



2016
Association of International
Education Administrators
ANNUAL CONFERENCE

National Trends and Policies for Internationalization: A Global Perspective

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National trends and policies for internationalization

Our agenda

To present some specific information and insights about a broad range of national trends and policies for internationalization

To stimulate discussion about what the national policy landscape in the US and around the world means to SIOs in practice

National trends and policies for
internationalization: A global perspective AIEA

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National trends and policies for internationalization

- Have you **tapped into policies/initiatives of governments in other countries** to advance internationalization at your institution?
 - How?
 - Lessons learned?
- Have you participated in **advocacy** for internationalization?
 - At what levels? (national, state, etc.)
 - Who are the institutional actors involved?
- **Other** advocacy messages for the US?



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INTERNATIONAL
HIGHER EDUCATION
BOSTON COLLEGE

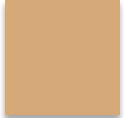
INTERNATIONALIZATION OF HIGHER EDUCATION: MAJOR FINDINGS OF THE EUROPEAN PARLIAMENT STUDY



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Director, Center for International Higher Education

National trends and policies for
internationalization: A global
perspective AIEA 2016



OUTLINE

- Internationalization, Global Trends
- Internationalization, defining concepts and approaches



INTERNATIONALIZATION OF HIGHER EDUCATION

- A relatively new but broad and varied phenomenon
- Driven by a dynamic combination of political, economic, socio-cultural and academic rationales and stakeholders
- Impact on regions, countries and institutions according to particular context
- No single model that fits all



STRATEGIC POLICIES AND APPROACHES

- **Regional level:** still underdeveloped but emerging:
European Higher Education in the World
- **National level:** policy frameworks in an increasing
number of countries
- **Institutional level:** more than 2/3 have an
internationalization policy, increasingly integrated in
overall policy
- **Program level:** recent



GLOBAL TRENDS

1. Growing importance of internationalization at all levels (broader range of activities, more strategic approach, emerging national strategies and ambitions)
2. Increase in institutional strategies (but also risks of homogenization, focus on quantitative results only)
3. Challenges of funding everywhere
4. Trend towards increased privatization through revenue generation
5. Competitive pressures of globalization, with increasing convergence of aspirations, if not yet actions



GLOBAL TRENDS 2

- 6 Evident shift from (only) co-operation to (more) competition
- 7 Emerging regionalization, with Europe often a model
- 8 Numbers rising everywhere, with challenge of quantity versus quality
- 9 Lack of sufficient data for comparative analysis and decision making



“NOT ONLY IS INTERNATIONALIZATION A MEANS RATHER THAN AN END, BUT THE ENDS MAY VARY FROM INSTITUTION TO INSTITUTION AND THE PARTICULAR APPROACH TO INTERNATIONALIZATION CHOSEN IS DEPENDENT ON THE ENDS BEING PURSUED.” (HUDZIK, 2011)

- We consider internationalisation too much as a goal in itself instead of as a **means to an end**.
- Internationalisation is not more and less than a way to **enhance the quality of education and research and their service to society**.



FOCUS OF NATIONAL AND INSTITUTIONAL STRATEGIES TENDS TO STILL BE ON

- Mobility
- Short and/or long term economic gain
- Talent recruitment
- International positioning

Far greater efforts needed on:

- Incorporate approaches into more comprehensive strategies
- Focus on internationalization of the curriculum and learning outcomes to enhance quality of education and research



FIVE BASIC SUB-CONCEPTS

Transnational or Cross-Border Education

Internationalization at Home

Internationalization of the Curriculum

Global citizenship

Comprehensive Internationalization



TRANSNATIONAL OR CROSS-BORDER EDUCATION

- Contested terms, but in essence comprises all aspects of higher education crossing borders: students, scholars, teachers, programs, projects, institutions.
- It is more linked to the abroad or mobility side of internationalization, but the at home side impacts on it.



INTERNATIONALIZATION AT HOME

- “Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.”

(Beelen and Jones, 2015)



INTERNATIONALIZATION OF THE CURRICULUM

- “Internationalization of the curriculum is the process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.”

(Leask, 2015)



GLOBAL CITIZENSHIP

Two components: the social and professional are seen as key aspects of living and working in a global society

Although global citizenship is a highly contested and multifaceted term, three key dimensions seem to be commonly accepted: global competence, social responsibility,, and civic engagement (Morais and Ogden 2011)



COMPREHENSIVE INTERNATIONALIZATION

- A **Commitment** and **Action** to **Infuse** International, Global and Comparative Content and Perspective throughout the Teaching, Research and Service Missions of Higher Education
- It shapes Institutional **Ethos** and **Values** and touches the **Entire Higher Education Enterprise**
- It not only impacts all of Campus Life, but the Institution's **External Frameworks of Reference, Partnerships and Relationships**. (Hudzik, 2011)



PERCEPTIONS AND PRACTICES

- Internationalization has become a **mainstream point of focus and reference** in the Higher Education Sector
- **Big Words** are used to make this clear: Soft Power, Reputation, Global Citizenship, Sustainable Development Goals, Comprehensive
- The **Practice** is still more on: Income Generation, Rankings, Recruitment of International Students, Study Abroad and Teaching in English
- It is time to **Align Perceptions and Practice** in **Comprehensive Internationalization Strategies for All!**



THE NEED FOR A REVISED DEFINITION OF INTERNATIONALIZATION OF HIGHER EDUCATION

Reflects increased awareness that

- IoHE must become more inclusive and less elitist
- Mobility must become an integral part of the internationalized curriculum that ensures internationalisation for all

Re-emphasizes that

- Internationalization is not a goal in itself, but a means to enhance quality
- Should not focus solely on economic rationales



UPDATED DEFINITION: INTERNATIONALIZATION OF HIGHER EDUCATION

“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**”



WHERE IS INTERNATIONALIZATION GOING? PERCEIVED DESIRABLE OUTCOMES

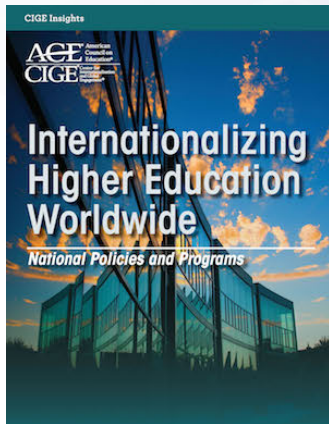
- A higher education system capable of producing global citizens and professionals
- Respectful and appreciative of other cultures
- Able to contribute to the development of knowledge economies and socially inclusive societies.
- Better positioned to address global issues
- To compete and cooperate, with the rest of the world, including the emerging regions



KEY ENABLERS

- Technological opportunities for virtual exchange and blended learning (enhanced international student interactivity)
- Further development of joint and double degrees
- Better mutual recognition of credits and degrees
- Enhancement of qualitative indicators for quality assurance and classification systems
- Greater commitment to equal partnerships
- Stronger fostering of public-private initiatives
- More alignment between education and research policies
- More alignment with other education levels (primary, secondary, vocational, adult)

ACE-CIHE Reports



Internationalizing Higher Education Worldwide: National Policies and Programs



Internationalizing U.S. Higher Education: Current Policies, Future Directions

Goals of the Study

Take stock of global policies, actors, and motivations in a systematic way

Develop a categorization typology

Provide a framework for policy and institutional leaders

Identify global trends

Address issues of effectiveness

Advocacy in the US context

Broad Definitions

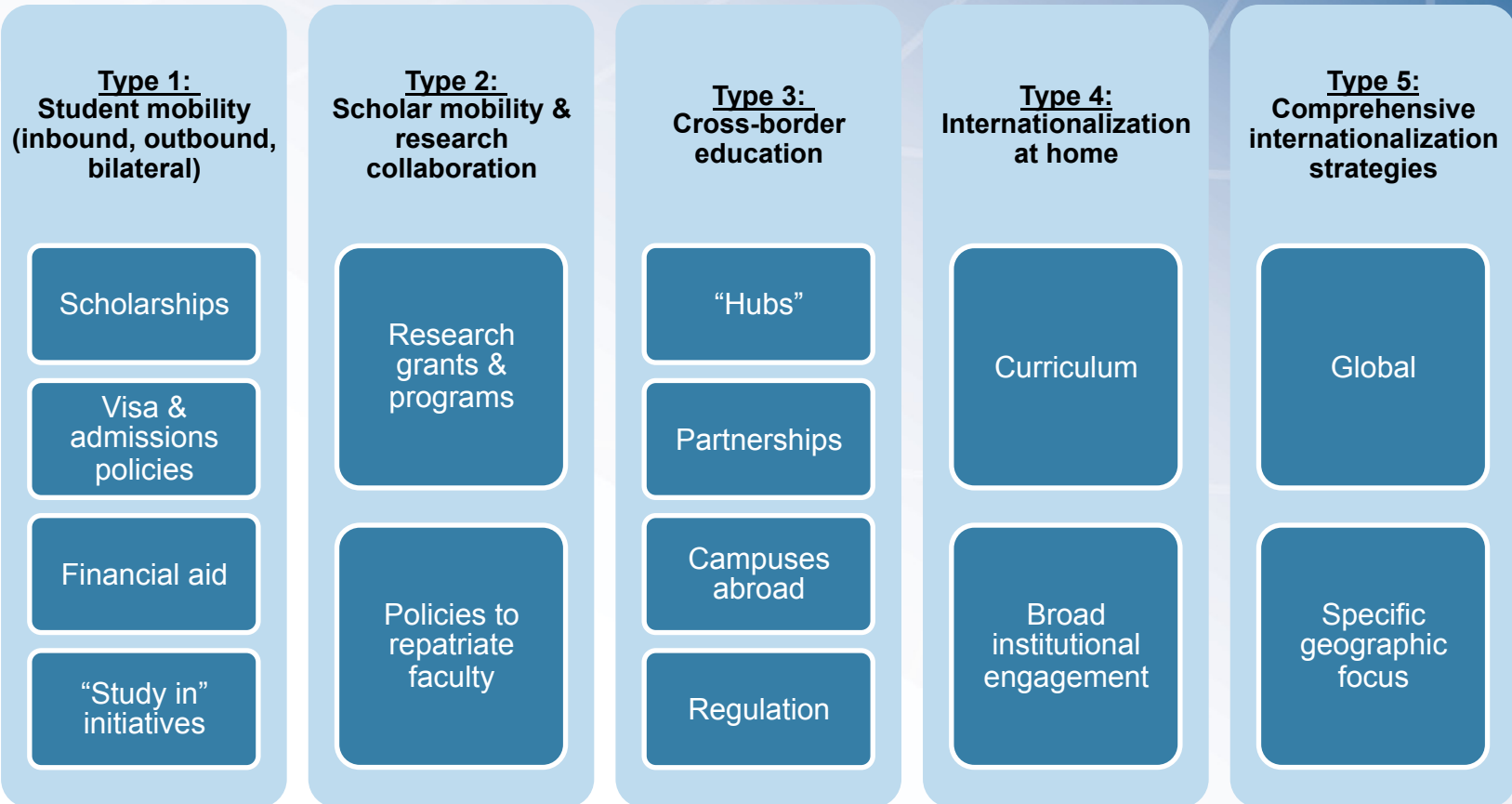
Higher education internationalization

- “The process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education” (Knight 2003)
- Our characterization – not necessarily that of policy makers

Policy

- Plan and program
- Ideological and practical elements

Policy Typology



Goals and Motivations

Academic

- Expanding H.E. capacity
- Improving H.E. quality
- Prestige and rankings
- Knowledge creation & advancement

Economic

- Short-term economic gain
- Workforce development
- Long-term national economic development

Goals and Motivations

Political

- Public diplomacy & “soft power”
- National security
- International development

Social/cultural

- Addressing global problems
- Global citizenship
- Mutual understanding

Actors and Influencers

Ministries of Education,
Education New Zealand,
Indian Council for
Cultural Relations

National
government
agencies

Quasi-
governmental
& independent
organizations

British Council,
DAAD,
China Scholarship
Council

Regional
government
entities

EU,
ASEAN,
Nordic Council,
OAS

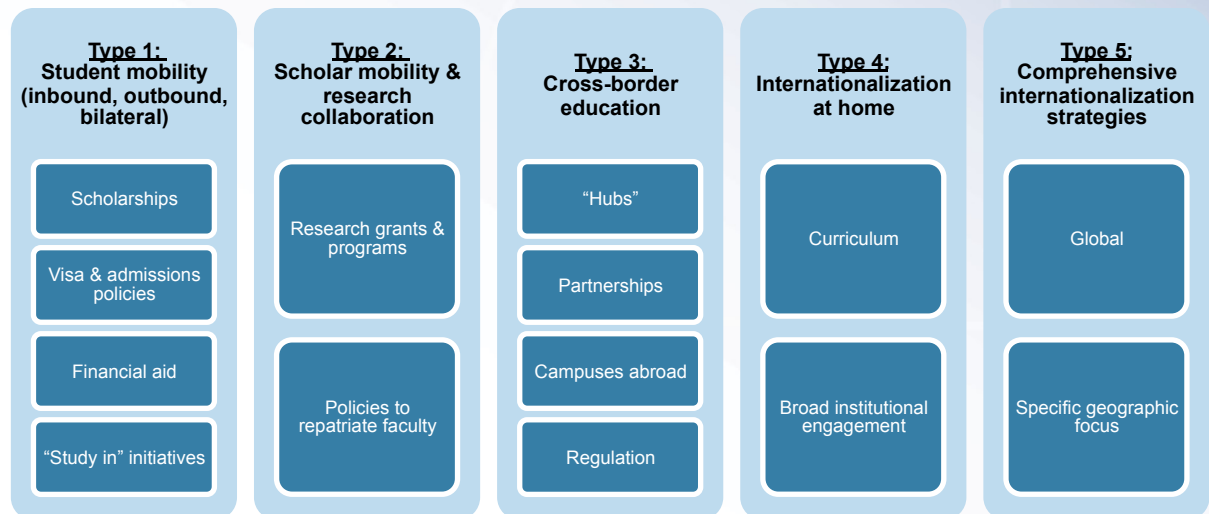
**H.E.
IZN
policies**

Other
influencers

Higher ed associations,
International ed associations,
University associations & networks,
Institutions, students, taxpayers, etc.

Global Trends in Internationalization Policies and Policymaking

- Central role of national government
- Crucial role of “other influencers”
- Mobility as an essential building block
- Ongoing dynamism
- Effectiveness?



Assessing Policy Effectiveness

- A formidable challenge
- A matter of urgency

Assessing Policy Effectiveness

- Outputs
- Outcomes
- Impact

Assessing Policy Effectiveness

- Quantitative methodologies
- Quantitative evidence
- Immediate results versus longer-term assessment
- Subjective and objective data

Factors Limiting or Enhancing Policy Effectiveness

- Funding
- Implementation modes
- Policy interplay and alignment
- Convergence between policy objectives and institutional priorities

Factors Limiting or Enhancing Policy Effectiveness

- Shorter- versus longer-term commitments
- Investments in students versus faculty or institutions
- Global policy trends

Future Trends?

- Does scope matter?
- Where do access and equity fit in?
- How best to measure the “uncountable?”
- How do we deal with (leverage) failure?

Clarity ★ Commitment ★ Flexibility

Future Trends?

- “We are not alone”
- “Intelligent internationalization”
- “Global competence for all”

U.S. Policy Context

- Decentralized government, decentralized higher education system
 - No Ministry
- Policies administered by numerous agencies
- Tied to agency mission and goals
- HE internationalization more a bi-product of policies than intended goal

Federal Policy Mechanisms

- Legislation
 - State (ECA): Fulbright-Hayes Act (1961)
 - Education: Fulbright-Hayes Act, Title VI of the Higher Education Act (1965)
 - Defense: David L. Boren National Security Education Act (1991)
- Executive action
- Agency-designed initiatives

U.S. FEDERAL GOVERNMENT POLICIES AND PROGRAMS FOR HIGHER EDUCATION INTERNATIONALIZATION

Type		Policy/Program	Agencies
1 Student Mobility	<i>Inbound mobility</i>	Scholarships	State
		Visa policies	State, Homeland Security
		"Study in" initiatives	State, Commerce
	<i>Outbound mobility</i>	Scholarships	State, Education, Defense, NSF
		Financial aid policies	Education
	<i>Bilateral or regional mobility</i>	Bilateral cooperation agreements	White House, State
2 Scholar Mobility & Research Collaboration		Individual fellowships	State, Education
		Project-based grants	NSF, Education, other grant-making agencies
		Regulation	Commerce, among others
3 Cross-Border Education		Grants to institutions	State, Education, USAID
4 Internationalization at Home		Grants to institutions to develop language and area studies	Defense, Education

Toward a Comprehensive Policy?

- Previous calls by ACE and others
- But:
 - Diversity and size of U.S. higher education system
 - Decentralization of federal government
 - Where would funding come from?
- Recommendation: *“A broad, well-coordinated set of well-funded initiatives that support comprehensive internationalization of U.S. higher education.”*

A Focused Effort

Inter-agency coordination

- Dedicated **coordinating body** including key relevant agencies
 - Broader scope than mobility
- Holistic, strategic **analysis and evaluation** of existing programs
- **Operational** level also
 - E.g. EducationUSA and Commerce
 - Centralized information

A Focused Effort

Engagement with the higher education community

Interplay with institutional “foreign relations policies”

Why Internationalize? *Mapping 2011*

Student preparedness for global era	75%
Diversify students, faculty, staff	48%
Public demand for global competitiveness	45%
Become more attractive to prospective students	28%
International development	21%
Pursue new revenue streams	16%
Raise int’l reputation & rankings	4%
Participate in U.S. diplomacy efforts	1%

A Focused Effort

Global competence for all

- “Improving student preparedness for global era” goal for *all* students
- Heavy policy focus on mobility, but less than 10% study abroad rate
- More attention to internationalization at home needed
 - Especially for faculty development

A Focused Effort

Funding

TABLE 1. Fiscal 2015 Spending on Internationalization-Related Programs

Department	Amount Spent
State Department	\$589.9 million ¹
Department of Education	\$72.2 million ²
Defense Department (Language training only)	\$48.5 million ³
Total	\$710.6 million

TABLE 2. Annual Funding for Government Programs and Initiatives

Government Programs and Initiatives	Annual Funding (in U.S. Dollars)
King Abdullah Foreign Scholarship Program (Saudi Arabia)	\$6 billion ¹
Erasmus+ (European Union)	\$2.4 billion ²
Brazil Scientific Mobility Program	\$425 million ³
Becas Chile	\$100 million ⁴

A Sustained Commitment

- Advocacy needed by institutions, organizations and others
- Clear message about importance of *comprehensive* internationalization
 - Above and beyond individual agency goals

The future for internationalization of higher education holds considerable promise and opportunity. However, a sustained commitment to expanding and enhancing meaningful, workable policies and programs in this area is most urgently required.

The 2016 *Mapping Internationalization on U.S. Campuses* survey is LIVE!



- Only **comprehensive** source of data and analysis on U.S. higher education internationalization.
- Survey conducted every 5 years (2001, 2006, 2011).
- 2016 survey sent to **CAOs/Provosts** at 2900+ degree-granting, accredited institutions on February 9th.
- **You can help!**
 - Encourage your provost to complete the survey promptly.
 - Provide requested statistics & information.

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