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# Comprehensive internationalisation (CI): Possibilities, perspectives and practicalities

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AUHA Seminar on Comprehensive Internationalisation

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# Agenda

- **Shared understanding:** Defining our terms and placing key concepts in context
- **Food for thought:** Exploring one idea for a strategic approach to (comprehensive) internationalisation in higher education institutions
- **Implications for practice:** Working with administrative and academic colleagues to advance the internationalisation agenda

# Shared understanding: Terms and concepts

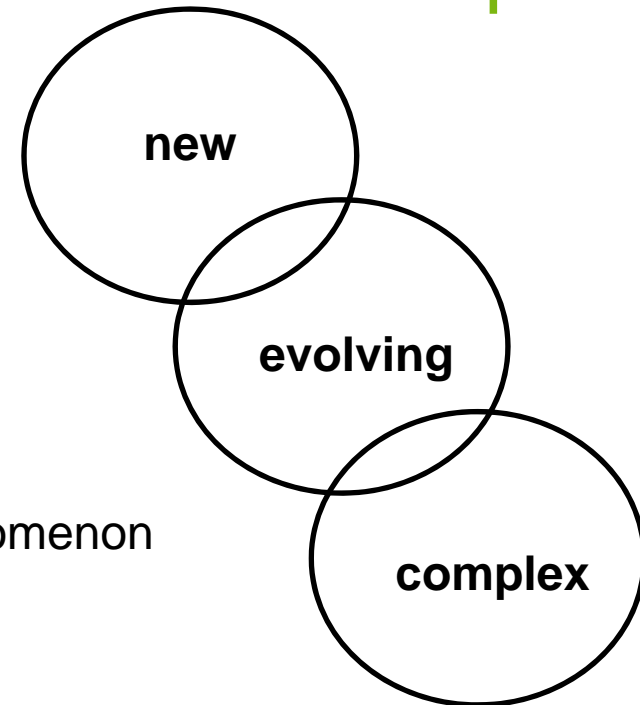
an area of professional practice

a matter of public policy

a field of scholarly research

a context-dependent/context-sensitive phenomenon

a process and a means to an end



# Shared understanding: Terms and concepts

## **A definition of internationalisation:**

“...the process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education.”

(Knight, 2003)



# Shared understanding: Terms and concepts

## A revised definition of internationalisation:



“...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.” (de Wit, Hunter, Howard, & Egron-Polak, 2015)

## Shared understanding: Terms and concepts

“...the process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education.”  
(Knight, 2003)

“...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.**”

(de Wit, Hunter, Howard, & Egron-Polak, 2015)

# Shared understanding: Terms and concepts

## A definition of internationalisation at home:

“ The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments. ”

— *Jos Beelen and Elspeth Jones (2015)*

 Internationalisation  
at Home



# Shared understanding: Terms and concepts

## **A definition of internationalisation of the curriculum:**

“ 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 programme of study.”

(Leask, 2015)





# Shared understanding: Terms and concepts

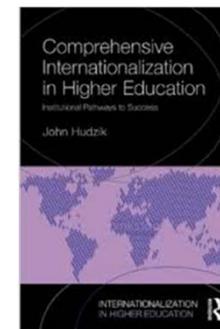
## “Comprehensive internationalisation” – American Council on Education

- *A Handbook for Advancing Comprehensive Internationalization* (2006)
- *Building a Strategic Framework for Comprehensive Internationalization* (2005)
- *Promising Practices: Spotlighting Excellence in Comprehensive Internationalization* (2002)

# Shared understanding: Terms and concepts

## “Comprehensive internationalisation”

- Hudzik, J.K. (2011). *Comprehensive internationalization: From concept to action*. Washington, DC: NAFSA.
- Hudzik, J.K. (2015). *Comprehensive internationalization: Institutional pathways to success*. Abingdon, Oxon, UK: Routledge.



# Shared understanding: Terms and concepts

## “Comprehensive internationalisation”

“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 [internal, institutional] life, but the institution’s **external frameworks of reference, partnerships and relationships**”

(Hudzik, 2011)

What is your experience/perspective?



On your laptop or tablet, please go to the following website:

**[PollEv.com/laurarumbley414](https://PollEv.com/laurarumbley414)**

OR

On your mobile phone, send this text

**LAURARUMBLEY414**

to **37607**





## I consider myself to...

Be a “relative newcomer” to  
the field of international  
education

Be “somewhat experienced”  
in the field of international  
education

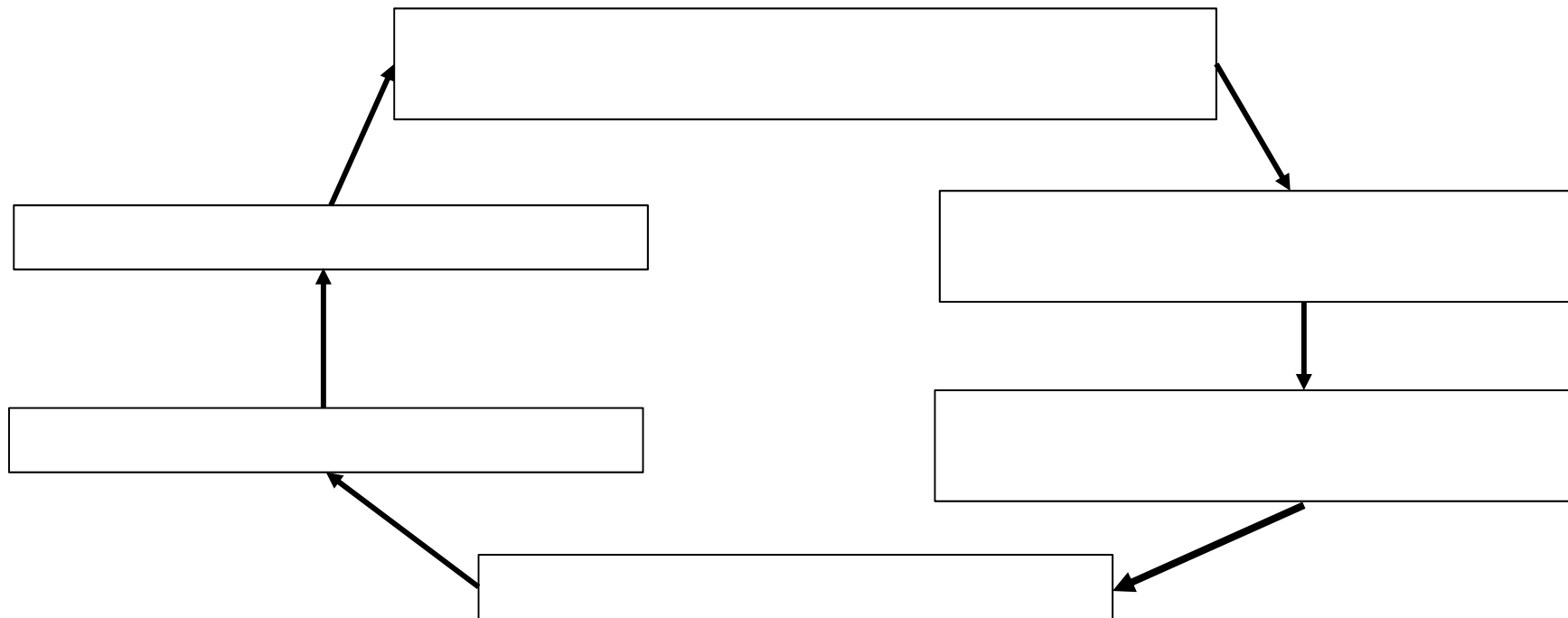
Have a “significant” level of  
experience in the field of  
international education

**When I think about "comprehensive internationalisation", I am most interested in learning more about...**



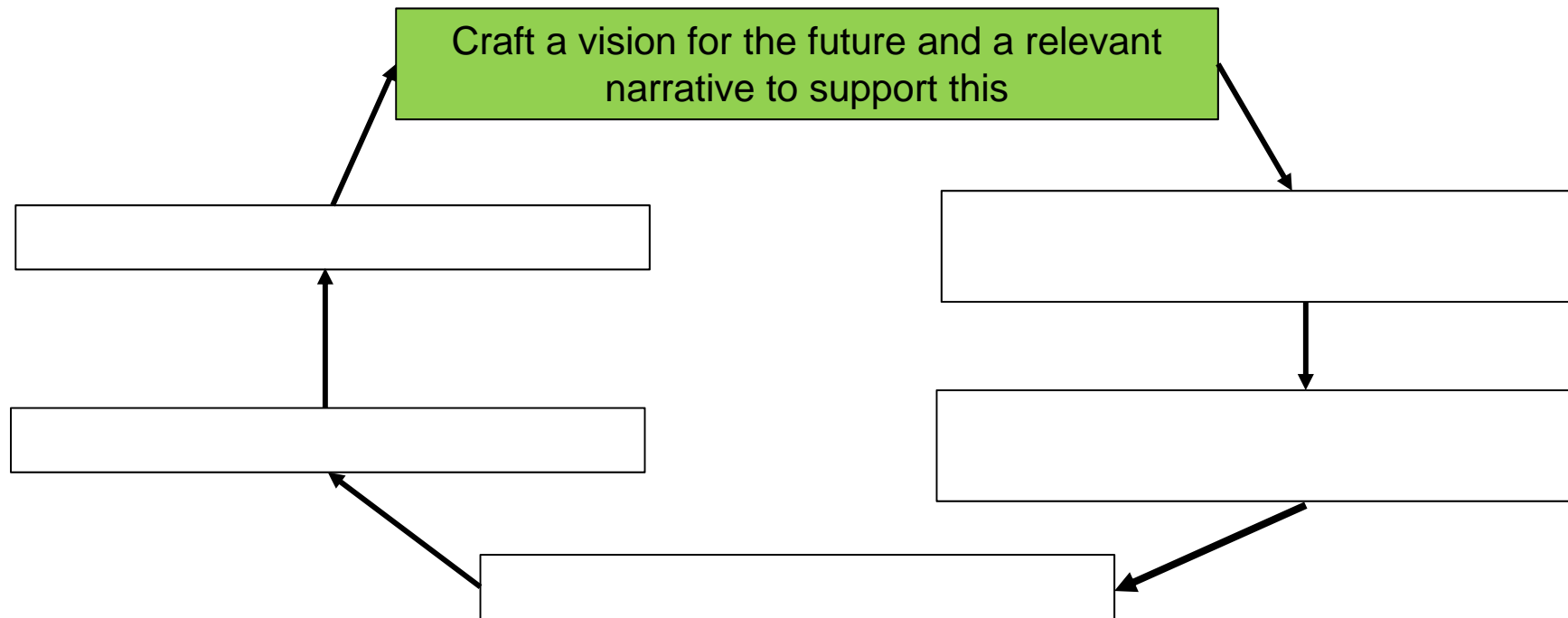
**By learning more about "comprehensive internationalisation," I hope to help my institution, programme or unit [do what? achieve what? evolve in what way(s)?]...**

# Food for thought: one way to approach to CI?





# Food for thought: one way to approach to CI?



## A vision for the future and a relevant narrative



An example from Boston College:

“To raise the presence and impact of the university in the city of Boston, the United States, and around the world.”

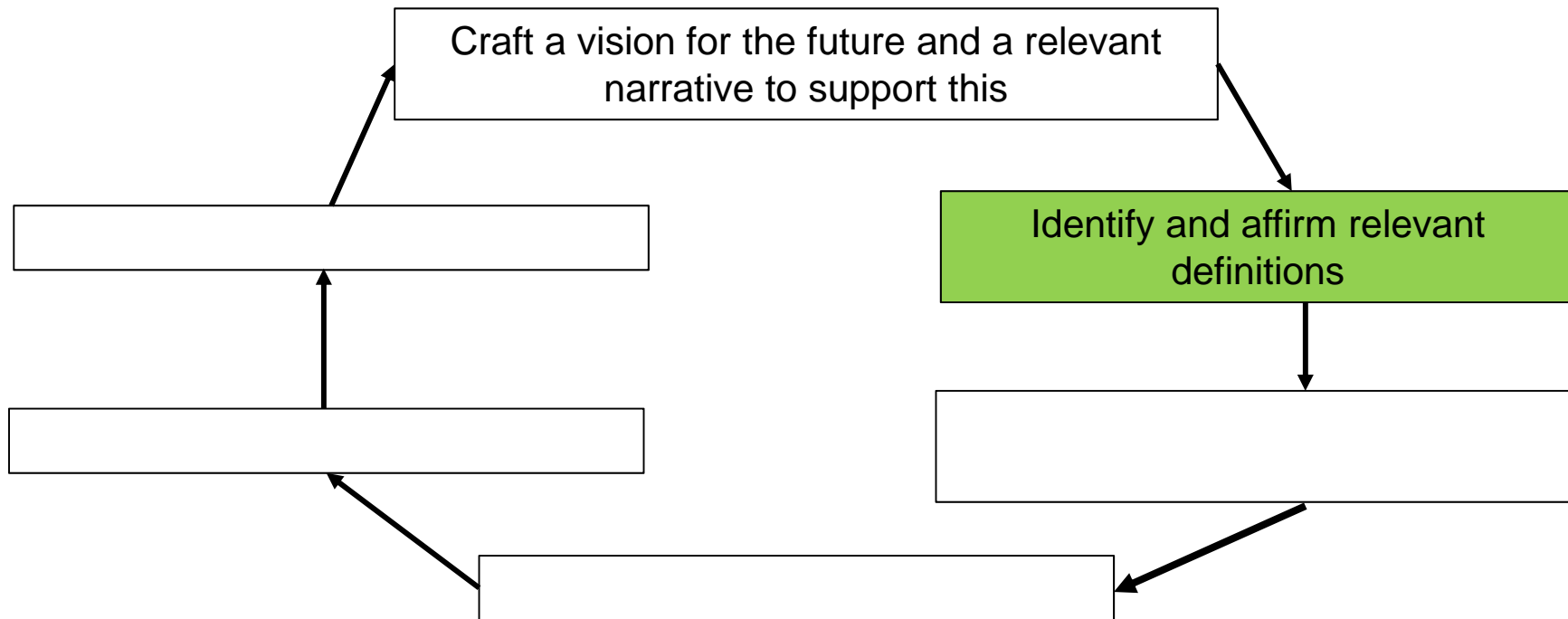
“Men and women for others”

“Ever to excel”

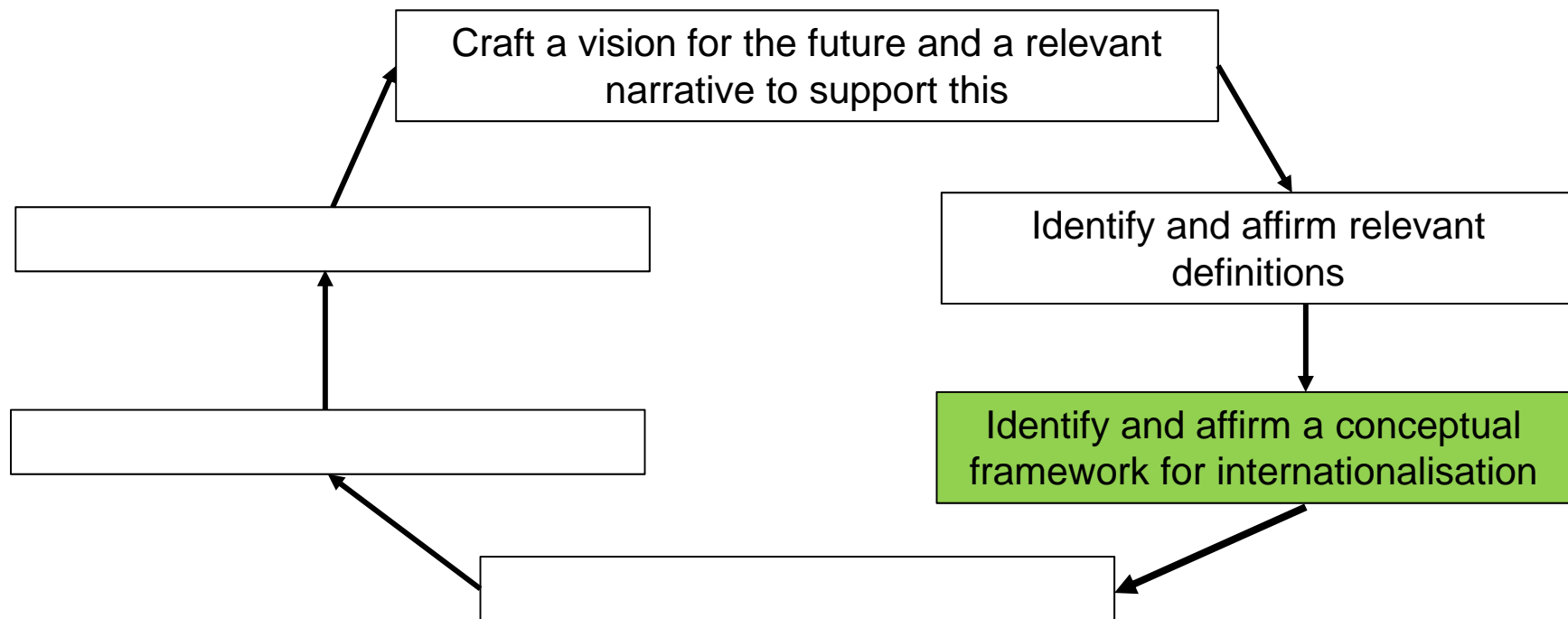
BC Global. Boston College Global Engagement Committee Report.

<https://www.bc.edu/content/bc-web/sites/global-engagement/about/Gereport.html>

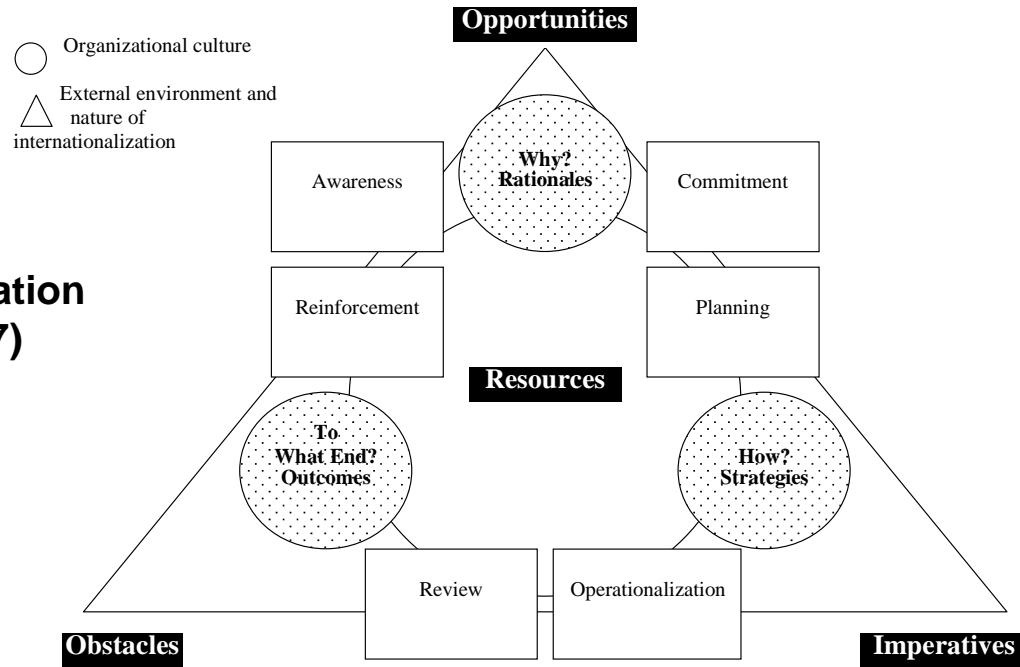
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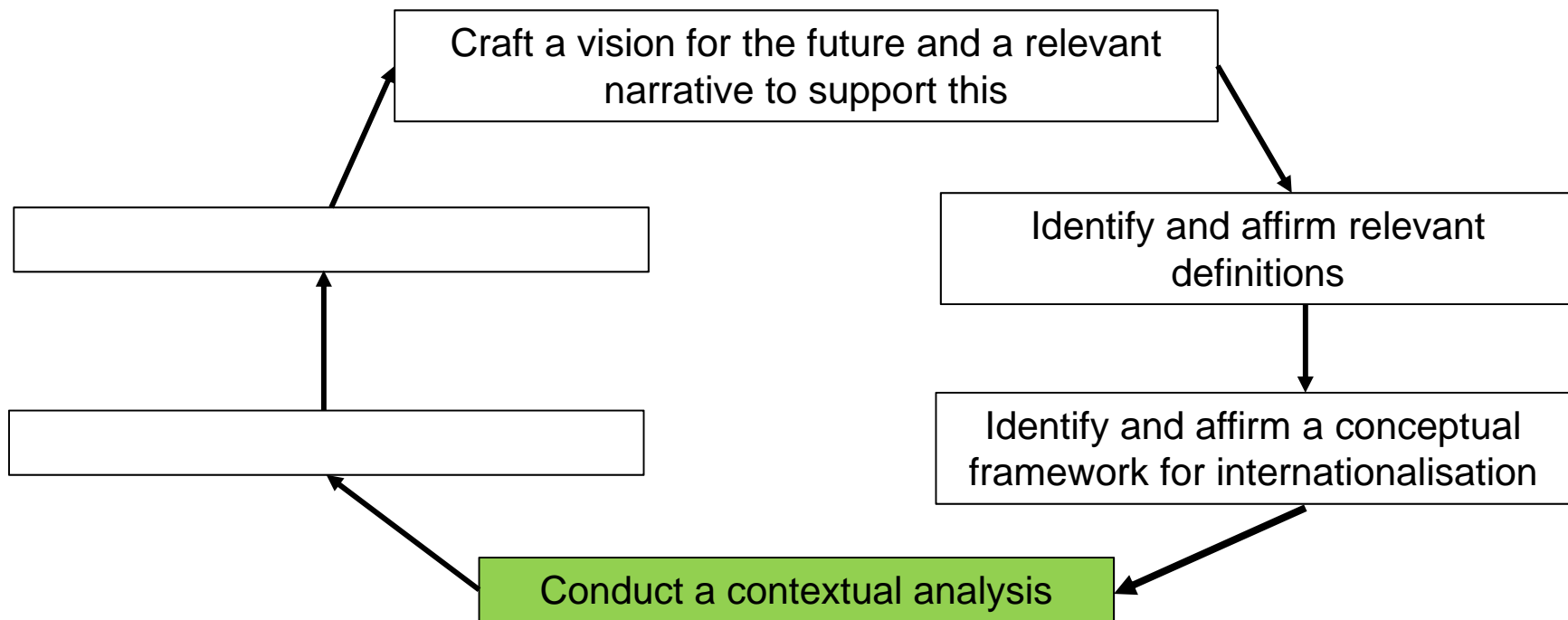


## Delta Cycle for Internationalization (Rumbley, 2007)



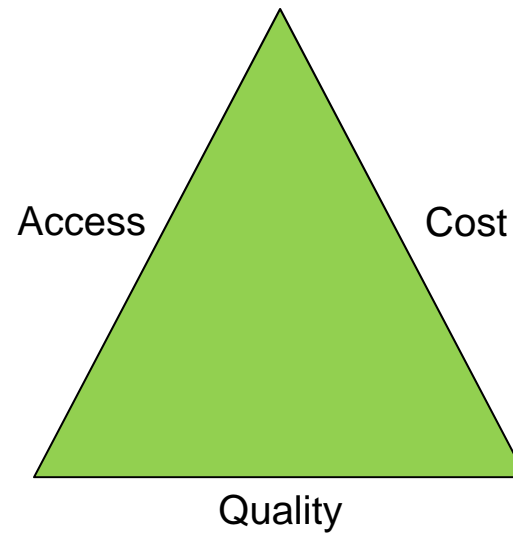
Delta Cycle for Internationalization (Rumbley, 2007)

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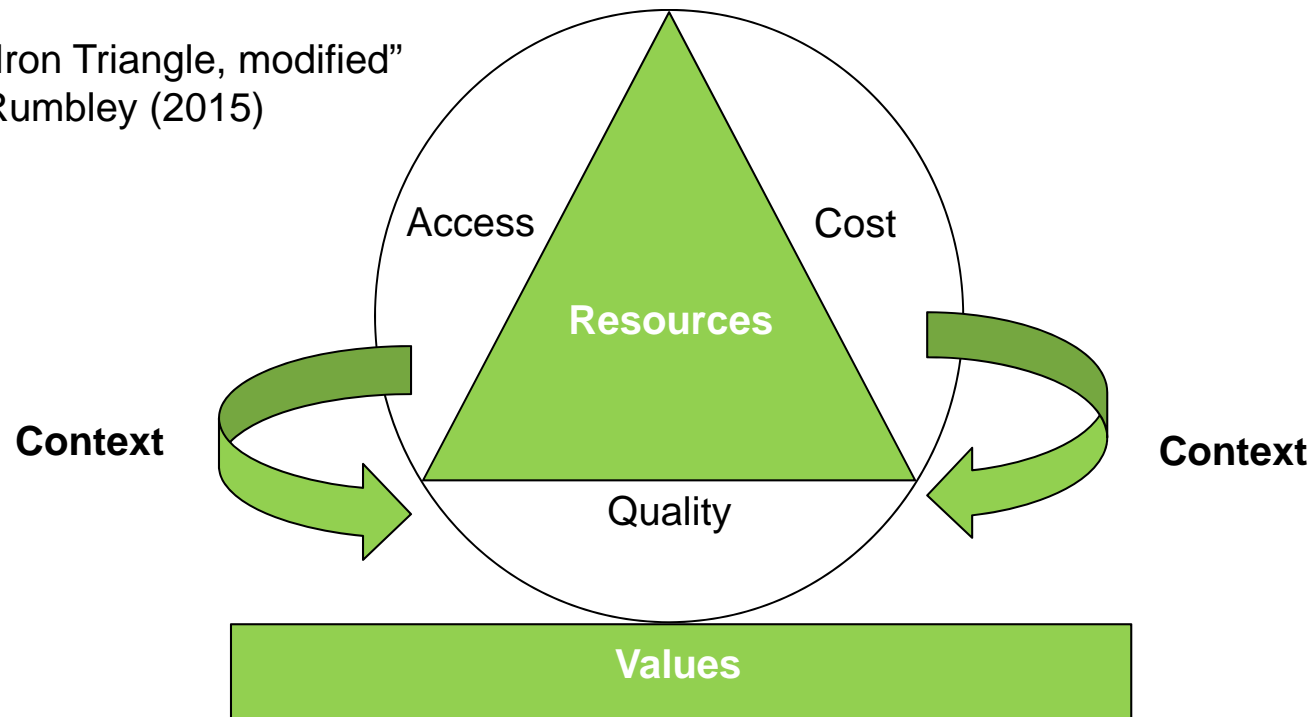
## One way of thinking about contextual analysis

“Iron Triangle”  
Daniel (2009)



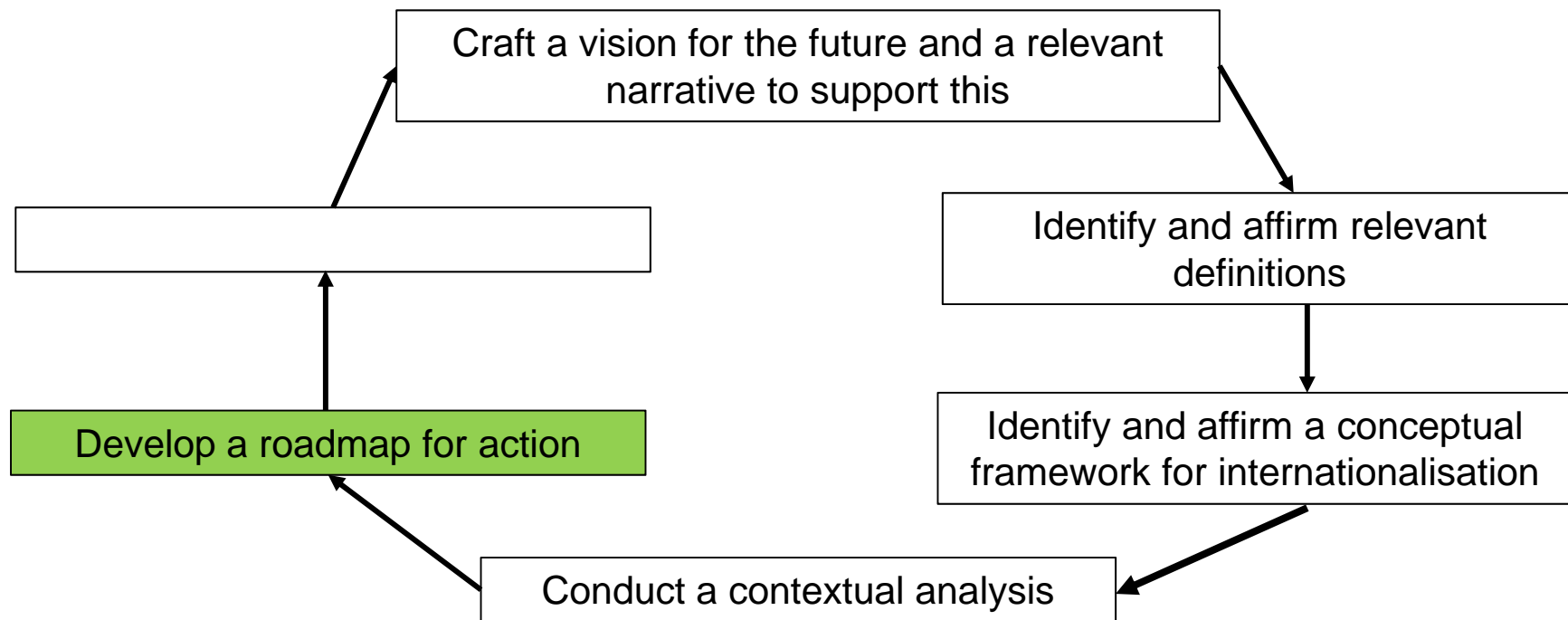
## One way of thinking about contextual analysis

“Iron Triangle, modified”  
Rumbley (2015)

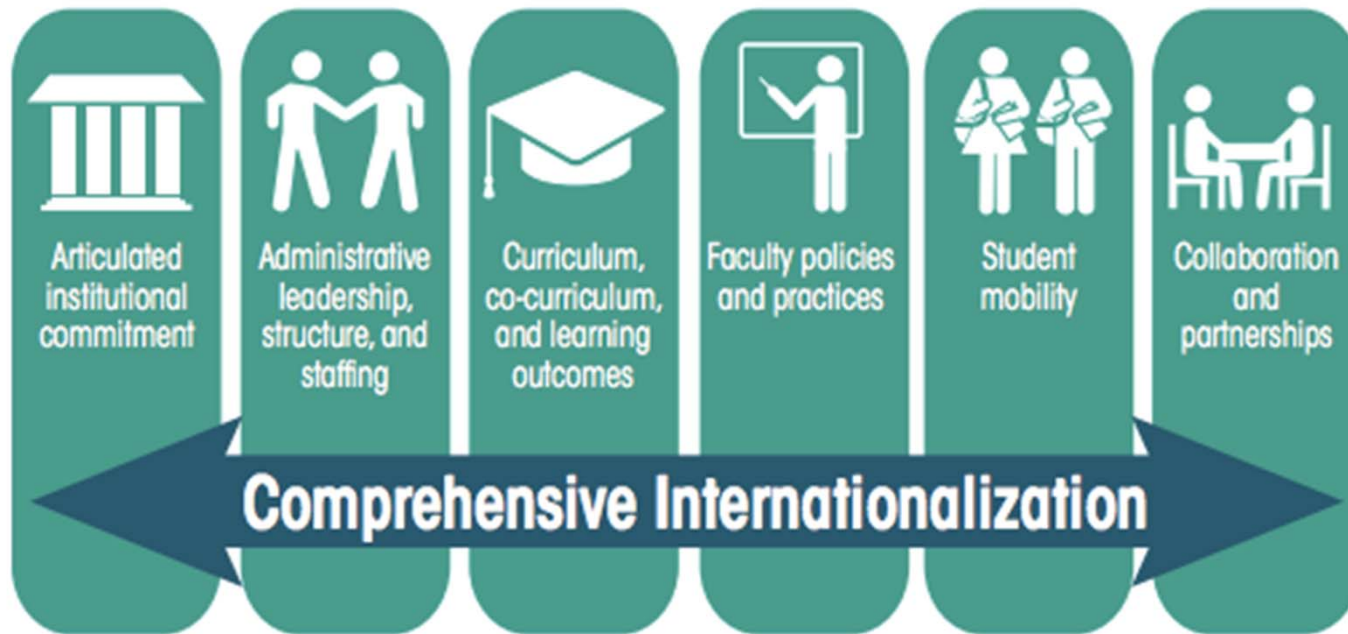




# Food for thought: one way to approach to CI?

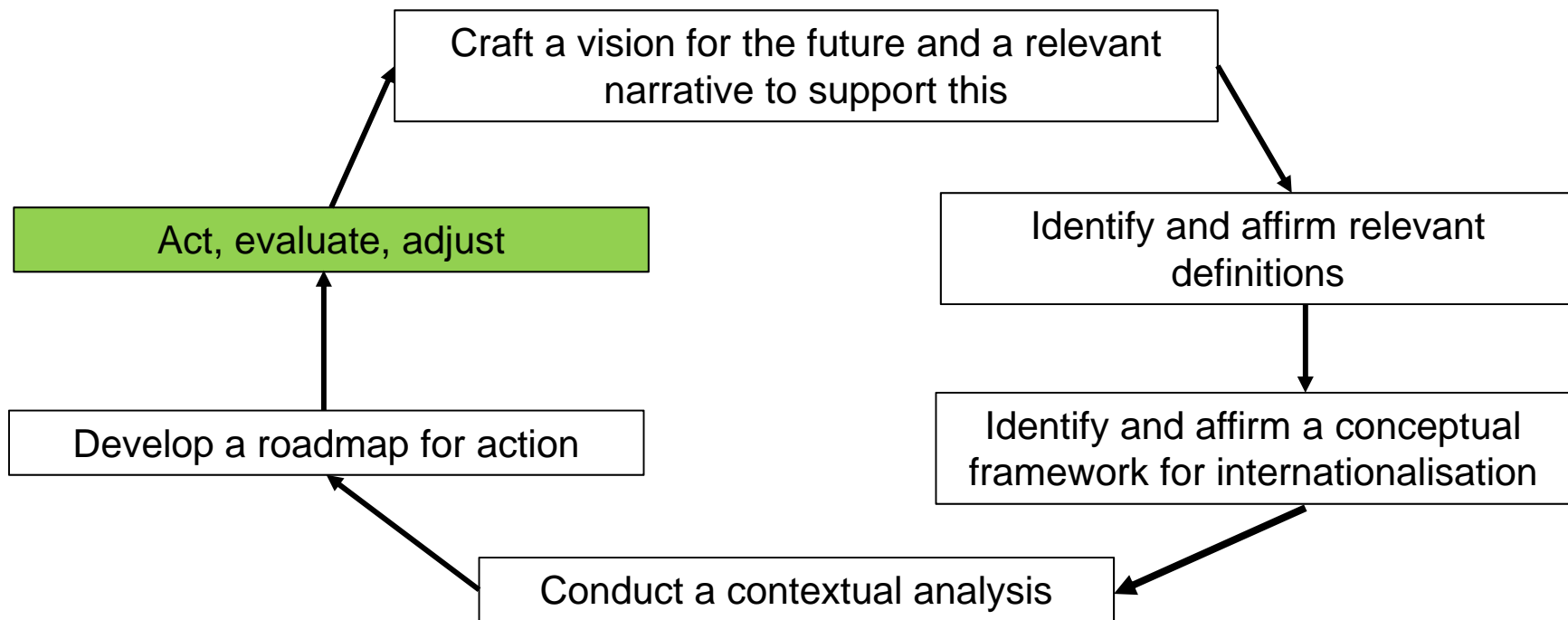


## A roadmap example



(Helms, 2015)

# Food for thought: one way to approach to CI?



## Act, evaluate, adjust

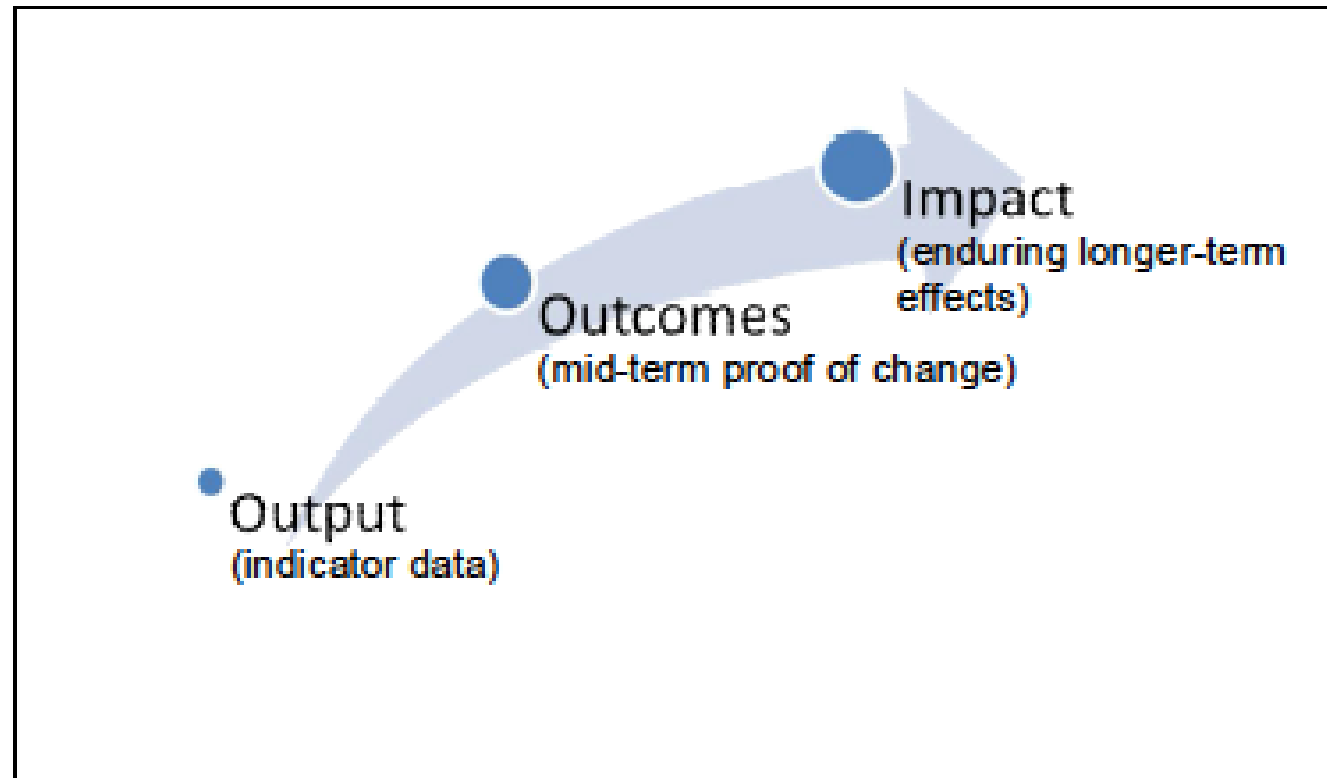
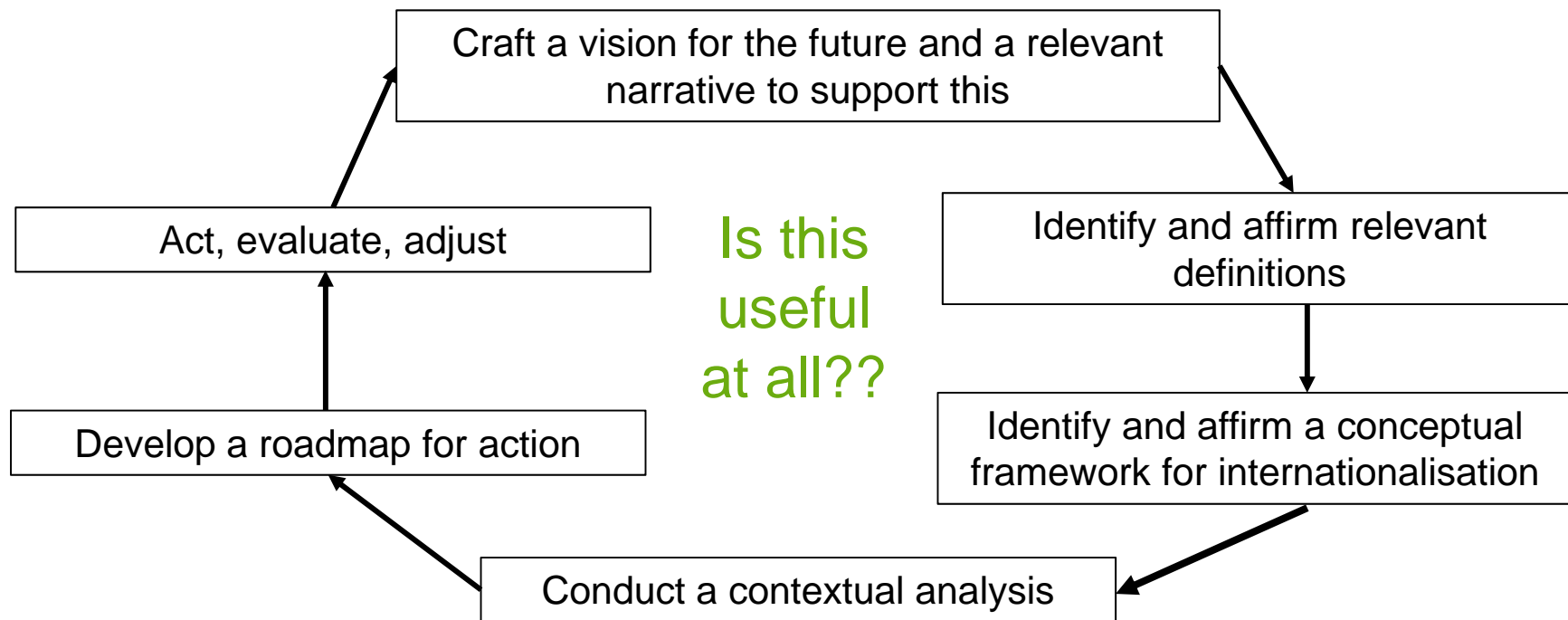


Figure 1. IMPI output-outcomes-impact continuum

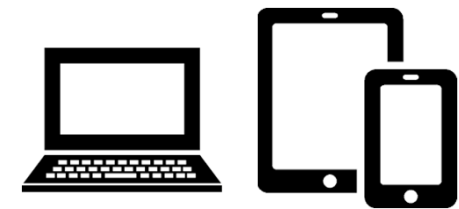
# Food for thought: one way to approach to CI?





## Implications for practice



What is the biggest challenge you face in implementing comprehensive internationalisation (internationalisation at home) in your institution?





**What is the biggest challenge you face in implementing comprehensive internationalisation (or internationalisation at home) in your institution?**

# Implications for practice

Four key issues in implementing internationalisation at home

1. **Proliferation of misconceptions**
2. Lack of strategies for implementation
3. **Lack of skills of lecturers**
4. **Lack of connection between stakeholders**

(Beelen, 2017)



## INTERNATIONALISATION AT HOME

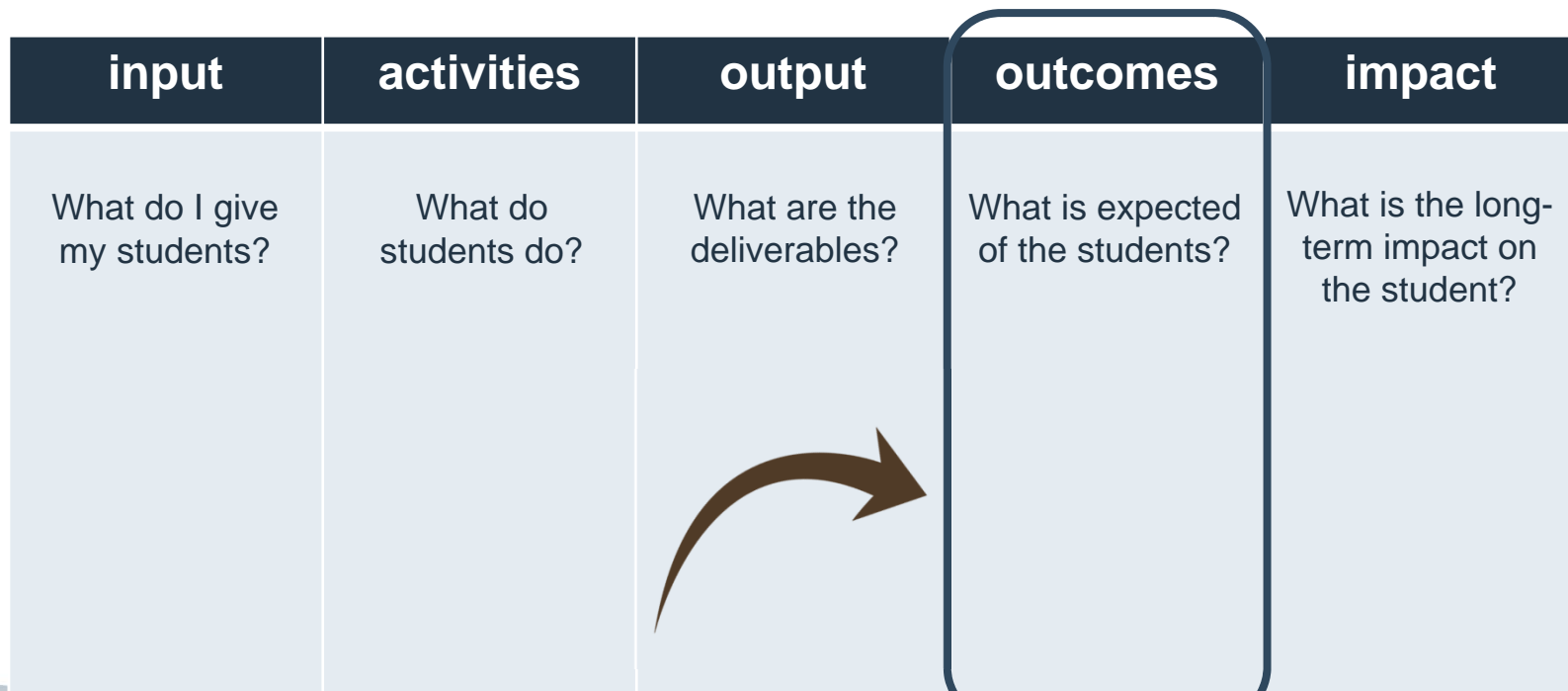
1. Offers all students global perspectives within their programme of study, whether or not they spend time abroad.
2. Moves beyond electives or specialised programmes.
- 3. Involves developing international and intercultural perspectives through internationalised learning outcomes in the formal curriculum.**
4. Is supported by informal (co-)curriculum activities across the institution.
5. Makes purposeful use of cultural diversity in the classroom for inclusive learning, teaching and assessment practice.
6. Creates opportunities for student engagement with 'cultural others' in local society.
7. Involves all staff, not only academics and international officers.
8. May or may not include teaching in English or another lingua franca.
9. Can include virtual mobility through online working with partner universities.
10. Fosters purposeful engagement with international students.

### 3. Involves developing international and intercultural perspectives through internationalised learning outcomes in the formal curriculum.

- Comparison of cases from different contexts
- Literature generated in different contexts: using non-local/non-Western literature
- Assessing cultural learning in projects
- Online collaboration
- Comparative research: approaches/practices from specific regions/countries
- Local and foreign guest lecturers
- Incoming student mobility: international classroom
- Projects in local community: cultural otherness
- Project with international companies & organisations
- Using international/global issues/themes: SDGs
- **Internationalising learning outcomes**
- **Internationalised assessment criteria**




## Constructive alignment is crucial



## It is the art of unpacking not adding

<b>Does your programme...</b>
include subject matter relating to international and intercultural perspectives (e.g. international case studies, examples, practices)?
refer specifically to international variations in professional practice and examine the cultural background of such practices?
is the content of the modules informed by research and practice from international, non-Western contexts?
include topics on ethical issues in globalisation such as social justice, equity, human rights and related social, economic and environmental issues?
compare and contrast international and cross-cultural research findings?
critically evaluate the cultural foundations of the body of knowledge in your discipline?
draw on cross-cultural databases and sources of information (e.g. journals, websites, blogs)?
ask students to critique the themes present in the discipline/profession from alternative international perspectives?

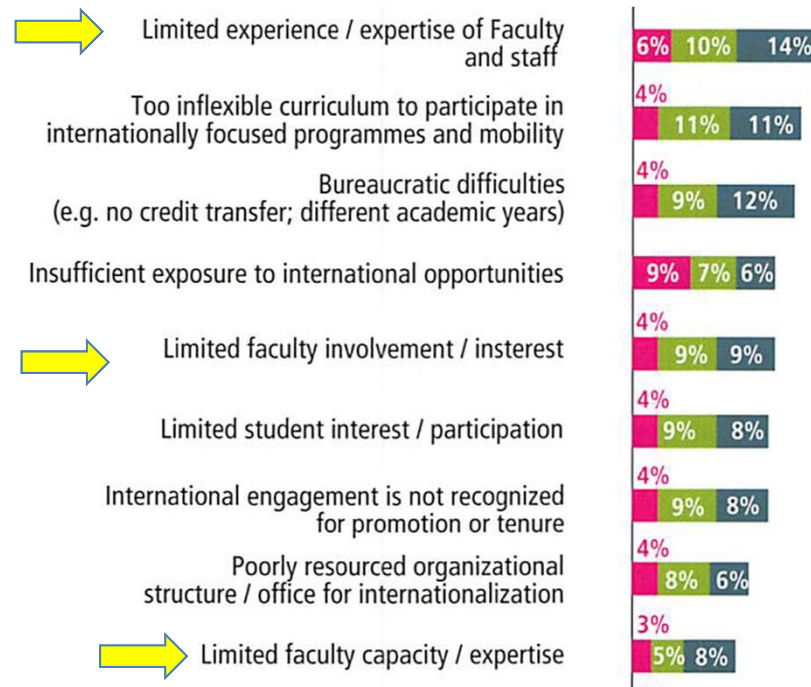


An example:  
Skin  
Therapy at  
THUAS

The existence of the independent profession of a skin therapist is only to be found in the Netherlands and a few other countries such as Australia. As it is a growing field, the programme is seeking for ways to broaden students' knowledge and scope on the different perspectives on skin treatments.

To this end, the programme has integrated an assignment as part of their curriculum for students to research how the profession or expertise is organised in other countries and from this comparison draw inspiration and create solutions which may also be applied by practitioners in the expanding Dutch context.

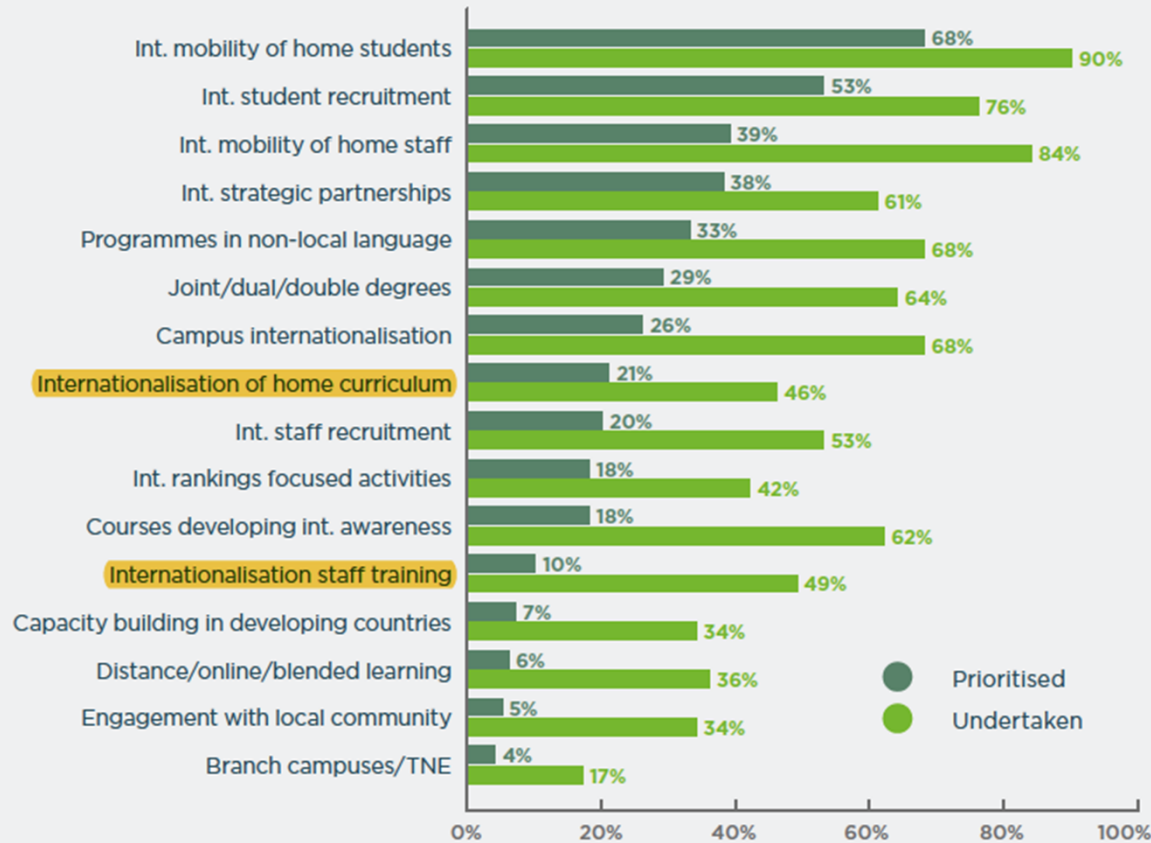
# Implications for practice: lack of skills of lecturers



Source: 4th Global Survey, 2014

**Figure 7**

**Internationalisation activities prioritised in strategy\* (n=1917)  
and activities undertaken\*\* (n=2317)**



Source: EAIE Barometer, 2018

\* Respondents were able to select up to five answers  
\*\* Respondents were able to select multiple answers

## Implications for practice: professional development

### 1. Focus on competences of lecturers & staff





INTERNATIONAL COMPETENCES MATRIX (2015)								
Task / Competence	Intercultural competences in an international context (personal)	Didactic or research competences in an international context (professional)	Competences related to different educational systems and teaching and learning styles	Competences connected with the personal academic discipline in an international context	Competences connected with the international labour market and working environment of the professional field	English Language Proficiency: understanding (listening and reading)	English Language Proficiency: speaking (interaction and production)	English Language Proficiency: writing
Teaching in the national language (domestic classroom)	Is able to identify one's own cultural background and biases. Recognizes multiple worldviews and (at times) uses more than one worldview in interactions. Recognizes cultural differences in verbal and nonverbal communication.	Is aware of the fact that different (sub)cultures may be represented in the group and is able to make adjustments for cultural differences in one's teaching and interaction with the group. Recognizes and is sensitive to (subtle) differences between subcultural groups.		Is familiar with the international context and literature of his subject area and is capable of teaching his subject in an international context.	Is aware of the fact that the status of and requirements for the professions/jobs for which students are trained (qualifications needed, professional recognition, professional roles) may differ from country to country and is able to refer to these differences in one's teaching.	Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. (B2)	Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life. (B1)	
Academic counselling (domestic students)	Is able to identify one's own cultural background and biases and is able to develop new perspectives on this. Recognizes multiple worldviews and (at times) uses more than one worldview in interactions.	Is aware of the fact that different (sub)cultures may be represented in the student body of the programme and is able to make adjustments for cultural differences in one's interaction with individual students.		Is familiar with the international dimensions of the degree programme and is capable of using this knowledge in the supervision and counselling of students, e.g. with regard to study path choices.	Is aware of the fact that the status of and requirements for the professions/jobs for which students are trained (qualifications needed, professional recognition, professional roles) may differ from country to country and is able to acknowledge these differences in one's counselling activities.	Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. (B2)	Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life. (B1)	

International Competences Matrix  
(Els van de Werf 2017)

## 2. Be clear on objective and audience:

- Specific to role
- Mixed stakeholders
- Specific to the discipline
- Mixed across disciplines
- Mixed across institutions



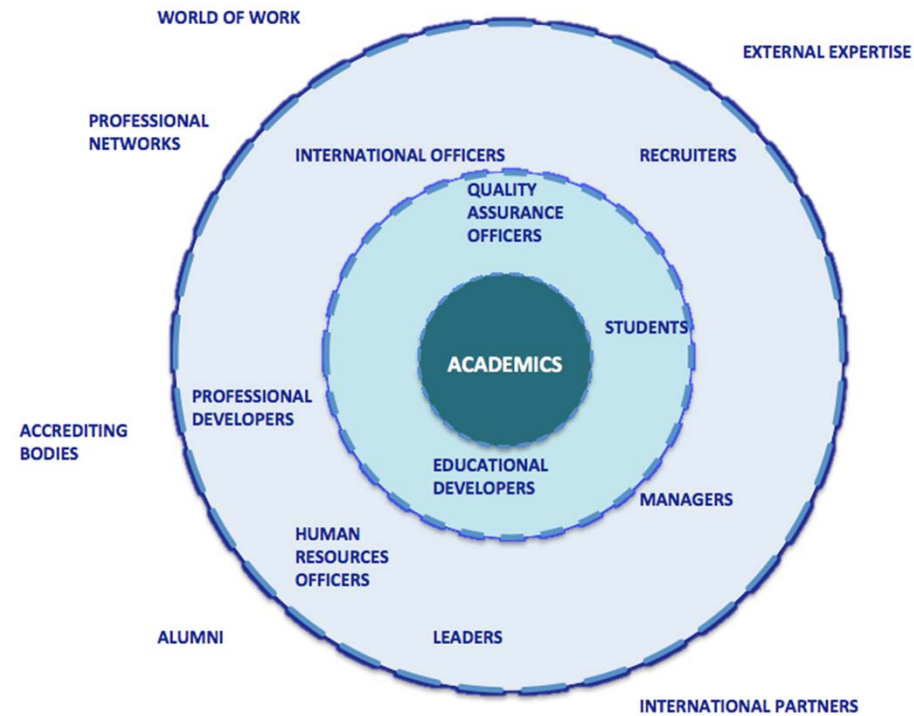
### 3. Use varied formats

- Open offer
- Part of obligatory training: Basic didactics course
- Tailor-made upon request
- Learning Community
- Quick inspiration sessions and events



# Implications for practice: lack of connections

Stakeholders in Internatinalisation at Home



Jos Beelen, 2016

## A comprehensive internationalisation approach



The Hague University of Applied Sciences -Adapted from E. Jones 2015

## Multistakeholder approach

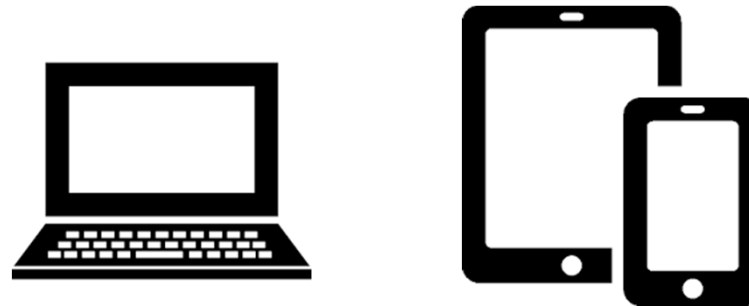


## Some lessons learned

- Engagement is key – relevance to the roles of academics/administrators
- Know who your ambassadors are
- Strategy in place – sense of purpose
- Commitment: getting the message of IaH across to leaders and managers
- Building connections :
  - In support of academics: e.g. educational advisors, HRM dept.
  - Link to other topics & processes: e.g. 21<sup>st</sup> century education, quality & accreditation, curriculum reform

We've covered a lot of ground today in regard to the “possibilities and practicalities” of comprehensive internationalisation.

What main insight from today will you take back to your institution in your ongoing work with internationalisation?







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