



2017

ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS  
ANNUAL CONFERENCE

**Navigating the boundaries between  
different national approaches to  
internationalization**

Douglas Proctor, University College Dublin

Markus Laitinen, University of Helsinki & EAIE

Christopher Johnstone, University of Minnesota

# National approaches to IZN

- Why is this important to SIOs?
- National context > institutional context
- Global/international context > IZN context
- Clear information channels exist
  - Press, academia, economic forecasting, Uni World News, World Education News and Reviews (WENR)...



# National policies - analysis

- The shape of global higher education: national policies framework for international engagement. Ilieva, Janet; Peak, Michael. British Council. 2016. [26 countries]
- Internationalizing higher education worldwide: national policies and programs. Helms, Robin Matross; Rumbley, Laura E.; Brajkovic, Lucia; Mihut, Georgiana. American Council on Education. 2015.
- Internationalisation of Higher Education: Study. De Wit, Hans; Hunter, Fiona; Howard, Laura; Egron-Polak, Eva. European Parliament. 2015. [17 countries]
- And many more at [www.idp.com/researchdatabase](http://www.idp.com/researchdatabase)



# National approaches to IZN

- How does global/national context influence approaches to IZN?
  - Institutional culture
  - National culture/approach
- How does IZN differ in Europe, North America, Australia...?
- Do we understand it in the same way?



# Key discussion points

- How do you keep up-to-date on the diversity of global policy frameworks for #intled?
- Do you agree that different national approaches to IZN exist?
- If so, in what way do they shape the choices made by individuals and institutions about their international engagement?

# National policies – Australia

- National Strategy for International Education 2025
- Australian International Education 2025□ market development roadmap
- New Colombo Plan
- Australia Global Alumni Engagement Strategy





# **Institutional approaches - Australia**

- 300,000 international students in universities
  - 25% of all enrolments
- Strong in outbound mobility
  - Now greater than 10%
- High levels of int'l research collaboration
  - 50.1% international collaboration in research (Scopus data, 25 Jan 2015)



# Institutional approaches - Australia

- Strong academic reputation
  - Internationalisation of the curriculum (Betty Leask)
  - Globalization & cosmopolitan identities (Fazal Rizvi)
  - International higher education (Simon Marginson)
- But Australia's overall reputation??
  - Entrepreneurial – commercial – competitive - aggressive – opportunistic - focus on student recruitment & export revenue





# Why this approach in Australia?

- Reductions in government funding
- Desire for self-sufficiency and independence from government
- A certain addiction to discretionary revenue?
- Distance/isolation & cost of travel work against learning abroad/faculty involvement
- Truly multicultural society



# Want to know more?

Proctor, D. & Arkoudis, S. (2017).  
*Internationalisation of Australian Higher Education: Where to from here?*.

In French, S., Kelly, P. & James, R. (Eds.),  
**Visions for the Future of Australian Tertiary Education**, Melbourne Centre for the Study of Higher Education, University of Melbourne, Australia

Book launch in Melbourne this Friday

# Internationalisation in Finland and at the University of Helsinki

Markus Laitinen, 22.2.2017



# European internationalisation policy landscape

- Higher Education is the responsibility of member states
  - No provision for HE in EU treaties, but yes for research
- Yet, we have Erasmus
  - 20% goal for student mobility
  - New, post 2020 programme planning just starting
- Yet, we have the Bologna process
  - EHEA has broader geographical scope than EU
- "International" has different meanings



# Finland: setting the scene

- Large country with small population
- Linguistically unique
- Relatively low immigration
- 14 public universities, no privates
- Relatively strong guidance from MoE
  - Also when it comes to internationalisation
- Traditionally no tuition fees



# Changing priorities for internationalisation in Finland

- Student exchange (started in late 80's)
- International degree seeking students (started in late 90's)
- Broadening of the agenda (started in 2000's)
  - Recruitment of international staff
  - Rankings
  - Internationalisation of research
  - Transnational education, or export of education
  - Global social responsibility
  - Introduction of fees for non-EU students 2017



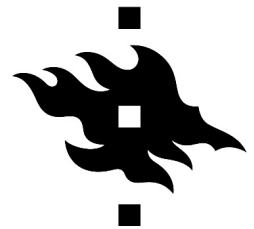
# Explicit national internationalisation strategies in Finland

- IHE Internationalisation Strategy 2009-2015
  - Thematics:
    - Genuinely international HE communities
    - Increasing quality and attractiveness
    - Export of education
    - Supporting a multicultural society
    - Global social responsibility
  - No real geographical priorities, very little money
- New strategy 2017->
  - Still in the works, but thematics include:
    - Increasing Finnish competitiveness
    - Excellence-initiative
    - Country-level profiling
    - Digitalisation and internationalisation



# University of Helsinki: setting the scene

- Research-led
- Comprehensive (excl. Business, Engineering and Fine Arts)
- Officially bilingual, in reality trilingual
  - English-taught programmes: Master's and Doctoral
- Few key figures for internationalisation
  - 20% students study abroad
  - 10% Master's students, 20% Doctoral students from abroad
  - 22% of faculty are non-Finns
- Practitioner of Embedded Internationalisation since :
  - No separate internationalisation strategy, but very international Strategy
  - No international office
  - Very internationally engaged





**GLOBAL IMPACT**  
**INTERNATIONALISATION AT THE**  
**UNIVERSITY OF HELSINKI**  
**2017-2020**

<http://www.helsinki.fi/globalimpact/en.html>

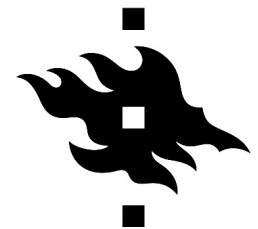


# UH Strategic Internationalisation Targets 2020



# Main UH quantifiable internationalisation targets 2020

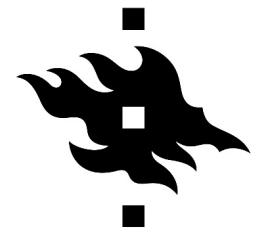
- International research funding 50 Million Euro (now 30)
- Growth rate of high-level publications 15% (now 2700)
- Average ranking 50 (now 77)
- Ratio of international faculty 30% (now 22)
- Ratio of international Doctoral Students 35% (now 20)
- International student mobility
  - Change from headcount to credits; target not yet set





# Other items of strategic importance for UH

- China and Russia
- Integrating students and faculty into university community
  - UH as multilingual and multicultural university
- LERU
- Strategic Partnerships
- Successful introduction of fees for non-EU students
- Transnational Education





# Internationalization at the University of Minnesota

**Christopher Johnstone**



# Three Great Strengths of US Higher Education (Gorsky)

- Decentralization
- Program flexibility (major and liberal education requirements)
- Diversity



# Oversight

- Limited Federal oversight (behavior change through incentives)
- Professional accreditation organizations establish norms in disciplines and fields
- State level “policy” primarily in the form of funding for state institutions
- Institutions govern themselves
- Market forces and and US litigious culture drive internal policy

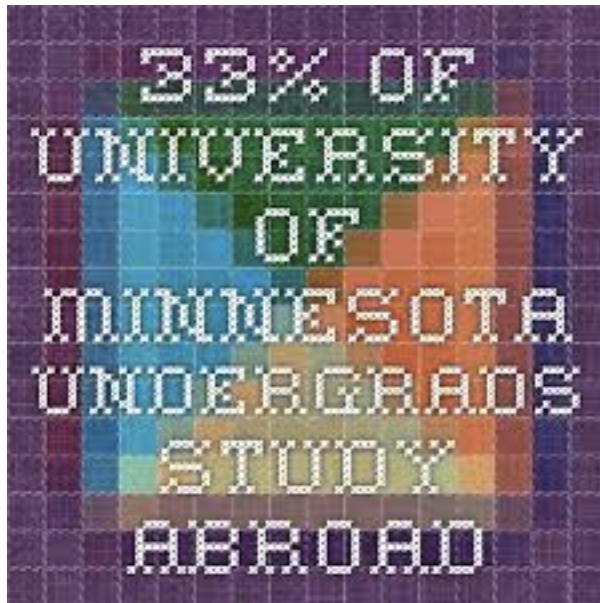


# Internationalization at UMN



- Student mobility
- Partnerships
- Faculty engagement (research driven at “local” level, some central funding, difficulties in learning where people were)
- Aligning of local aims (Grand Challenges, SLOs)

# Student Mobility



- ~2700 students study abroad annually
- ~300 programs (Choice!)
- MN Study Abroad Law



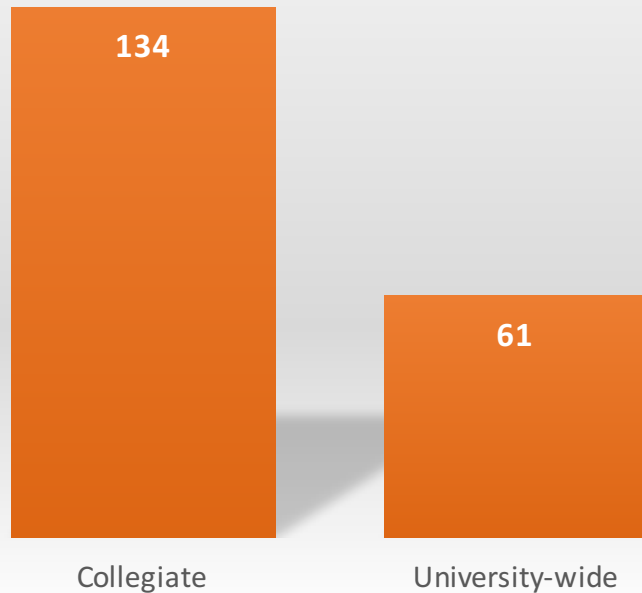
- ~7000 international students and scholars on campus
- Governed by US visa policy (documentation via SEVIS)
- Tension: Tuition \$



# Partnerships

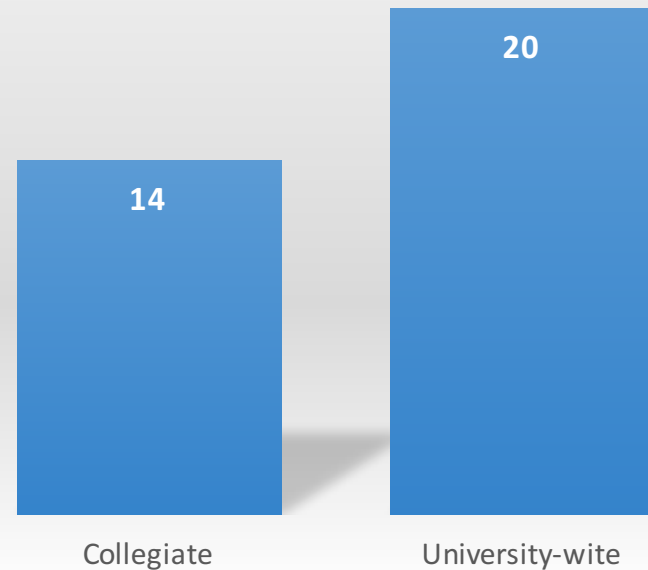
## MOUs (Non-China)

■ MOUs (Non-China)



## MOUs with Chinese Universities

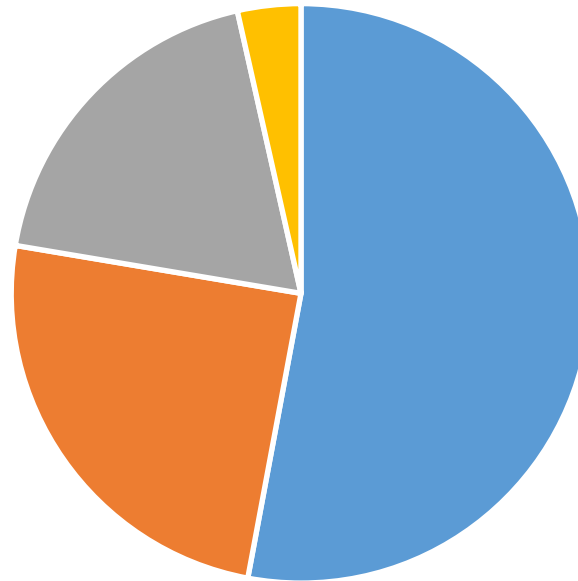
■ MOUs with Chinese Universities





# Faculty Travel

% of Faculty Travelers



■ Attending meetings/Conferences ■ Other meetings ■ Research ■ Travel with Students

## Challenges:

- Knowing where faculty are (registration system)
- Leveraging faculty for broader institutional goals

# Aligning Decentralized Goals Under Centralized Umbrellas

Grand Challenges Research and Curriculum

Student Development Goals

Carnegie Engaged University



# UNIVERSITY OF MINNESOTA

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Jacob Campion  
Assistant Attorney General  
State of Minnesota  
Suite 1100  
445 Minnesota St  
Saint Paul, MN 55101-2128

February 9, 2016

Dear Mr. Campion:

We are responding to your recent request for information submitted pursuant to the Minnesota Government Data Practices Act ("MGDPA"), Chapter 13 of the Minnesota Statutes. We appreciate that the timing of your demand drives your use of specific inquiries rather than more traditional requests for documents. As a legal matter, we reserve our objection to your question format and the limited time within which the University is asked to respond. While we are doing our best to comply on short notice, please know that while I have made an array of inquiries to be responsive, I am not in a position to certify the completeness of these responses.

Each request is reprinted below followed by our response, which is provided to the best of our ability to gather the requested information:

**Request:** Please identify the number of students enrolled at the five University of Minnesota

## US Department of Education International Education Strategy 2012-2016

- **“It is essential that we are all able to communicate and work with neighbors, coworkers, and friends with different cultural traditions and perspectives. Such interpersonal skills and an appreciation for diverse viewpoints will facilitate civil discourse and a cohesive society.”**



# Discussion

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