


Rethinking Internationalization: Key Questions for Mapping UMAP

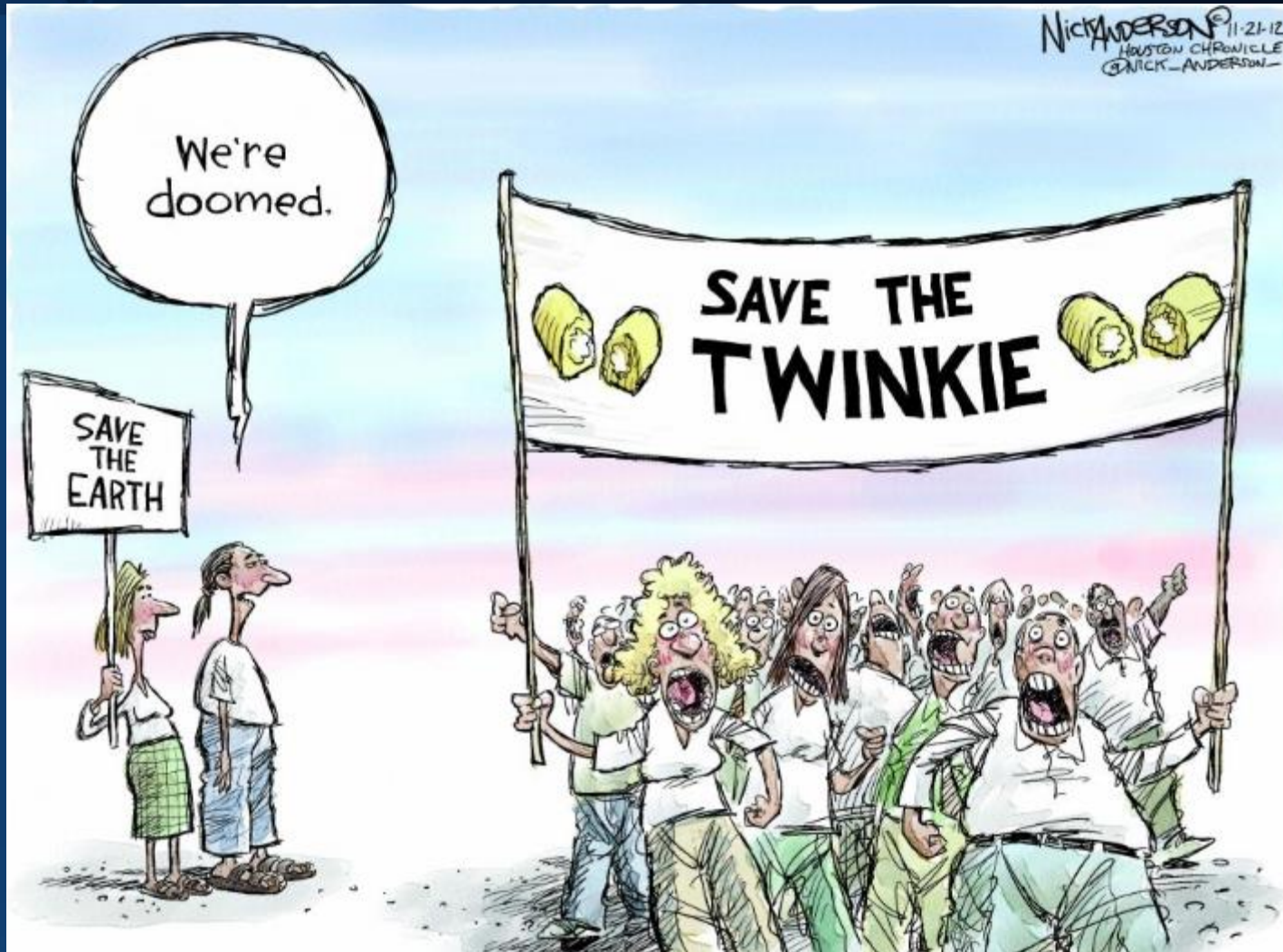
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**Lee G. Sternberger, Ph.D.
Executive Director, Institute for Global Engagement
Western Washington University
US Secretariat, UMAP**

Rethinking Internationalization

It's bad...

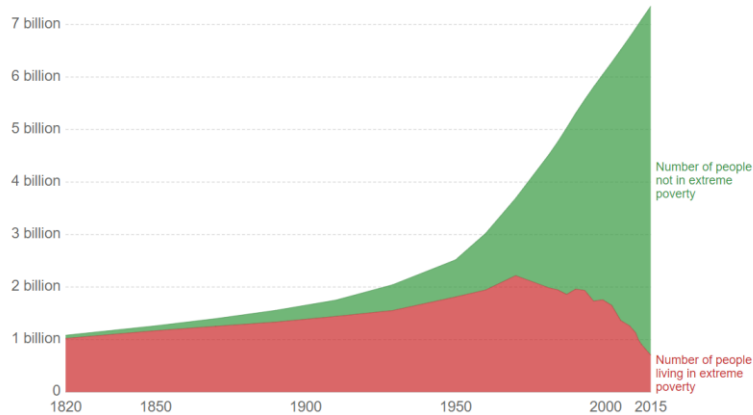


Rethinking Internationalization

...and it's good.

World population living in extreme poverty, 1820-2015

Extreme poverty is defined as living at a consumption (or income) level below 1.90 "international \$" per day. International \$ are adjusted for price differences between countries and for price changes over time (inflation).

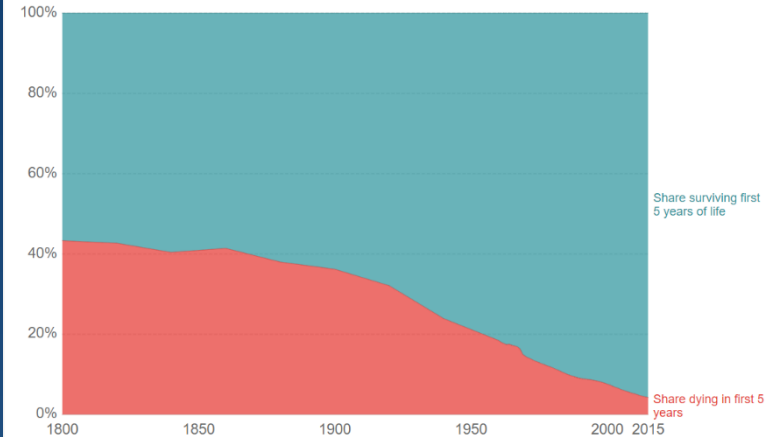


Source: OVID based on World Bank (2016) and Bourguignon and Morrisson (2002)

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Global child mortality

Share of the world population dying and surviving the first 5 years of life.

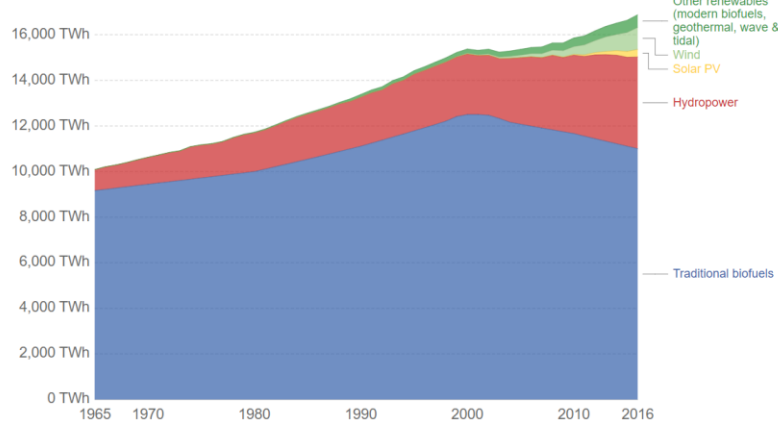


Source: Gapminder and the World Bank

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Global renewable energy consumption, terawatt-hours

Total renewable energy consumption over the long-term, measured in terawatt-hours (TWh) per year. Traditional biofuels refer to the consumption of fuelwood, forestry products, animal and agricultural wastes.

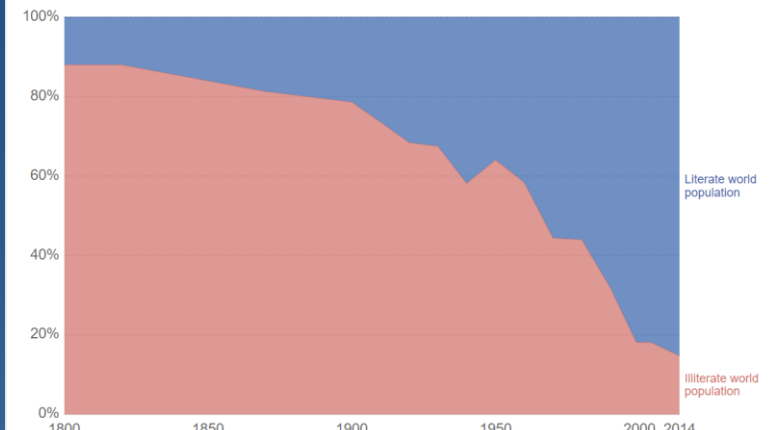


Source: Global Energy Production by Source - Vaclav Smil (2017), BP Statistical Review of Global Energy

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Literate and illiterate world population

Population 15 years and older.



Source: Our World in Data based on OECD and UNESCO (2016)

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A faint world map is visible in the background of the top section of the slide.

**To rethink internationalization at UMAP,
it may be helpful to ask
– and answer –
questions of “why,” “what,” and “how” ...**

1. *Why do we internationalize?*

2. *What do we internationalize?*

3. *How do we internationalize?*

1. Why should UMAP internationalize?

- Facilitate and understand “high impact learning”
- Engage the “whole person”
- Influence how we perceive and experience self, others, and the larger world
- Cultivate “hard” and “soft” skills
- Open us to the “wicked problems” of our day
- Make us better employees, citizens, partners, and human beings

2. What should UMAP internationalize?

- Partner institutions
- Study abroad coursework and programs
- Mobility efforts
- Internationalization at home
- International research
- Promising initiatives
- Local / global collaborations



3. *How should UMAP internationalize?*

- *What does UMAP imagine it can be?*
 - *Where does UMAP want to go?*
- *How will UMAP know it has arrived?*

3. *How should UMAP internationalize?*

- The question of “how” is comprised of three components:
1) people, 2) systems, 3) initiatives
- Let me illustrate through one chapter of a larger story:
INU → Hiroshima U. → Forum BEVI Project →
Kansai U. → ACE / MEXT COIL Grant → COIL BEVI Project →
COIL Lunch → UMAP Secretariat for the US →
Peace Boat → APAIE →...?

So, what does UMAP imagine it can be, where does it want to go, and how will it know it has arrived?

➤ Local People, System, Initiatives:

- Partner Institutions
- Community Engagement
- Showcase Exemplars

➤ Global People, Systems, Initiatives:

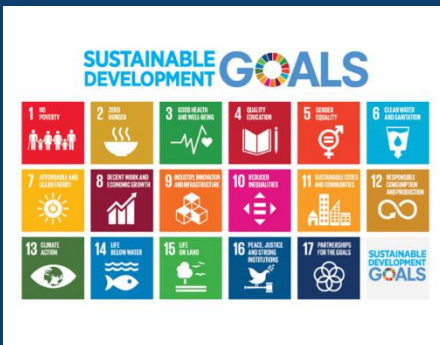
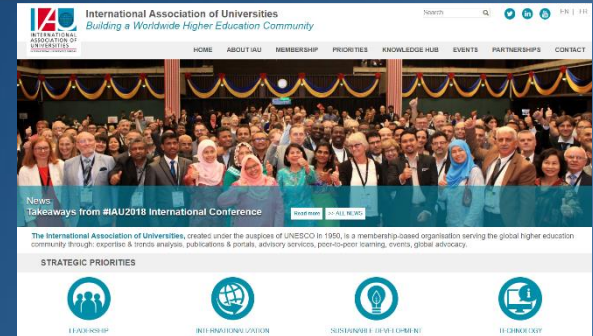
- International Network of Universities
- European Association for International Education
- Asian Pacific Association of International Education
- International Association of Universities
- University Mobility in Asia and the Pacific

***So, what does UMAP imagine it can be,
where does it want to go,
and how will it know it has arrived?***

Initiatives are derivative of needs, challenges, and opportunities – locally, nationally, and globally

- Student goals/mobility
- Societal/employment needs
- Technology/distance education
- Local/global collaboration, partnerships, consortia
 - Faculty engagement
 - Institutional alignment
- Curricular/programmatic innovation
- Funding opportunities/revenue generation
 - Quality assurance/assessment
 - Cutting edge paradigms

Examples of People, Systems, and Initiatives...



Rethinking Internationalization: Key Questions for Mapping UMAP

1. *Why does UMAP internationalize?*
2. *What does UMAP internationalize?*
3. *How does UMAP internationalize?*
4. *What does UMAP imagine it can be?*
5. *Where does UMAP want to go?*
6. *How will UMAP know it has arrived?*



Thank you!