



AIEA PRESIDENTIAL PERSPECTIVES

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1. How would you describe the role of internationalizing higher education today?

The role of internationalizing higher education today is to promote global awareness, intercultural understanding, and cross-border collaborations. As Senator Fulbright famously said, it builds a “reservoir of good will,” words which remain true today. It also aims to prepare students to be globally competent and responsible citizens and to advance research and innovation by fostering international collaborations. For many students who cannot study abroad for whatever reason, having a globally attuned curriculum, international students on campus, or international faculty can bring these benefits home.

2. How do you think internationalization helps students, faculty, and staff?

Internationalization helps students, faculty, and staff by exposing them to diverse perspectives, cultures, and languages and by preparing them to launch or advance careers in a global marketplace. It also aids them by developing intercultural communication skills, building global networks and collaborations, enhancing research and teaching quality through international partnerships, and attracting and retaining talent from diverse backgrounds.

3. How do you see the role of senior leaders and the president in particular in internationalizing higher education?

As with every aspect of institutional vision, internationalizing must be embraced and strongly communicated by the President and senior leadership. In addition to setting a strategic vision and goals for internationalization, they must generate support through staffing, funding, and crafting of the mission. On a more practical level, they must allocate resources and establish partnerships to help achieve this vision. The President and senior leadership must also advocate for internationalization within and outside the institution, including providing leadership and support for international initiatives, supporting related research, language instruction, and ensuring compliance with relevant laws, policies, and regulations.





4. How is your institution measuring internationalization's contribution to meeting its institutional mission?

Our university measures internationalization's contribution by measuring enrollment of international students and the presence of international scholars. We also gauge student study abroad participation and program quality, as well as international research collaborations and funding. As part of our broader push into alternative credentialing, we are also planning a 'global badge' which would reflect achievements in international-oriented education programs. We have also greatly expanded the number of global partnerships and articulation agreements with international partners in recent years, which speaks to the success of our overall internationalization efforts. We also measure success by looking at the extent to which international diversity and inclusiveness has become fundamental to campus life and our curriculum, including, for example, the number and activeness of internationally focused student organizations.

5. What resources are necessary to make internationalization sustainable in higher education?

Sustainable internationalization efforts in higher education begin with a strongly articulated and embraced vision, supported by adequate funding for international programs, research, travel, and staffing, which collectively express the institutional commitment to diversity and inclusion. By its very nature, internationalization must also involve sufficient levels of collaboration and partnerships with institutions abroad, corporations, and foreign governments in order to succeed, all of which will depend to varying degrees on a suitable level of infrastructure and technology to support global communication and collaboration.

6. What might threaten progress toward the internationalization of higher education broadly and at your institution specifically?

Internationalization everywhere, including higher education, can be undermined by the forces of political instability, both domestic and international, including armed conflicts and political crises in regions where the institution has partnerships. Likewise, economic downturns and budget cuts may limit funding for international programs or shift market or institutional preferences away from international to domestic programs. Similarly, changes in government policies and





regulations affecting international students, scholars, or partnerships can dramatically impact progress toward internationalization. As we have learned all too well in recent years, global pandemics or health crises that disrupt mobility and collaboration can bring in-person programs to a virtual halt, though they can, and have created, new online options, which can create growth through other avenues. Finally, discrimination, bias, or xenophobia affecting the campus climate and inclusivity can undermine progress.

7. What do you see as an ideal intra-institutional relationship for advancing internationalization?

An ideal intra-institutional relationship should be based on collaborative leadership and decision-making across departments and units, as well as clear and shared goals, policies, and procedures for international programs and activities. Also essential is regular communication and information sharing among stakeholders. There should also be cross-institutional opportunities for faculty, staff, and student engagement and participation. Finally, there should be sufficient mechanisms for the evaluation and assessment of international initiatives to ensure continuous improvement.

8. Is there anything else you would like to share with other college/university presidents and their senior international officers?

Given the many challenges that institutions of higher education face these days, it can be tempting to turn inward and focus only on local constituencies; however, it is important to bear in mind that virtually every educational mission can be enhanced, institutions strengthened, and students well served when we foster a culture of inclusion, diversity, and global awareness on campus that also extends abroad. To do that, it is necessary to intentionally develop and nurture partnerships with institutions and organizations worldwide. It should again be emphasized that that leadership must set firm expectations to encourage and support faculty and student mobility and research collaborations, while empowering them with adequate resources, and setting an agenda to advocate for policies and regulations that promote internationalization. As with every significant institutional initiative, it is critical to nurture a culture of assessment, including the monitoring and evaluation of the impact of international initiatives on meeting institutional mission.

