Comprehensive internationalisation (CI): Possibilities, perspectives and practicalities

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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)
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, & Egon-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)
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

- Building a Strategic Framework for Comprehensive Internationalization (2005)
Shared understanding: Terms and concepts

“Comprehensive internationalisation”


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

Craft a vision for the future and a relevant narrative to support this
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”

https://www.bc.edu/content/bc-web/sites/global-engagement/about/GEreport.html
Food for thought: one way to approach to CI?

Craft a vision for the future and a relevant narrative to support this

Identify and affirm relevant definitions
Craft a vision for the future and a relevant narrative to support this

Identify and affirm relevant definitions

Identify and affirm a conceptual framework for internationalisation
Delta Cycle for Internationalization (Rumbley, 2007)

Opportunities

- Why? Rationales
  - Awareness
  - Reinforcement

- Commitment
  - Planning

Resources

- To: What End? Outcomes
  - Review
  - Operationalization

- How? Strategies

Obstacles

- Organizational culture
- External environment and nature of internationalization

Imperatives

Delta Cycle for Internationalization (Rumbley, 2007)
Craft a vision for the future and a relevant narrative to support this

Identify and affirm relevant definitions

Identify and affirm a conceptual framework for internationalisation

Conduct a contextual analysis

Food for thought: one way to approach to CI?
One way of thinking about contextual analysis

“Iron Triangle”
Daniel (2009)
One way of thinking about contextual analysis

“Iron Triangle, modified”
Rumbley (2015)
Craft a vision for the future and a relevant narrative to support this

Identify and affirm relevant definitions

Identify and affirm a conceptual framework for internationalisation

Conduct a contextual analysis

Develop a roadmap for action

Food for thought: one way to approach to CI?
A roadmap example

(Helms, 2015)
Food for thought: one way to approach to CI?

- Craft a vision for the future and a relevant narrative to support this
- Identify and affirm relevant definitions
- Identify and affirm a conceptual framework for internationalisation
- Conduct a contextual analysis
- Develop a roadmap for action
- Act, evaluate, adjust
Act, evaluate, adjust

Figure 1. IMPI output-outcomes-impact continuum
Food for thought: one way to approach to CI?

Craft a vision for the future and a relevant narrative to support this

Act, evaluate, adjust

Develop a roadmap for action

Is this useful at all??

Identify and affirm relevant definitions

Identify and affirm a conceptual framework for internationalisation

Conduct a contextual analysis
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.
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

<table>
<thead>
<tr>
<th>input</th>
<th>activities</th>
<th>output</th>
<th>outcomes</th>
<th>impact</th>
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<tbody>
<tr>
<td>What do I give my students?</td>
<td>What do students do?</td>
<td>What are the deliverables?</td>
<td>What is expected of the students?</td>
<td>What is the long-term impact on the student?</td>
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It is the art of unpacking **not** adding

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

An example:
Skin Therapy at THUAS
Implications for practice: lack of skills of lecturers

- Limited experience / expertise of Faculty and staff
- Too inflexible curriculum to participate in internationally focused programmes and mobility
- Bureaucratic difficulties (e.g. no credit transfer; different academic years)
- Insufficient exposure to international opportunities
- Limited faculty involvement / interest
- Limited student interest / participation
- International engagement is not recognized for promotion or tenure
- Poorly resourced organizational structure / office for internationalization
- Limited faculty capacity / expertise

Source: 4th Global Survey, 2014
Implications for practice: professional development

1. Focus on competences of lecturers & staff
### International Competences Matrix (Els van de Werf 2017)

<table>
<thead>
<tr>
<th>Task / Competence</th>
<th>Intercultural competences in an international context (personal)</th>
<th>Dictactic or research competences in an international context (professional)</th>
<th>Competences related to different educational systems and teaching styles (personal)</th>
<th>Competences connected with the personal academic discipline in an international context (professional)</th>
<th>Competences connected with the international labour market and working environment of the professional field (professional)</th>
<th>English Language Proficiency - understanding (listening and reading) (personal)</th>
<th>English Language Proficiency - speaking (interaction and production) (personal)</th>
<th>English Language Proficiency - writing (personal)</th>
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<tr>
<td><strong>Teaching in the national language (domestic classroom)</strong></td>
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<td></td>
<td>Is aware of the fact that different methodologies may be used in the classroom and is able to make adjustments for cultural differences in one’s teaching and interaction with the group. Recognizes and is sensitive to cultural differences between subcultural groups.</td>
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<td>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.</td>
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<tr>
<td><strong>Academic counseling (domestic students)</strong></td>
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<td>Is aware of the fact that different methodologies may be used in the classroom and is able to make adjustments for cultural differences in one’s teaching and interaction with individual students.</td>
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<td></td>
<td>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.</td>
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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 Internationalisation at Home

Jos Beelen, 2016
A comprehensive internationalisation approach

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

- International officers
  - Directors
  - Managers
- Academics
  - Educational developers
- Managers
  - Accrediting bodies
- International officers
  - Managers
  - Academics
- International officers
  - Academics
  - International partners
  - Professional networks
- International officers
  - Academics
- International officers
  - Academics
  - International partners
  - Professional networks
- International officers
  - Academics
  - Students
  - Alumni
- Leaders + Managers
  - International officers
  - Academics
  - Recruiters
- International officers
  - Recruiters, marketing
  - Academics
- International officers
  - Recruiters
  - Counsellors
  - Academics
- Human Resource officers
  - Professional developers
  - Academics
  - External expertise

Globally Competent Graduate

1. Rationale and policy or strategy for internationalization
2. Governance, leadership and management
3. Internationalisation of the formal curriculum for all students
4. International campus culture and informal curriculum for all students
5. Student diversity
6. Guidance and support for students outside the classroom
7. Staff development, recognition and reward
8. Meaningful, broad and deep international partnerships
9. Resources follow strategy
10. Monitoring, reflection, evaluation and review

www.eaie.org
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. 21st 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?