

# Internationalization: History, Definitions, and Data

The “What” and “Why” Issues

For years “international education” referred to a set of disparate, somewhat marginal activities in higher education:

- Taking some students “in” & sending others “out”
- Teaching some students another language
- Relevant only to certain types of institutions, disciplines, and students
- Sometimes connected to “technical assistance” projects in the developing world
- Central neither to the institution nor to student learning
- Not of great interest to most faculty (in the U.S.)

“Over the last two decades, the concept of [international higher education] has moved from the fringe of institutional interest to the very core.” (Brandenburg & deWit 2011)



# ACE Mapping Internationalization on U.S. Campuses: 2017 Edition

	Doct.	Master's	Bacc.	Assoc.	Special Focus	Total
Yes	91 %	80%	80%	65%	65%	72%
No	7	19	19	19	30	26
Already a leader in IZN	2	1	2	2	4	2

During the last three years (2012-13 to 2014-15) has the level of internationalization **accelerated** on your campus?  
*(Percentages of institutions in each category)*

## What led to this change?

### Forces external to academia:

- **Globalization** of all professions, communities, economies, nations
- Restructuring of **international relations** after Cold War, end of colonialism
- Growth of **global communications** and networks
- Growing awareness of **global nature** of many social, environmental, economic, and health issues

## What led to this change?

### The global reorganization of academia itself:

- **Greater student #s** worldwide (massification) with greater student mobility across nations
- **Global nature** of science, scholarship, & the professions
- **Postcolonial perspectives** on knowledge
- Spread of **excellent institutions worldwide**
- Rise of **regional/global higher ed networks & rankings**
- Greater need to **generate income**, hence seeking new student markets and offering programs abroad
- Rise of **globally-delivered, commodified forms** of higher education
- Possibilities opened by **IT** for globally connected teaching and research
- Etc.

# A new phrase or word was needed.

“...there has been so little concern for a ... precise definition [of international education]...because each constituency has seen international education from a different perspective, and rarely have they had the need to see it as a whole”

Stephen Arum & Jack Van De Water 1992

# First known use of “internationalization” for academia

“the international content of curricula, the international movement of scholars and students concerned with training and research, and the arrangements that engage a system of education cooperation programs beyond its national boundaries”

Maurice Harari 1977



IZN's definition is a moving target.



# IZN caught on more quickly in Europe than the U.S.

“the whole range of processes by which education becomes less national and more international oriented”

European Association of International Education 1989

# Soon, the classic North American definition.

“integrating an international and intercultural dimension into the teaching, research and service functions of an institution”

Jane Knight 1994

[“the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education” 2004]

# But many others are out there...

## IZN as:

- Inward infusion
- Outward engagement
- Part of globalization (including its downside)
- Antidote to downside of globalization
- Building a global system/network of higher ed
- Quality enhancement
- Global positioning
- Changing modes of knowledge production
- Part of national strategies for development
- And so forth

# CIGE Model for Comprehensive Internationalization

A **strategic**, coordinated process that seeks to **align and integrate** international policies, programs, and initiatives, and positions colleges and universities as more **globally oriented** and **internationally connected**.



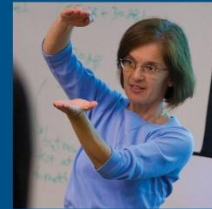
Articulated  
institutional  
commitment



Administrative  
leadership,  
structure, and  
staffing



Curriculum,  
co-curriculum,  
and learning  
outcomes



Faculty policies  
and practices



Student  
mobility



Collaboration  
and  
partnerships

← COMPREHENSIVE INTERNATIONALIZATION →

# ACE 2017 Survey: What are your top 3 reasons for internationalizing?

	All HEIs
Improve student preparedness for a global era	71%
Diversify students, faculty, staff on campus	56
Attract more students, at home & overseas	38
Raise international reputation & ranking	9
Support institutional accreditation	6
Generate new revenue for the institution	32
Contribute to international development	12
Maintain U.S. competitiveness	5

# ACE Lab has revealed these additional reasons:

- To become more intentional & strategic about international work
- To survey, build upward on, and integrate existing international activities
- To prepare **ALL** students for globalized lives/professions
- To spread international perspectives to more disciplines
- To expand experiential global learning opportunities
- To elevate research & scholarship
- To rethink institutional mission on a global landscape
- To serve the international needs/interests of community

# Conceptions & reasons for IZN vary around the world.

For example,

Internationalization “is seen as a means by which **Indian** higher education can address the **supply-demand gap**, remedy the **low quality of teaching** and learning..., **accelerate research** and innovation, prepare students to be **competitive in the global labor market** ... and **enhance [institutional] profiles** internationally and domestically.”

(Lakshmi Iyer 2017)



# International Association of Universities 2014 Survey: Top 3 Benefits of Internationalization

	Global	Africa	Asia & Pacific	Europe	Latin - America & Caribbean	Middle East	North America
Increased international awareness of students	1		1	3	3		1
Improved quality of teaching and learning	2	3	2	1	2	1	3
Enhanced international cooperation and capacity building	3	2		2		2	
Strengthened research and knowledge production capacity		1	3			3	
Enhanced internationalization of the curriculum							2
Enhanced prestige/profile for the institution							
Increased international networking by faculty and researchers					1		
Increased/diversified revenue generation							
Benchmarking institutional performance to international of practice							

# Critique & Concern

- a) IZN's placement within institutional priorities
- b) Concerns about globalization in general
- c) The dark side of the way IZN has sometimes been carried out

## a) IZN's placement within institutional priorities

- Other initiatives viewed as more important
- Considered irrelevant by some disciplines
- Budgetary constraints
- Belief that existing international programs are sufficient
- Faculty already have too much on their plates
- Fear that IZN may just be a passing trend
- Humans rights and other ethical issues with countries proposed as partners
- Concern about academic quality of proposed partners

## b) Concerns about globalization in general

- Long-standing critical assessments
- Recent anti-globalist populism

## c) The dark side of how IZN has sometimes been carried out

- Students seen primarily as revenue, not properly supported
- Headlong rush into international work with insufficient knowledge; poorly planned projects; too much talk, not enough attention to carry-through
- Brain drain – of students, educated population, faculty
- One-sided exchanges, poorly planned branch campuses, academic imperialism
- Driven by issues of status, prestige, and monolithic ranking systems that widen gulf between “elite” institutions and others
- Benefits not equitably distributed among students, institutions, or nations
- Rise of inferior providers/institutions in rush to grab new student markets
- Homogenization of knowledge, excluding certain views
- Excessive and counterproductive competition among institutions and nations

# In this context,

- How have you heard “internationalization” used at your institution? Is the definition changing? Does it vary from person to person?
- What reasons, rationales, and goals have you heard for internationalization?
- What activities are considered to be part of internationalization?
- How might you approach the range of ideas about internationalization that exist at your institution?