an example by engaging in the work
 - Participate in the work on campus
 - Demonstrate your commitment within the work of the unit
- Create space for the work of JEDI



JEDI Mission – UMass Amherst IPO

In furtherance of UMass Amherst’s mission to create a better, more just world, the International Programs Office is committed to equity and inclusion at home and abroad. We approach social justice as a transnational goal and strive to bridge local and global diversity, equity, and inclusion efforts at UMass Amherst.

As a means of foregrounding our mission, we strive to:

- recognize and respect the diversity of lived experience among our student, staff, and faculty communities;
- foster dialogue across difference;
- promote an inclusive campus climate for international students and scholars;
- advance knowledge and research across borders;
- create a supportive intellectual environment in which all students have the opportunity to access a global education.

Examples from UMass Amherst

Within IPO

- DEI Inventory of activity and practices within IPO
- Micro survey
- Book Club
- Staff Working Groups
- Allyship Trainings
- Professional Development Opportunities
- Standing agenda item in staff meetings

On Campus

- Representation or liaisons to campus groups
- Engagement with Community Events
- Joint programming
 - International Education Week
 - Study-Abroad Fair
 - Faculty-development seminars
- Academic Climate surveys

Social Justice Work in Nationally Competitive Fellowships



Sasha Pierre-Louis, Gilman Scholar, Morocco

Why is it important?

Social justice challenges structures and builds coalitions to create fairness and equity in communities

- **International education is a leadership pipeline**
- **Global and local are intertwined**
- **Strengthen connections between students, institutions, and communities**



Jeffrey Wood, Gilman Scholar, Boren Scholar, PPIA Fellow, and Pickering Fellow, US Foreign Service Officer

Office of Fellowships Mission and Vision

MISSION STATEMENT

The Office of Fellowships aims to raise the academic profile of Mason and its students by encouraging talented undergraduate students to explore fellowship opportunities and resources available to advance their academic and professional goals. The Office is committed to inclusive excellence practices and specifically seeks to mentor underrepresented students. The Office provides a supportive and friendly environment for students with a strong focus on mentoring and cultivating academic excellence.

VISION

To lead a social justice—oriented fellowships practice that prioritizes community impact above individual achievement.

What does this work look like?

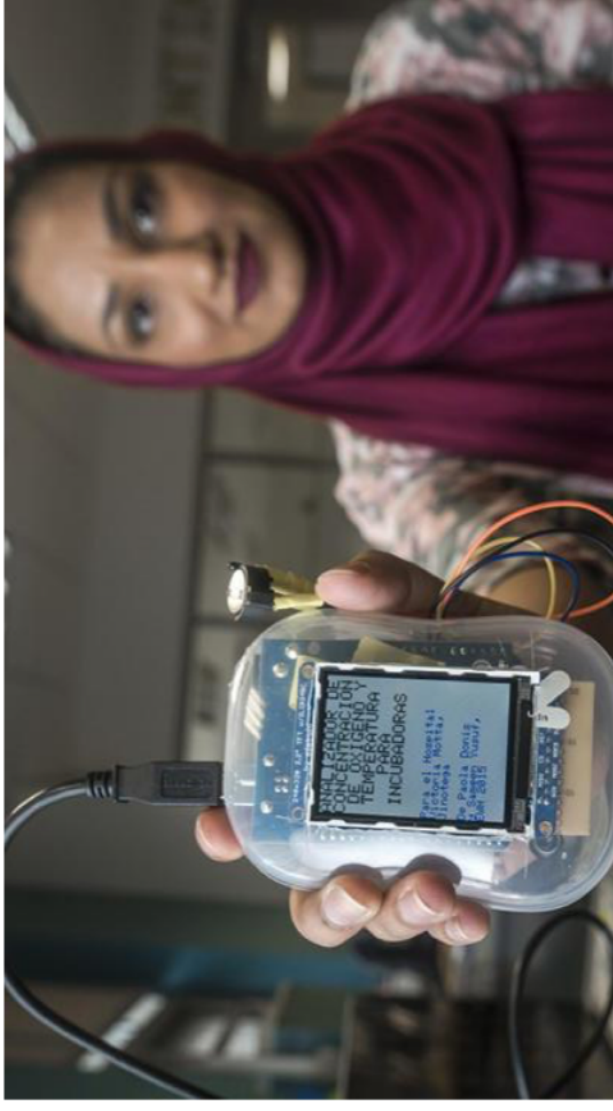
- Diverse leadership
- Full staff commitment to the social justice mission and vision
- 100% investment in student support and success
- Willingness to challenge power structures and influence policies
- 60% of winners from low-income, minority, first generation backgrounds



Left to Right: Soraya Ngarnim, full scholarship to PhD program in Chemistry, University of Rochester, Chanel Grice, Boren Scholar, Rangel Scholar, US Foreign Service Officer, LaNitra Berger

Recommended Practices

- Diversify your faculty
- Identify and remove barriers
- Broaden outreach (ex: multicultural affairs office, African American Studies, civic engagement office)
- Cultivate a culture of inclusive excellence
- Embed internationalization into the core curriculum
- High level commitment to the work
- Create opportunities to discuss social justice and international education in coursework and programming



Sameen Yusuf, Bioengineer, Fulbright Research Grant to Nepal

INCLUSIVE EXCELLENCE FOR EDUCATION ABROAD RUBRIC
 Developed by LaNitra M. Berger, PhD (George Mason University)

Traditional Excellence	Inclusive Excellence	Attaining Inclusive Excellence Requires
<p>Students</p> <ul style="list-style-type: none"> • Education abroad & fellowships target high GPA and high-income students • Views excellence and diversity as unrelated or opposing concepts • Prioritizes prestige of location and/or opportunity (i.e., Oxford or UK) • Subscribes to the myth of the "model minority" and/or scarcity principle 	<p>Students</p> <ul style="list-style-type: none"> • Values motivation over GPA for participation • Diversity = Excellence • Actively recruits students outside of the classroom (multicultural office, student interest groups, etc) • Supports undocumented/marginalized students 	<p>Students</p> <ul style="list-style-type: none"> • Acknowledging that education abroad is essential to the college experience • Committing to send the "whole" student abroad (including family, fears, financial concerns, etc) • Moving beyond diversity as a term and embracing it as a holistic commitment to individual student success
<p>Faculty</p> <ul style="list-style-type: none"> • Faculty members & advisors work within accepted norms and practices of a discipline. • Assume that the best students will self identify for study abroad/fellowships 	<p>Faculty</p> <ul style="list-style-type: none"> • Engages identity and difference in disciplinary and interdisciplinary scholarship and teaching. • Design programs that will address topics from multiple perspectives 	<p>Faculty</p> <ul style="list-style-type: none"> • A diverse faculty • Faculty model inclusive excellence in the classroom and abroad • Decolonizing the academic curriculum • Abolish the "hidden curriculum"
<p>Administrators</p> <ul style="list-style-type: none"> • Administrators and staff work to create a sense of institutional purpose and community ON CAMPUS only. • Rely on the study abroad office to develop programs and recruit students 	<p>Administrators</p> <ul style="list-style-type: none"> • Creates policies and programs that attract, support, and facilitate meaningful opportunities abroad for all students. • Aligns faculty/staff hiring, promotion, duties, and rewards with the work of inclusive excellence abroad. 	<p>Administrators</p> <ul style="list-style-type: none"> • Acknowledging blind spots and biases • Proactively establishing environments that foster engagement with diversity • Willingness to think imaginatively about ed abroad AND challenge structural racism/sexism etc.

Adapted from Clayton-Pederson, Alma R., O'Neill, Nancy, and Tighe, Caryn Musil, "Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Colleges and Universities' Academic Excellence Mission," Association of American Colleges and Universities, Washington, DC (2017)
 Additional Source: Dr. Marcia Chatelain, "We Must Help First-Generation Students Master Academe's 'Hidden Curriculum,'" Chronicle of Higher Education, October 21, 2018

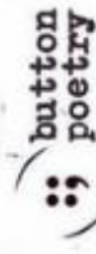


D.L. Moffitt, Rangel Scholar, PPIA Scholar, Fulbright ETA to Germany, Founding Member, Fulbright Noir



**"Remember:
white supremacy
is not a shark;
it is the water."**

-Guante



Reflection Questions

- **Whose experiences are centered or ignored in discussions of internationalization on our campus?**
- **What are the perspectives and values informing how we define and enact internationalization on our campuses?**
- **What larger structures, systems, values, and histories are current internationalization practices embedded within?**
- **How can internationalization practices be (re)imagined into transformative practices for higher education equity?**