

who own internationalisation?

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Berlin 22 v 2017

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the storyline of internationalisation:
new dimensions added

the story of internationalisation in Higher Education began with 'study abroad'

then the 'international classroom' concept came up

now internationalisation is getting a prominent role in the mission of Higher Education institutions

the story of internationalisation in Higher Education began with ‘study abroad’

- mobility - seeking an academic upgrade or a living in another country
- mobility - because provisions at home are deficient
- mobility - for international ideals

- most mobility is short distance
- only a minority of students study abroad (in some countries a very small minority)

then the ‘international classroom’ concept came up

- ‘if the international experience is so valuable, why only a minority of students should have it?’
- **mainstreaming** or internationalisation at home is to provide the solution:
- mixed faculty & international classroom
- a matter of cohort composition as well as of curriculum design

now internationalisation is getting a prominent role in the mission of Higher Education institutions

- internationalisation no longer viewed as an attractive extra, but rather as an essential link between a university's first and third mission (teaching & learning in a university that is responsive to society's challenges)
- this poses the question how universities can and should empower themselves to do so successfully

who own internationalisation?

- in the **study abroad** mode mobile **students** are the primary agents of internationalisation
- universities are either facilitators (supporting at the receiving end and/or at the sending end)
- or beneficiaries (a business model where receiving fees from study abroad is critical)
- in relatively few cases universities at both ends take co-responsibility (e.g. by joint (degree) programmes)

who own internationalisation?

- in the **mainstreaming** mode **universities** take ownership of internationalisation **in teaching and learning**
- by creating suitable conditions for international classrooms (faculty, cohort composition)
- and by offering curricula that breed international learning
- all participating students are by definition co-owners

who own internationalisation?

- in the responsive mode universities take institutional ownership of internationalisation in terms of their basic mission
- what might this mean in operational terms?
- I won't try to answer this question in an encyclopedic way but rather do some probing and discuss a test case

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who own internationalisation?
or, how to operationalize
internationalisation
in a university?

‘university’?

- a tricky word, **all too often used without specifying who are implied**
- university missions, qualities and engagements on the conceptual strategy plane do not mean much without a firm base in the workplace
- or put another way, when my ‘university’ says it owns internationalization it has to make sure ownership is a real life thing rather than a verbal expression of good intent
- the engagement of the community of staff and students is crucial

if my university underwrites UNESCO's global citizenship education concept, supports the *Global Education Network Europe*, or belongs to *Hochschulnetzwerk Bildung durch Verantwortung*

such a commitment better be

- rooted in lived and shared values of the academic community

this is easier said than done, especially
in today's highly competitive and
fragmented academic world

so we better work on it, find out
where we stand and see to it that we
strengthen our joint value base

e.g. Magna Charta Observatory's
Living Values project (coming soon)

Common Good

Glasgow Caledonian is the University for the Common Good. Our mission is to make a positive difference to the communities we serve and this is at the heart of all we do, especially in our social innovation teaching and research.

"Universities are the engines of our economies, they ignite our imagination and curiosity, produce untold ideas and some universities, like GCU, also seek to put their best ideas into practice for social benefit."

Professor Pamela Gillies CBE, Principal & Vice Chancellor of GCU

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- rooted in lived and shared values of the academic community
- operationalized by the right kind of didactics (participatory learning)

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a test case

education and the city -

where internationalisation is at home

in cities like Brussels and Amsterdam a majority of the population consists of a range of minorities – all more or less recent arrivals
soon many more, like Birmingham, Marseille and Stuttgart, will join them

“student mobility certainly has the potential to generate benefits for the individual but using up precious fossil fuels to fly to another continent may actually generate fewer benefits than a bus ride to an adjacent suburb”

ROUTLEDGE RESEARCH IN HIGHER EDUCATION

Cosmopolitan Learning for a Global Era

Higher education in an interconnected world

Sarah Richardson



internationalisation at close range

- in many locations a super diversity of very different cultures - ethnic, linguistic, religious, political, economic an/or artistic – and their definitions & identities exists at a very close range
- under such circumstances it would literally make no sense to practice internationalisation only or mainly abroad

to such settings a university **cannot turn its back**

such a lesson poses an important follow up question: are we ready to respond? and do we know to respond to what?

so we must must develop a keen sense of analysis and observation:

- what are the trends and changes that HigherEd should respond to?
- and incorporate in its teaching & learning and research?
- how are we able to contribute to creating livable multi-minority societies and cities?

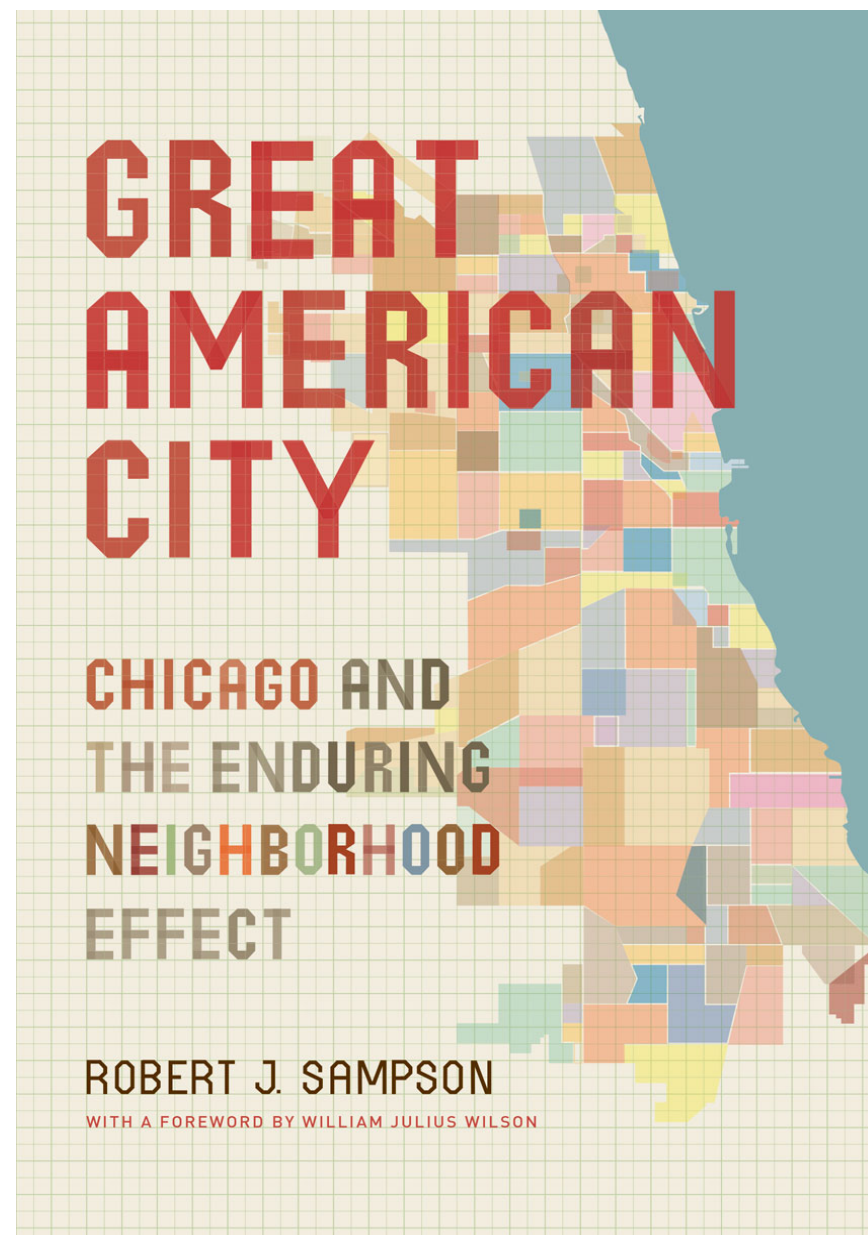
equally important is to realize **which resources** one should use

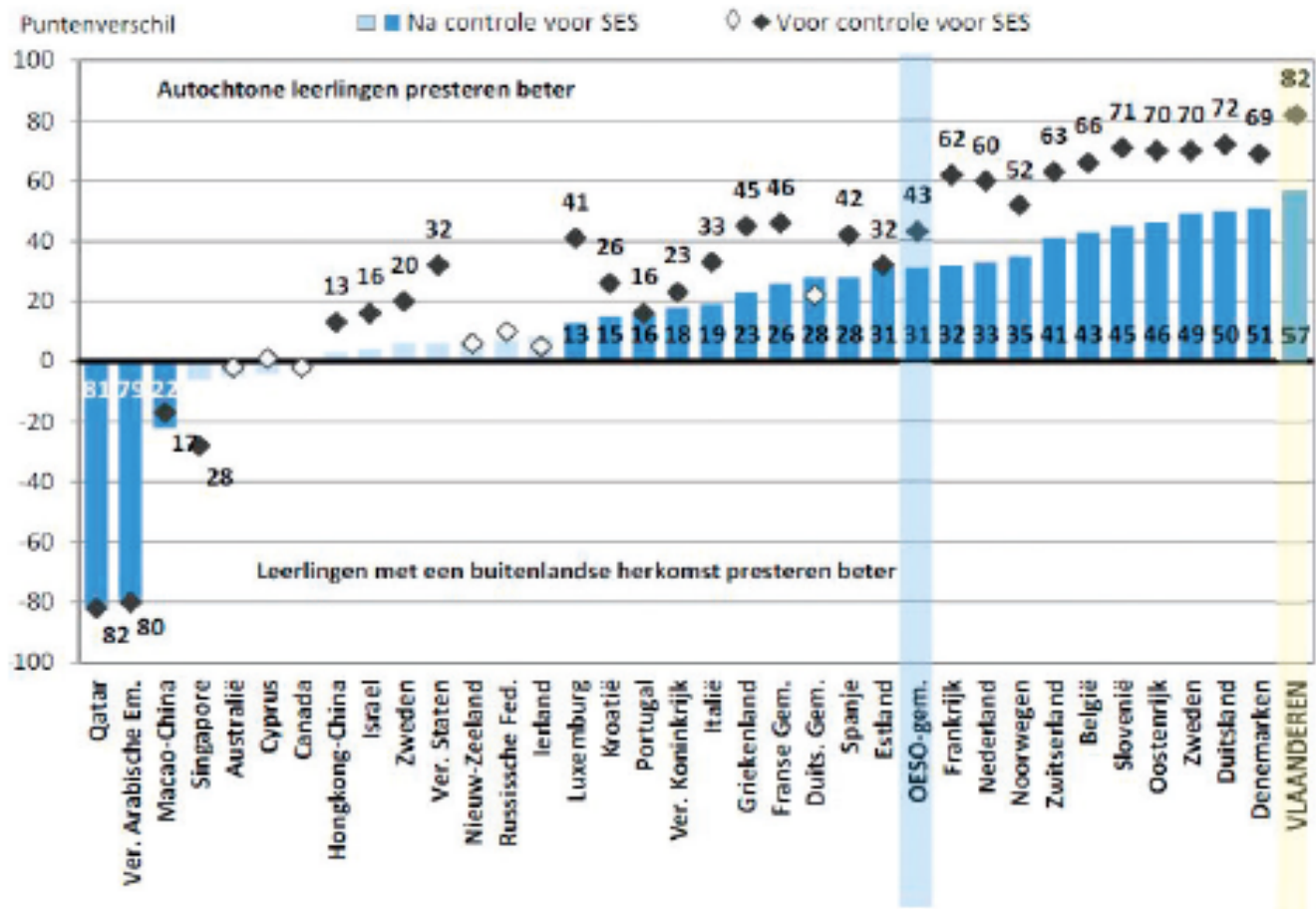
once again: core of any HEI are staff and students
so do not embark upon a truly engaged urban agenda when they are not the owners and carriers of the engagement

to be well prepared to meet these challenges requires the appropriate training (of students **and** faculty)

and: do not forget how much scholars in various disciplines already have to offer, in terms of facts and analysis

www.contextandthecity.com

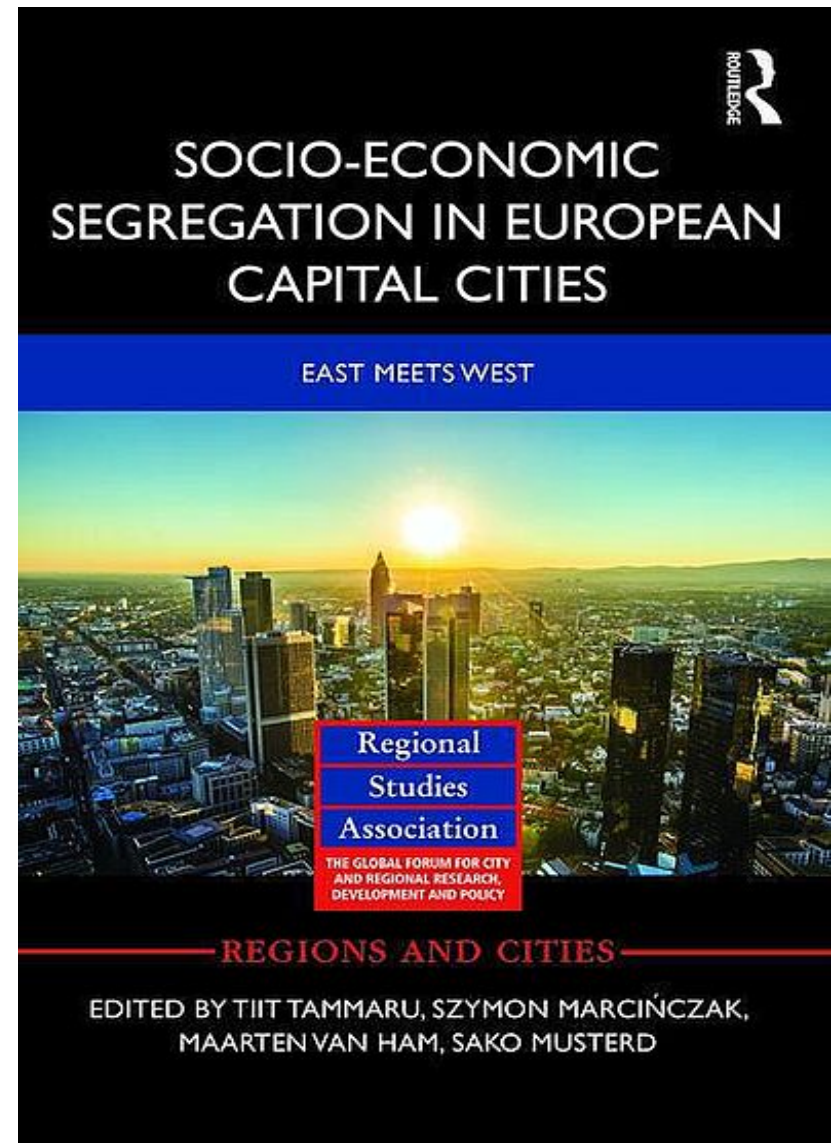




school performance variety between locals and newcomers [research University Gent, Flanders]

[http://dx.doi.org/
10.1080/02723638.2016.1228371](http://dx.doi.org/10.1080/02723638.2016.1228371)

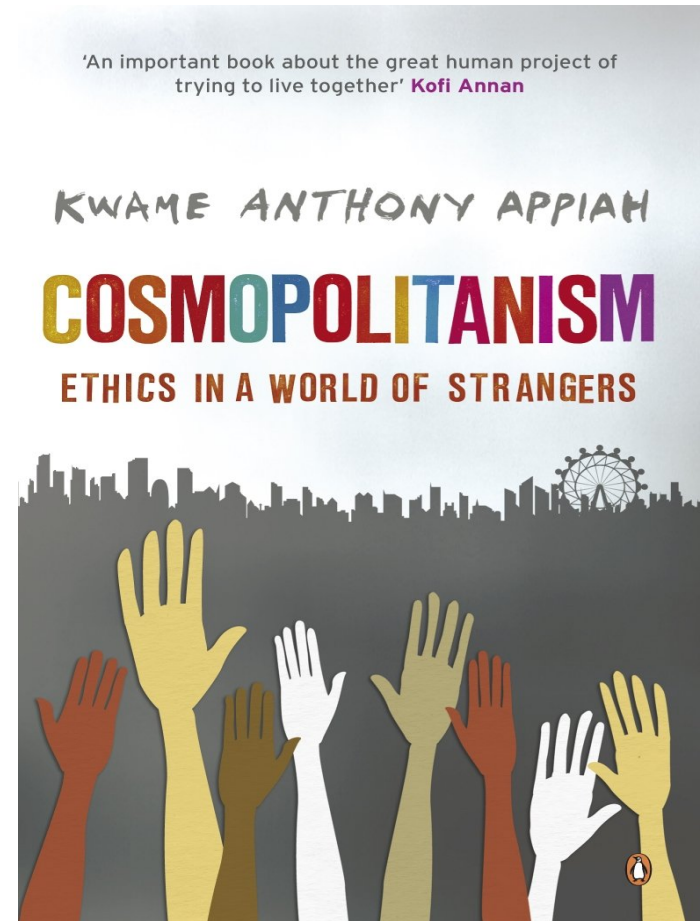
Musterd, S. et al. (2016) Socio-economic segregation in European capital cities. Increasing separation between poor and rich. Urban Geography open access.



the ability to cope with diversities
has become a *crucial*
competence for many professions
HEIs are providing for

“conversations across boundaries
can be delightful, or just vexing:
what they mainly are, though, is
inevitable”

Kwame Appiah (2006)
Cosmopolitanism – Ethics in a World
of Strangers



what this competence entails is much more than a passive acceptance of diversities:

a disposition of true openness and “rooted cosmopolitanism” (Appiah)

not an easy thing to acquire

it requires a degree of social risk taking beyond the safe, touristy trips to the familiar otherness

NB how students in mixed classrooms, and in fact almost all of us tend to flock together rather than do cross over

internationalisation at close range

engagement in true, real life **diversities** is crucial for all key sectors of the agenda of HEIs

- 1) teaching & learning (students and faculty)
- 2) research priorities (what is needed rather than what yields awards and upgrades in rankings)
- 3) committed institutional partnering (e.g. with the foundational school systems)

‘white people my age are not going to vote to educate Hispanic kids or black kids’

- such erosion of public support for education for the common good
- is a pressing invitation to universities to rethink how they are serving society, how to do better and in particular how to respond to a context marked by division and diversity, xenophobia and uncertainty, rather than by solidarity and unity

in conclusion

- all of this is not a matter of charity or a nice extra
- but rather an **essential** tool for operationalizing our mission as a place of learning and our commitment to society

- it should be a matter of deep learning (cognitive and emotional, in word and deed) that must be organized, promoted and sustained
- if universities are to be **living labs in the real world of today's multidimensional cities and societies**