EAIE

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Discussing international education

INTERNATIONALISATION FOR ALL
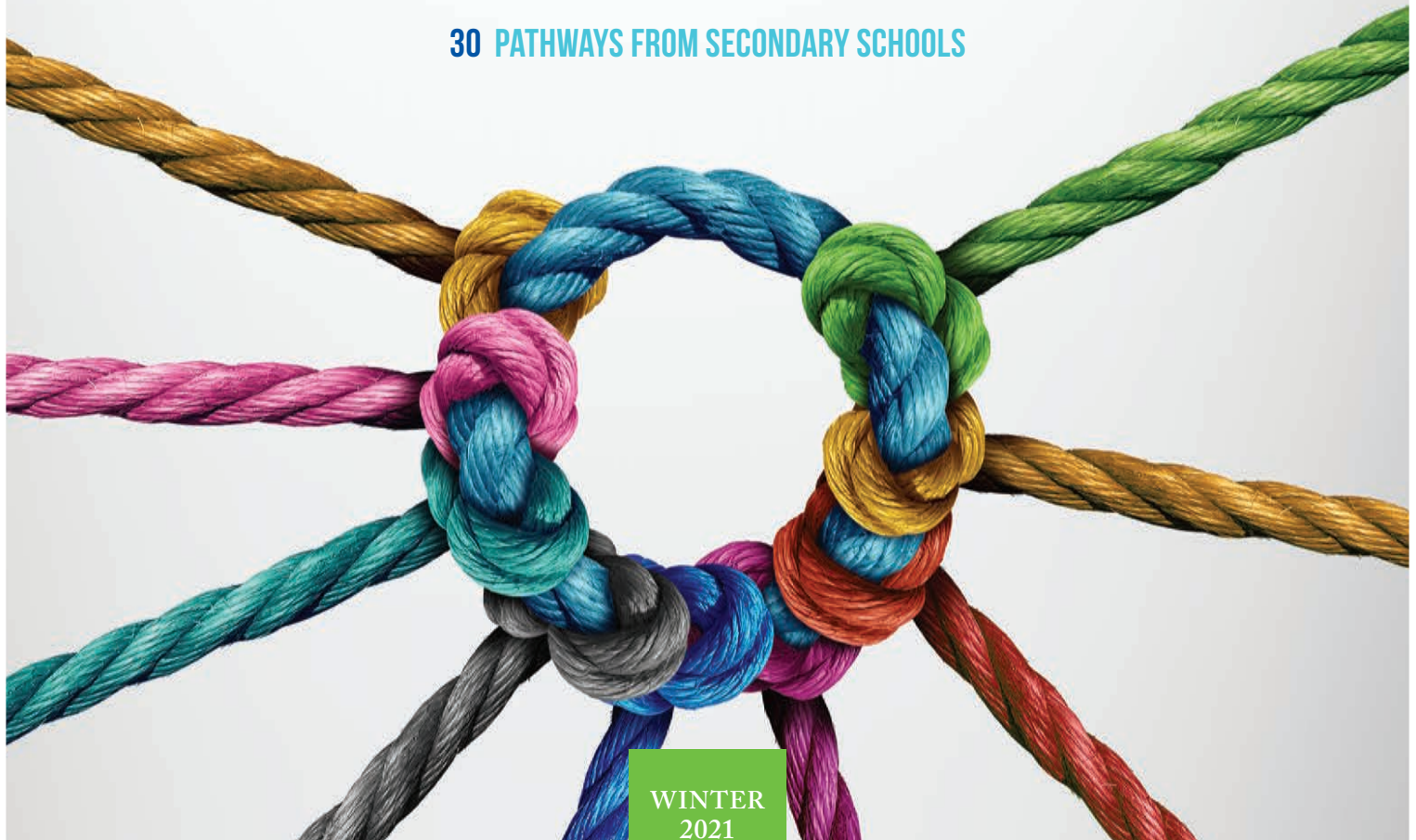## DISTRIBUTED LEADERSHIP IN INTERNATIONAL EDUCATION

WINTER
2021

CONTENTS

EDITORIAL

The Winter 2021 issue of *Forum* shines a spotlight on distributed leadership in international education. Recognising that internationalisation is pervasive and often framed as an institution-wide priority operating at multiple levels, the contributions in this issue seek to interrogate internationalisation actors outside the traditional international office.

In undertaking this exploration, the purpose was not to call into question the important leadership and coordination role played by an international office, but to highlight other sources of international engagement activity, including faculty, staff and students, noting that different drivers and barriers are often at play.

Research on internationalisation also points to the fact that understandings of internationalisation vary widely across an institution. Academic staff view international engagement differently depending on their field or discipline, and approaches to internationalisation of the curriculum are clearly shaped along disciplinary lines. Similarly, different narratives around internationalisation exist across the professional staff community.

Given these different drivers and multiple interpretations, it is not surprising that it can be hard to capture information and data about the more distributed forms of internationalisation, as they are driven less by formal strategy than by the individual commitment of staff and students.

Being aware that there is no 'one size fits all' approach to internationalisation in higher education, this collection of articles explores activities that might otherwise remain hidden or go unacknowledged within an institution. In so doing, we have sought to understand whether the distributed nature of international education activity reinforces and amplifies successful internationalisation.

The opening article, authored by Vicky Lewis, encourages us to challenge our assumptions about leadership and delivery in international education. Based on detailed research into the international strategies of UK universities, Vicky looks beyond the pandemic to a future model of internationalisation which is distributed and empowering. A tangible example of such a model is presented by Samuil Angelov, who describes the establishment of a community of global actors among teaching staff to consider and respond to the needs of Internationalisation at Home.

Turning to the role of students, the steering group of the EAIE Expert Community *Internationalisation at Home* proposes a true partnership between academic staff and students in addressing the internationalisation of the hidden curriculum. Eve Court then describes a wide-ranging approach to inclusive internationalisation, where programmes and initiatives in global citizenship are delivered by way of the University of British Columbia's Global Lounge.

I am delighted that Melanie Agnew, Dean of Education at Westminster College in the USA, agreed to be interviewed for this issue. Having previously developed an organisational change model to understand cultural readiness for internationalisation, Professor Agnew shares her current reflections on distributed leadership and points to opportunities for academic staff to learn about internationalisation in the context of their discipline.

Keeping the role of educators front and centre, Marloes Ambagts-van Rooijen, Adinda van Gaalen, Simone Hackett and Suzan Kommers argue that we need to provide educators with the time, space and expertise to develop purposeful internationalisation activities for students. While time was not on anyone's side in the pivot from physical to virtual mobility in early 2020, Laurie Jensen, Nina Juntereal, Sarah Kagan and Maria White reflect on the changed leadership and coordination needs of online international programmes in nursing and midwifery at the University of Pennsylvania. Not only did the mainstreaming of online programming require a more integrated leadership structure, but it changed roles and responsibilities too.

Looking at more long-term approaches to internationalisation in the curriculum, Juuso Loikkanen and Hanna Reinikainen describe an initiative to create a 'Studies in Internationalisation' module which enables students to combine otherwise disparate offerings across the institution under a single umbrella. Focusing then on the connections between secondary and tertiary education, Maureen Manning speaks about opportunities to create partnerships with secondary schools offering international programmes, thereby re-framing institutional efforts to attract international students by way of local pathways.

Closing out this issue, Tasmeera Singh outlines national and institutional approaches to internationalisation in South Africa, and points to how reshaped policies should enable international educators to focus on internationalisation for all.

With my thanks to fellow members of the EAIE Publications Committee Jos Beelen and Lucia Brajkovic who joined me in reviewing submissions; I hope that you enjoy reading this edition of *Forum*.

— DOUGLAS PROCTOR, EDITOR
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FRESH PERSPECTIVES & INCLUSIVE MODELS

Inclusive internationalisation is more than simply involving staff outside the international office. The time has come to challenge our preconceived notions about internationalisation and to reconceptualise the international office by encouraging and empowering new voices and perspectives.

'We cannot simply go back to pre-pandemic ways of working.' This was a common refrain in a series of interviews conducted in the UK in February and March 2021 with 12 senior stakeholders involved in – or with an interesting viewpoint on – the development of institutional global engagement strategies. These interviews formed part of a research study on the current and future positioning of global engagement within UK university strategic plans. They explored what would be different about the next generation of strategies. It became clear that the notion of 'no going back' is as relevant to the conceptualisation, leadership and delivery of internationalisation as it is to any other aspect of higher education.

The Anglocentric, commercially-driven model of internationalisation espoused by many UK universities over recent decades was already looking outmoded before COVID-19 struck. There was growing focus on the role of higher education in helping to achieve the United Nations Sustainable Development Goals, in supporting climate action and in addressing global social challenges such as equity and inclusion. The pandemic shone an even brighter spotlight on these issues.

In the report *UK Universities' Global Engagement Strategies: Time for a rethink?*[1], UK higher education institutions are urged to reconsider their approach to global engagement. It is argued that stakeholders well beyond the international office need to be involved in internationalisation and – taking things one step further – invited to challenge current models and assumptions.

INVITING DIFFERENT PERSPECTIVES

When internationalisation strategies are developed, it is easy to have fixed ideas about what should be included and to draw on the contributions of the same enthusiasts time after time. To develop a more innovative, sustainable and relatable strategy, new voices should be sought out.

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We must always be conscious that, in the UK, our approach to internationalisation is conditioned by our Global North perspectives. We make assumptions about what terms mean and are sometimes oblivious to other interpretations. For some, internationalisation is synonymous with westernisation – with its potentially negative connotations. Within UK strategies and

To develop a more innovative, sustainable and relatable strategy, new voices should be sought out

discourse, there has been a gradual shift in terminology from 'international(isation)' to 'global engagement'. Many international offices have become 'offices for global engagement' (which sounds more inclusive and all-encompassing).

However, one interviewee suggested that the term 'global engagement' can itself hide inequalities and sweep problems under the carpet. Changing the terminology does not automatically change the underlying approach.

It is essential to involve people from the Global South and others with alternative perspectives who can spot – and call out – problematic notions. This means reaching out beyond the international office to academic and professional service colleagues, staff in partner institutions, students and alumni. The most distinctive strategies are informed by the reflective input of those who actively challenge preconceptions and stereotypes.

RETHINKING LEADERSHIP AND DELIVERY
Interviewees commented on the need to spread the global ethos throughout the institution and broaden ownership. This was contrasted to centralised approaches which tend to treat internationalisation

as the responsibility of specific individuals and departments.

One Pro Vice-Chancellor observed that successful global engagement is more to do with culture and behaviour than with written strategy. They saw their job as explaining how global engagement aligns with institutional values and ensuring that global thinking informs decisions and behaviours.

In order to address perceived disconnects between leadership teams and academics and between academics and practitioners, it was suggested that leaders need to share their internationalisation dilemmas more openly. By explaining the consequences of certain courses of action, they can help academic colleagues to see the bigger picture. One interviewee felt that academics themselves could work on showing the linkages between their areas of expertise and internationalisation strategy and practice, observing that "it needs to be understood that developing an international university is everyone's business".

To optimise staff engagement, most interviewees advocated combining formal and informal mechanisms. While effective committees and processes were seen as useful to marshal efforts, it was also deemed necessary to plug into the less formal ecosystem of people with knowledge, interest and energy. This encourages dispersed leadership and supports bottom-up initiatives. The project-based 'task and finish group' approach, which entails smaller sub-groups working towards a specific objective, was seen as facilitating swifter progress than formal committees.

One interviewee observed that joining things up in a pluralistic culture requires you to recognise that apparently competing priorities (such as global engagement; sustainability; employability; enterprise; and equality, diversity and inclusion) can be tackled in a coordinated, mutually supportive manner. The challenge is to understand how different areas of work complement one another and to build on common objectives.

One example is international graduate employability, which requires close cooperation between those working in curriculum design, careers and employability, international student recruitment, alumni relations and marketing. Each party may come at the issue from a slightly different angle and bring a different skillset to the table. However, sharing the work (and costs) across different teams can be an ideal way to achieve institutional goals while simultaneously dismantling a silo-working culture.

RECONCEPTUALISING INTERNATIONAL OFFICE OPERATIONS

International office teams are familiar with people working remotely. However, the lockdown experience of having most staff distributed most of the time could pave the way for a new type of international office operation: one designed so that physical distance is no barrier to effective teamwork.

Before the spread of COVID-19, there were already moves in some UK universities to base a higher proportion of staff in the world region for which they were responsible, rebalancing resources between the home campus and in-country operations.

The 2020s may see this taken to the next level, with internationally mature universities building global networks of strategically located regional hubs or centres, each with a broad remit and staff base. These hubs will enjoy much higher levels of autonomy than a traditional overseas office and will be responsible not just for student recruitment from their region, but for partnership development and stewardship, alumni relations, and profile-raising with government, employers and opinion-formers.

There are several reasons to adopt this model. It reduces long-haul flights from the UK, contributing to a decrease in institutional carbon emissions. It means that business is less disrupted, should global pandemics or other events result in international travel restrictions. It also moves beyond what always felt like a colonialist model of operating, where UK-based staff descended on a country for brief periods, then returned home to direct operations from 'UK headquarters'. The new model benefits the university through locally informed decision-making and greater agility.

UK–based international office staff who are not constantly travelling could spend more time collaborating with colleagues in different parts of the institution, whether working with faculties on their internationalisation strategies or supporting other professional service functions with the international dimension of their work – perhaps by having staff based in those teams who can liaise with colleagues in the regional hubs.

It would be heartening if the experience of the pandemic helps to move us away from a centralised, carbon-heavy, top-down internationalisation model and towards a more distributed, environment-conscious and empowering one.

An inclusive approach to internationalisation means more than just involving staff working outside the international office. It means actively drawing on the expertise and insights of colleagues and other diverse stakeholders wherever in the world they are located – and inviting them to challenge preconceptions.

— VICKY LEWIS

1. Lewis, V. (2021). *UK Universities' Global Engagement Strategies: Time for a rethink?* https://www.vickylewisconsulting.co.uk/gsr. This report draws on a review of 134 UK university strategic plans and 26 internationalisation strategies, along with in-depth interviews with 12 senior sector stakeholders and insights from recent conferences, webinars and publications.

Internationalisation at Home

A RECIPE FOR SUCCESS

How can we overcome the barriers associated with Internationalisation at Home and incentivise more staff and students to participate in these activities? One university's special ingredient has been to create a community of global actors around their existing organisational structures – increasing the intercultural competence of teachers to serve as ambassadors. ▶

Internationalisation at Home is the involvement of students or staff in cross-cultural activities at their home location. It can entail participation in international classrooms, in various events (*eg* international weeks, international educational markets), virtual international projects, *etc*. Internationalisation through mobility is time-intensive and financially and organisationally expensive, and thus not accessible for all students and staff. Internationalisation at Home consequently allows more students and staff to have intercultural experiences and improve their intercultural competences.

What are the barriers to participation when organising these forms of internationalisation? To answer this question, let us focus on the situations when participation in these activities is voluntary. In many cases, the main driving force for students and staff to join internationalisation activities is the opportunity for travelling abroad. For Internationalisation at Home activities, however, these driving forces are present to a lesser extent. If it is not a structural part of the obligations of the staff, its involvement (besides that of the international office and responsible management) is harder to achieve and is on an occasional basis. Similarly, students have less incentive in joining Internationalisation at Home activities, where they need to leave the comfort zone of their own culture with less explicit benefits for them. Following courses on intercultural differences has in the eyes of many students limited direct value and is usually outside the area of expertise of most staff members.

ADDRESSING CHALLENGES
In the ICT school at Fontys University of Applied Sciences, we have two structures for the support of internationalisation. An international office covers the organisational aspects, focusing on elements such as mobility, marketing, registrations and exchanges. A separate task force is responsible for setting developments in motion and defining new tactics and strategies for internationalisation. Our task force has been looking for ways to address the challenges involved in Internationalisation at Home. How can universities improve the involvement of staff and students? And what kind of structures have to be set up to alleviate the challenges?

After some brainstorming, literature reviews and discussions with other departments, we drafted an approach to overcoming the barriers to Internationalisation at Home. Our idea centres on creating a community of teachers around our task force and international office. The members of this community can provide training on intercultural aspects, will be motivated to join internationalisation activities and can serve as ambassadors throughout the department, helping to increase the reach of internationalisation activities to all staff and students.

This community would create a living environment where ideas and initiatives would be discussed, with practices shared throughout the institution. But how can we create such a community and then keep it living and vibrant?

TRAINING TEACHERS
Our way of creating it is by organising comprehensive training for a select group of teachers, with the goal of increasing the intercultural competence of the trainees. This training should help to create a group of people who are highly sensitive to cultural differences and who are interested in facing and resolving situations in which cultural differences appear. In these situations, teachers can practice the knowledge and skills acquired in the training and can further develop their intercultural competences.

This should in turn lead them to want to be involved in internationalisation activities, and it should result in the natural transfer of knowledge on intercultural challenges to colleagues, making them aware of these challenges and potentially piquing their curiosity and encouraging them to develop such competences themselves.

Last but not least, the training should result in a group of teachers who are skilled at teaching courses on intercultural

> This community would create a living environment where ideas and initiatives would be discussed, with practices shared throughout the institution

differences and in an international class-room, and who are able to address cultural differences within the education process. Trainees should shift from an ethnocentric mindset to an ethno-relativistic mindset. In our opinion, this shift will lead to increased satisfaction from engaging in internationalisation activities.

already seen that teachers are looking for opportunities to apply their new knowledge and test their changed attitudes. We are witnessing the birth of a community, which we shall formalise as a Global Acting Community of Practice within the school, thus providing it with a solid institutional basis.

Creating this Global Acting Community of Practice around the formal organisational structures is the special ingredient that will help us to increase the involvement of staff and students in Internationalisation at Home

It is important to note that standard one- or two-day training courses, certification training on intercultural frameworks and training on general intercultural awareness typically cannot bring about this shift of mindset or drive teachers to seek personal development and intercultural settings to apply their knowledge. Developing intercultural competences is a personal and ongoing process. We therefore planned out six months of intensive training and another six months of less intensive training. Clearly, this is a demanding approach for a university, in terms of both time and financing.

THE BIRTH OF A COMMUNITY

A group of 25 colleagues was selected to follow the training. We chose participants based on their interests, background and motivation, as well as aiming to have representatives from all roles and sub-departments. Although the training is still ongoing, we have

Of course, not all the trainees will experience the shift in mindset and not all of them will join the community of practice. But the training provides a great starting point and can be followed by a second round until a critical mass of teachers in the community is reached: a sufficient number of 'global actors'.

We believe that creating this Global Acting Community of Practice around the formal organisational structures is the special ingredient that will help us to increase the involvement of staff and students in Internationalisation at Home. This special ingredient will hopefully facilitate the creation of a vibrant and active community that promotes, participates in and organises internationalisation activities throughout the school. And this, in turn, will result in more students going on to join the labour market as experienced global actors.

— SAMUIL ANGELOV AND INEKE HUYSKENS

HIDDEN CURRICULUM

& INCLUSIVE INTERNATIONALISATION

Being aware of the hidden messages that students from diverse backgrounds encounter during their study experience is something we must be conscious of as educators. Intentionally engaging these students in uncovering the curriculum that lies beneath the surface is crucial if we want to be inclusive in our teaching and learning practices.

Internationalisation at Home (IaH) is a comprehensive and inclusive internationalisation approach involving all levels of the institution and many stakeholders, from the leadership, administrators and international officers, to lecturers, educational developers and even our IT departments. It touches upon all the different facets of the student experience and there is a large suite of activities and interventions to design and deliver internationalised teaching and learning. The core of IaH revolves around an internationalised formal and informal curriculum for all students in the domestic environment. In this, lecturers play a key role, and for some time now professional development of lecturers has been top of the institutional priorities so as to equip them with the skills and competences for this new responsibility. However, the most important stakeholder in IaH still remains largely absent: the students. Where and how can we include them more purposefully and systematically in our IaH processes, and to what end?

BEWARE OF THE CURRICULUM ICEBERG
With curriculum we mean the total of learning experiences that are planned with intended and assessed learning outcomes (the formal curriculum) or that are planned with or without intended learning outcomes but are not assessed (the informal curriculum). Beyond – or rather lying underneath – formal and informal learning activities and the guidelines students receive in the form of study regulations, module frameworks, or reading lists, the 'hidden' curriculum refers to "the various unintended, implicit and hidden messages sent to students."[1] Even though the hidden curriculum permeates throughout the formal and informal curriculum, aspects of the hidden curriculum are seldom, if ever, brought to the surface or made

explicit but become evident, *eg* in academics' decisions about approaches to teaching and learning, course content, learning outcomes and assessment methods. The hidden curriculum thus figures as lessons about power and authority - our students learn in passing about whose knowledge counts in the curriculum (and whose doesn't) and how knowledge in their discipline is produced and distributed globally.[2]

Uncovering the hidden curriculum is crucial if we want to be inclusive in our educational practices; as educators we need to be aware of blind spots and hidden messages that students from diverse backgrounds may experience as obstacles to a successful study experience. Through purposefully involving students from diverse backgrounds in uncovering what lies below the surface of the curriculum iceberg we can become more aware of the hidden layers and also find inspiration for curriculum internationalisation. For example, at The Hague University of Applied Sciences a so-called student branch has been established within one of the research centres; they expose the hidden bottlenecks experienced by students from diverse backgrounds, research diverse student perspectives and promote more interculturally inclusive learning environments.

FORMAL CURRICULUM
Even though the formal curriculum belongs to the sphere of lecturers – as it refers to "the syllabus as well as the orderly, planned schedule of experiences and activities that students must undertake as part of their degree program"[3] – students can be actively involved in meaningful ways other than merely as participants. Besides formalised structures for student involvement such as programme committees or advisory boards in which students are invited to

evaluate the education offered, we can for instance involve students in the production of teaching and learning materials with an international dimension. Guided and supported by lecturers, students can take on a key role in developing and producing relevant content. During mobility periods, for example, students from an agricultural studies programme might interview local farmers around the globe on crop diseases and management strategies. These video recordings may then be used to support a global outlook in courses on plant health. Students can also be asked to source their own examples and cases for in-class discussions; for instance, students of architecture can be invited to analyse buildings of their own choice instead of the lecturer providing often 'western-centred' examples.

INFORMAL CURRICULUM

The international office often plays a role in the 'informal curriculum', which refers to "the various support services and additional activities and options organized by the university that are not assessed […] although they may support learning within it".[4] For instance, most institutions have long-established practices of student buddies or student ambassadors that help in the onboarding processes of new students, both domestic and international. Besides various formal mentoring programmes and organised peer-assisted activities, student-driven initiatives also play a key role in the informal curriculum.

'Refugee law clinics' at German universities are one example of such initiatives, where law students offer counselling on asylum law and migration law and related legal questions free of charge to those who cannot afford legal counsel. Next to their regular coursework on these topics, the students undergo a training programme and shadow asylum and refugee counselling centres and lawyers before they begin working with the refugee law clinic. In Dutch higher education institutions student-led Green Offices are now a well-known phenomenon; such platforms are established and run by students with the support of staff members and drive the sustainability and inclusion agenda within institutions.

HIDDEN CURRICULUM

IaH as an inclusive internationalisation approach requires flexibility, equitability, transparency and accessibility, yet the hidden curriculum can pose risks to IaH if we are not aware of the unconscious bias in our educational practices and potential exclusion of certain student groups. Students and lecturers can jointly uncover aspects of the hidden curriculum. For instance, jointly drafting a 'code of conduct' for classroom interaction and reminding each other to use inclusive language (*eg* being clear who is actually meant when referring to 'we') are simple ways to delve into hidden dimensions. This will not only help international students but also first-generation students navigate unfamiliar academic conventions.

Yet, for lecturers to be able to clearly articulate what standards and criteria they apply, students need to be given the space, time and platforms for dialogue and sharing their classroom experiences. For example, discussing with students and lecturers from diverse backgrounds when top marks are given can be a way to bring to the surface some of the academic values marks represent. Grading is a highly cultural practice where some would see the highest possible score as an expression of perfection (and since this doesn't exist is hardly ever given out) or a comparative measure indicating a student has done much better than the rest.

WHERE IAH AND THE HIDDEN CURRICULUM MEET

An important parallel between the hidden curriculum and IaH is thus the role of critical examination of the syllabus and (self-)reflection with students. This process can show a wealth of opportunities to internationalise, decolonise and become more inclusive in teaching and learning practices. Seeking out which voices and single narratives dominate our syllabi and involving students in this as key agents with critical voices are important steps to take as they can expose our unconscious biases and assumptions. This calls for working in true partnership with students as jointly we may be able to face the risks, challenges and opportunities that are locked within the hidden curriculum.

— KATARINA AŠKERC ZADRAVEC, ALFONSO DIAZ SEGURA, EVA HAUG, EVEKE DE LOUW AND TANJA REIFFENRATH

1. Leask, B. (2015). *Internationalizing the Curriculum.* Abingdon: Routledge

2. Leask, B. & Bridge, C. (2013). Comparing internationalisation of the curriculum in action across disciplines: Theoretical and practical perspectives. *Compare: A journal of comparative and international education,* 43 (1), 79-101.

3. Leask, B. (2015). *Internationalizing the Curriculum.* Abingdon: Routledge

4. *Ibid.*

STUDENT-LED
INTERNATIONALISATION AT HOME

The University of British Columbia's Global Lounge is a student-led hub that supports global citizenship initiatives and builds capacity for student leadership in international education. They've found that putting students front and centre and establishing a globally engaged community of student leaders is the key to inclusive internationalisation. ▶

An institutional internationalisation mandate, with lofty targets for student mobility and international faculty, can be alienating for many – and it can be hard for the student community to feel that they are part of their university's global engagement efforts.

Studying abroad is an experience only a privileged fraction of the student population is able to undertake in most institutions. This reality means that an overwhelming majority of students are excluded from the key student-centred internationalisation approach, which exacerbates inequities within the student population.

At the same time, Internationalisation at Home, aimed at improving student engagement, often involves prescriptive, staff-developed approaches that do not get the desired uptake from students.

It is essential that practices serve to reduce prejudice and inequality, foster inclusivity and intercultural understanding, and build capacity for responsible global citizenship

With more and more internationalisation mandates citing the goal of internationalising for the global good, it is essential that practices serve to reduce prejudice and inequality, foster inclusivity and intercultural understanding, and build capacity for responsible global citizenship. This cannot be done without student leadership: in order to achieve internationalisation for all, it needs to be something in which students can see themselves reflected.

A GLOBAL CITIZENSHIP HUB
So how can we leverage student leadership in international education? We at the University of British Columbia went about this by setting up a Global Lounge: a capacity-building hub for student-led global citizenship initiatives, fostering responsive programming grounded in the needs and interests of the community. It convenes a network of student groups concerned with issues of critical global citizenship, including intercultural competence, international development, anti-racism, sustainability and social justice. Together with paraprofessional student staff at the Global Lounge, they work to facilitate a robust collection of events and initiatives each year and build a globally engaged community of student leaders.

The Global Lounge supports student initiatives through a variety of resources:
- *Community animation:* The Global Lounge employs a community animation model. Student staff, known as Global Lounge Community Animators, have demonstrated leadership and commitment on the issues pertinent to the lounge. They lead committees of students in co-creating initiatives. This is a responsive rather than a prescriptive

method: because students develop the content, there is more ownership over the final product and ultimately more engagement from the community.
- *Connections:* Community Animators are expert connectors who support students in finding the right collaborators for their initiatives. The lounge is also a way for students to connect with each other – an opportunity most students said was not previously available to them.
- *Professional development:* From training on ethical advocacy and reflexive leadership in the global sphere, through to anti-racism workshops and sessions on guerilla marketing or grant-writing, the Global Lounge offers a wealth of opportunities for the student community to grow their skills and competencies.
- *Communications and marketing:* The Global Lounge maintains a robust social media presence and a weekly newsletter, as well as carrying out *ad hoc* campaigns in collaboration with central university communication staff. Through these centralised channels, we can promote student initiatives to a wider audience than they would be able to reach on their own.
- *Space:* The Global Lounge is of course a physical space – a freely bookable, flexible space including a media centre, a lounge area, meeting rooms, a fully equipped kitchen, student offices and storage. Network members have priority in booking and have round-the-clock access to the space.
- *Funding:* The Global Fund awards grants to student-led initiatives, offers

support through the grant-writing process and provides notes for revision so that applicants can improve their proposals and reapply. The fund's chair also provides consultation and support in securing other resources, as well as support in designing fundraising campaigns and strategies. In addition, each Global Lounge committee has an allotted budget for its initiatives as part of its network membership.

A CRITICAL APPROACH

Because the rhetoric of global citizenship occupies a precarious discursive space and can easily be co-opted by neoliberal or neocolonial narratives, the Global Lounge subscribes to specific concepts of global citizenship: "critical global citizenship"[1] and "decolonised global citizenship".[2] As Abdi confirms, global citizenship is challenging as it "demands both understanding of the interconnectedness of life on a finite planet while at the same time accepting that this interconnection cannot be based on a universalism that denies difference".

Decolonising global citizenship involves dismantling the colonial power structures and systems of knowledge that have dominated education and served to progressively exacerbate inequality and oppression.[3]

Critical global citizenship compels us to engage honestly with our own identities and places in the world, and to confront systems of power, privilege and oppression from nuanced perspectives.

How might this look in practice? Instead of problematising poverty and lack of 'development', critical global citizenship problematises inequality, injustice and power systems that disempower and exploit. Instead of adopting a humanitarian perspective, critical global citizenship animates global citizens based on justice and not being complicit in the harm of others. And instead of being centred on universalism, critical global citizenship is centred on self-awareness, dialogue and "an ethical relation to difference".[4]

SUCCESSES SO FAR

The Global Lounge serves a membership community of more than 3000 students, sees 13,000 attendees to over 500 events and initiatives each year, and has awarded more than CA \$300,000 in grants for student initiatives since its founding. The resulting programming not only furthers inclusive internationalisation but does so with a just, participatory, sustainable approach that is agile in responding to the shifting needs and interests of students. Here are a few examples:

- *Refugee response:* A campaign began in 2015 to build capacity and coordinate efforts in the campus response to the refugee crisis. Two complementary initiatives were launched: the Refugee Response Hub, an online aggregator to communicate and connect to response initiatives; and the Global Fund for Refugee Response, to provide grants to initiatives related to the refugee crisis.
- *Voices from….:* This collaborative series began in 2017 and has hosted initiatives in response to global events including the Rohingya refugee crisis, the war in Yemen, political unrest and economic collapse in Venezuela, and conflict in Kashmir.
- *Coloniality of education:* The Whose Learning initiative focused on coloniality in education systems and the impacts on marginalised communities, especially in the Global South. It featured perspectives of scholars and educators from around the world.

STUDENT LEADERSHIP

For truly inclusive internationalisation, it is imperative that students are not left behind, regardless of their background or access to traditional vectors of internationalisation such as study abroad.

When institutions build capacity for student leadership in international education – and students, in turn, see their interests, needs and unique talents leveraged and reflected in internationalisation efforts on campus – it brings us all closer to the goal of internationalisation for all.

— EVE COURT

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IN CONVERSATION WITH

MELANIE AGNEW

JACOB GIBBONS
EAIE

Dean of Education at Westminster College in the USA, Professor Melanie Agnew has published, consulted, and presented extensively in the areas of education, leadership, global learning and organisational development and change. Her 'Cultural Readiness for Internationalisation' model, published in 2009, acknowledges organisational change as an imperative in the process of internationalsation. What's her take on distributed leadership in higher education and how does this translate to international education? Professor Agnew shares her reflections.

In your academic leadership role at a small university in the West of the USA, what does 'internationalisation for all' mean to you and to your colleagues in the School of Education?

MA: We are a small liberal arts college. In the School of Education, we have articulated global learning as one of our core values, so we try to embed that in much of what we do. We have many strategies to ensure global learning opportunities for our students, including collaborating with nations within nations. For example, we have a longstanding programme with the Hopi and Diné populations in southern Utah and in northern Arizona. Those in the Westminster School of Education are generally compassionate about intercultural, international and global learning and they assume enormous responsibility for preparing our students for the interdependent, interconnected world. When we do focus on global learning within our work, we generally tend to take a critical view of it. In other words, we critically examine who is served and for what purpose.

I believe in the inherent goodness of internationalisation, but I also take a critical view of it. Too often, global initiatives are started and implemented without a deep analysis of one's own assumptions, worldviews or ideology, which in turn raises the issue of ethics in internationalisation, which is a focus of my book. So that notion of being deeply unaware of your own ideology or assumptions, and the related

goals and aims of that, can really derail efforts, not just in advancing the work of internationalisation, but in remaining focused on the educational aims of internationalisation efforts.

I believe in the inherent goodness of internationalisation, but I also take a critical view of it

Many perceive that leadership in internationalisation and international education is stronger when it is distributed and multi-nodal. Do you agree with that view? And, if so, what are the general barriers to this type of leadership within higher education institutions around the world?

MA: Higher education is a complex system, which in and of itself demands models of leadership that are inclusive and collaborative. Complex systems are interconnected and interdependent, and they exist in a continuous dance of adaptation and change. In higher education, we of course have silos, but they exist in a nested system, interconnected internally between departments, units *etc,* but also externally with the market and the state. An important role of higher

education is to address the world's greatest and most complex problems, like climate change, culture, identity, terrorism, sustainability, homelessness and so on. So, we have a complex system, working to address complex systems, and complex problems. And that's where things get very messy.

An important role of higher education is to address the world's greatest and most complex problems

Distributed leadership, in my view, has emerged from this complexity, presenting itself as a model of leadership that focuses on participation, consultation, involvement and collaboration. Leadership within this context is itself adaptive. I do believe it has great capacity to bring about internationalisation in that collaborative, consultative way – but it doesn't necessarily replace formal leadership. In many cases, several models of leadership are needed. But distributed leadership, of course, is a welcome and refreshing approach that we can use more frequently in higher education.

The possible barriers to distributed leadership include the multiple and divergent aims within higher education as I previously mentioned, along with multiple motivations, particularly when individuals are unaware or unwilling to recognise their own motivations. Collaboration

then becomes difficult, because it requires entirely new levels of willingness to listen, willingness to accept others' ideas, and to come together to problem solve.

In your view, where are the key gaps in internationalisation leadership? Are academic staff sufficiently involved? And what about students? Do you see national differences here, for example between institutions in a North American context and those in a European context?

MA: At this time, I think that the North American context is driven more by market demands, with a focus on instrumentalism and catering to the global knowledge society. And when we focus too much on market, we can jeopardise the focus on student learning. Having academics more involved can help to temper market demands and state imperatives, which admittedly are also very important. Administrators are generally responsible for budget, academics generally responsible for curriculum, so getting more academics involved can better balance the multiple aims of internationalisation so we do not lose focus on student learning, which as an institution of higher education, we better get right.

Many academic staff are engaged in internationalisation in interdisciplinary ways, while others understand it and articulate it along disciplinary lines. That said, one of the gaps, generally speaking, is providing academic staff opportunities to learn about internationalisation in the context of their discipline. It's really important, because what it looks like in engineering is different from how it looks

in humanities, medicine or social work. It's different in terms of what counts as knowledge, how it is developed, choices in pedagogical practices, in the assessment of student learning, *etc.* Providing them more opportunities will help to set the direction in terms of some of the goals that we want to achieve, and helping them understand what it means across disciplines is really important to solving complex global issues. Additionally, students must be more involved as the next generation of leadership. Failing deliberate involvement of academic staff and students, as well as a critical examination of motivations, can result in internationalisation drift.

Recognising the imperative of organisational change in response to internationalisation, you previously developed a 'Cultural Readiness for Internationalisation' (CRI) model. What are your reflections on the CRI model today? If you redeveloped it in 2021, how might it look different?

MA: The Cultural Readiness for Internationalisation is an organisational change model that is designed to guide and support the process of internationalisation. I think the model as it's designed is quite solid, but I have given deeper thought to it as it relates to how different ideologies, worldviews and related unexamined assumptions shape goals, strategies and outcomes. The CRI model itself does not necessarily look different in 2021. However, using the model in consideration and assessment of the multiple ideologies and underlying assumptions, creates a readiness and value congruence in what

an institution says they do (mission) and what they actually do (actions). This important value congruence can determine the extent to which internationalisation efforts are successful. So, internationalisa-

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The key message about using distributed leadership and doing it well is creating a culture of trust and respect

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tion, as a complex phenomenon, requires a critical examination of competing ideologies, assumptions, and motivations and what is learned from this examination can be powerful in creating cultural readiness to internationalise, which includes deeper

understandings and more strategic actions related to the why, what, and how of internationalisation.

In the book on leading internationalisation which you are preparing for publication, what will the key message be in relation to distributed leadership? And do you foresee that leadership needs in internationalisation are changing or adapting in response to new circumstances?

MA: The key message about using distributed leadership and doing it well is creating a culture of trust and respect as foundational to problem-solving. Certainly, consultative, participatory, and collaborative aspects in leadership practice are important for identifying, defining and solving problems So the more perspectives and technical expertise that we can get on a particular issue, the more robust the work can be.

BACK EDUCATORS

TO BOOST INTERNATIONALISATION FOR ALL

When it comes to integrating internationalisation in the curriculum and ensuring internationalisation for all, the true impact of our efforts is being fully committed to supporting our educators. As the key players in creating purposeful and inclusive internationalisation, educators need to be properly equipped with expertise, resources, research and policy supports.

With the COVID-19 crisis almost in our rearview mirror, it is time to rethink internationalisation policy, practice and research. Recent years have shown the importance of encouraging a sense of global connectedness and responsibility in our next generation of global citizens. Moreover, we have seen the possibilities of online forms of learning and the tremendous importance of educators in providing high-quality education.

Over the past few decades, higher education institutions across the world have been striving to offer their students international learning experiences. Besides traditional student mobility – typically only accessible to a small minority of students – different forms of internationalisation have emerged that are more inclusive and sustainable. Even before the pandemic, an increasing number of institutions shifted their focus towards Internationalisation at Home[1] in order to offer international and intercultural learning experiences to a much greater number of students.

Educators have been identified as key players in this process. However, integrating internationalisation in the curriculum and aiming to bring internationalisation to all students cannot depend on experimentation and the enthusiasm of a select group of internationally minded educators. Purposeful and inclusive internationalisation requires a substantial body of educators who are equipped to identify, design and facilitate internationalisation practices that are tailored to their specific student populations, disciplines and educational contexts.

Educators need to be equipped with the expertise to design and facilitate interventions with a clear purpose

To integrate internationalisation into the curriculum and bring internationalisation opportunities to all, educators need to

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In other words, commitment is needed from the leadership and policies are needed to support educators in this work. Commitment comes when leadership fully understands the value of internationalisation to the core of higher education. Alternatively, this can be driven by ideologies or pressures related to policy demands, financial incentives or obtaining accreditation.

RESEARCH

To support lecturers in choosing different internationalisation practices, more research is needed to investigate what works and what doesn't, and for whom it is most effective. Only then can we choose to implement the most effective internationalisation practices in our curriculum to help our students develop international and intercultural competencies. One size doesn't fit all.

be supported with expertise, resources, research and policy.

EXPERTISE

With the closer integration of internationalisation into the curriculum, educators need insight into the international and intercultural dimensions of their field to specify what their students actually need to learn. First and foremost, educators need to explore what it means to be internationally and interculturally competent in the specific context of their graduates' discipline, labour market and society.

After defining clear goals for their internationalisation efforts, educators need the knowledge and skills to create concrete learning outcomes and purposeful teaching and learning interventions to achieve them. Professionalisation activities such as workshops can support educators in addressing the question of how to engage and support their students in developing specific competencies. In some cases, this may be a short or long-term mobility experience. In other

cases, a collaborative (online) project, international classroom or international case study may be better suited. In short, educators need to be equipped with the expertise to design and facilitate interventions with a clear purpose.

Commitment comes when leadership fully understands the value of internationalisation to the core of higher education

RESOURCES

Besides expertise and opportunities for professionalisation, educators need the resources to internationalise their education, especially in terms of time and support.

Higher education institutions increasingly see the value of using online tools to engage students in collaborating across borders. Educators and curriculum developers must be allowed time and space within their regular tasks to carefully develop internationalisation activities.

Research into Internationalisation at Home and international educational practices is evolving, but more quality empirical studies with strong experimental designs are needed to establish the impact, especially when it comes to implementing it on a large scale.

Empirical research studies into Internationalisation at Home are scarce.[2] A potential reason for this may be that developing experimental designs for assessing the impact of pedagogical interventions takes skill and time, and the conditions need to be accessible and

available to researchers in order for them to be able to carry out such experiments. Researchers and educators should connect and collaborate with one another. Furthermore, more encouragement and support for lecturers to research their own international educational practices are needed to realise the true impact of our internationalisation efforts.

POLICY

Last but perhaps most importantly, policies can be used to set up an environment in which universities are softly pushed to implement, support and measure the impact of internationalisation activities. Insti-

the programme pays little attention to Internationalisation at Home in the broad sense, even though this offers so many opportunities to give all European students the chance to acquire international and intercultural skills. Erasmus does involve some virtual exchange, but internationalisation for all requires a much larger, more structured and impactful approach. The European Commission should inspire and support educators around Europe to implement intercultural competencies as learning outcomes for all graduates, regardless of whether it is mobility or Internationalisation at Home that is used to reach them.

and tomorrow. To rethink our internationalisation practices as a community of practitioners, we need to ask ourselves the following questions:

- How can we provide educators with the time, space and expertise to develop purposeful and inclusive internationalisation activities for students?
- How can educational researchers build a base of evidence to support educators in the implementation of effective internationalisation activities?
- How can national and European policies be used to push and measure the implementation of internationalisation for all?

Policies can be used to set up an environment in which universities are softly pushed to implement, support and measure the impact of internationalisation activities

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tutional internationalisation policies may be influenced by national governments and education ministries, international treaties or financial schemes such as the Bologna treaty or the Erasmus programme, and demand from students or industry.

Governments could include internationalisation in accreditation or financing requirements. With regard to inclusive internationalisation, a comparative study has shown that national policies for study abroad often pay little attention to inclusion.[3]

At the European level, on the other hand, the Erasmus programme has inclusion as an important objective. Yet

THE NEXT STEPS

There is a lot of potential to widen the impact of internationalisation and make international learning available to all. The pandemic opened new pathways by providing online forms of international experience. It is clear that educators are central to this endeavour.

However, in order for educators to effectively integrate internationalisation activities into their curriculum, their practice needs to be supported with expertise, resources, research and policy. Only in this way can internationalisation increase its impact and equip all our students to thrive in the globalised world of today

Only by engaging educators, educational leaders, researchers and policymakers to explore these questions can we take the next steps towards offering effective internationalisation practices for all students.

— MARLOES AMBAGTS –VAN ROOIJEN, ADINDA VAN GAALEN, SIMONE HACKETT AND SUZAN KOMMER

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NEW LEADERSHIP MODELS FOR COIL

Replicating an immersive exchange programme in a virtual context is possible with the right leadership. Diverging from the confines of a conventional leadership model in which responsibility is allocated by role, the University of Pennsylvania re-built their team on principles of integrative leadership, responding to challenges and opportunities with shared accountability. ▶

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Virtual learning experiences, including Collaborative Online International Learning (COIL), reached an unexpected zenith during the COVID-19 pandemic. Like so many institutions, we at the University of Pennsylvania used virtual learning to bolster international mobility when travel proved impossible. But our application of COIL through a partnership between our international office (Penn Abroad) and our school of nursing (Penn Nursing) diverged from the norm, as our focus on integrative leadership proved key to achieving sustainable exchange among students and faculty from six institutions across three continents.

Our experiences with clinically immersive exchanges in nursing span more than two decades. The aim of replicating such exchanges in a virtual context drove the conception and design of our COIL exchange. It all emerged organically in conversation between the director of Penn Nursing and her counterpart at the University of Queensland in Australia during the first months of the pandemic, when it became clear that travel would not be possible in 2020–2021. As the exchange took shape, the two faculty directors brought in university partners from Europe and the UK. The Queensland faculty director created the exchange timeline, with all university partners' calendars represented and rubrics provided for core student assignments.

FIRST LEADERSHIP MODEL

Our prior experience in clinically immersive exchange relied on a relatively conventional leadership team, drawing together nurse educators and student support professionals from Penn Nursing with international programme officers from Penn Abroad. Responsibility was allocated by role: teachers taught, student support professionals advised, and programme officers managed travel and accommodation.

At first, we used this same model for our COIL exchange, bringing in a Penn Abroad programme officer to contribute on logistics and operations. We had decided to host the exchange from Penn Nursing's learning management system and videoconferencing platform for both asynchronous and synchronous engagement, representing the travel element.

The associate faculty director of the existing in-person exchange took over development of the learning management system, while the faculty director and a PhD student who joined the teaching team focused on the exchange curriculum and student recruitment. The programme officer and the PhD student further collaborated to develop the cultural curriculum and preparation we intended to offer to Penn students who enrolled. This distribution of leadership responsibility appeared appropriate within the historical frame of in-person exchange and study abroad.

The rapid design of our multinational COIL exchange revealed unanticipated leadership needs just as quickly as we developed it

UNANTICIPATED NEEDS

The rapid design of our multinational COIL exchange revealed unanticipated leadership needs just as quickly as we developed it. We soon learned that our aims demanded remarkably different types and levels of leadership.

In our planning, we had considered elements such as understanding time zones and creating co-learning opportunities, but we had not been able to anticipate the specifics of form and influence. For example, we worked diligently to find the right time to hold synchronous exchange meetings – our actual class times – for all participating. However, we failed to predict the impact of equinox clock changes and religious and national holidays.

Similarly, our overarching values of access and equity seemed a natural fit

with valuing co-learning. However, we soon realised that interpreting different styles of teaching and learning across five different societal cultures (and many more cultures embodied by teacher and student participants) required far more effort in terms of how we implemented and conducted the exchange. We had put most of our effort into the background work of how to host the exchange on our technology platforms and manage the synchronous exchange meetings. Meeting the unanticipated needs of our COIL exchange mandated a different leadership structure and processes.

SECOND LEADERSHIP MODEL

We therefore reconfigured our model of exchange leadership from one that relied on apportioning responsibility by role to one of integrative leadership with overlapping areas of emphasis and shared responsibility. Our first change involved making the international programme officer an acknowledged member of the teaching team. In reality, this change emerged spontaneously as the programme officer and the team rose to meet the challenges involved. However, the influence of this shift in how we understood ourselves as a team merited formal acknowledgement, a recognition that helped build our team identity and effectiveness.

Correspondingly, the PhD student moved from teaching assistant to full member of the teaching team. As with the change in the programme officer's role, this shift involved more philosophical and teamwork importance than operational change. Nonetheless, the effects of these team role and identity changes were profound.

A cascade of changes to leadership, operations and evaluation soon followed. We quickly instituted routine debriefing sessions after each exchange meeting, and new operational emphases for each team member arose.

We each had our work to do in the exchange meeting: the programme officer became the skilled choreographer of our video platform; the PhD student became the teaching team member who provided individualised support for the small group discussions; and the associate exchange programme director managed the learning library as it was crowdsourced during the exchange meetings.

We functioned as a remade team with shared responsibilities and overlapping accountability

Outside the synchronous meetings, we functioned as a remade team with shared responsibilities and overlapping accountability. Decisions in hosting the exchange were now made jointly, and actions involved in hosting and conducting the exchange moved from objects for delegation to voluntary distribution.

SUCCESSFUL EXCHANGE

In summary, the rapid pivot from traditional exchanges to COIL delivery meant that leadership principles, structures and operations had to be rethought, ultimately enabling us to host a COIL exchange on our learning management system and videoconferencing platform.

The particular complexities around a synchronous multinational exchange across countries, cultures and time zones spurred us to remake the leadership team hosting our COIL multinational nursing and midwifery exchange. The resulting structure enabled us to respond to both unanticipated challenges and distinctive opportunities, effectively deploying each member's skills and interests rather than simply assigning tasks by designated role.

—LAURIE E. JENSEN, NINA A. JUNTEREAL, SARAH H. KAGAN AND MARIA S. WHITE

INCREASING THE VISIBILITY OF IaH

The University of Eastern Finland (UEF) found a way to include internationalisation activities in more students' personal study plans. What's their secret?
They've combined internationalisation courses from all university departments under one umbrella module for students.

During their university years, most students take courses that have something to do with internationalisation. Student mobility – through exchange programmes and courses at a partner institution – is the most conventional and probably the most effective form of internationalisation. However, only a small percentage of students go on an exchange period abroad. For most students, *Internationalisation at Home* is a natural way to participate in international activities.

Internationalisation at Home can be defined as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments."[1] During the past two decades or so, elements of Internationalisation at Home have been integrated into the curricula of all the faculties and departments of the University of Eastern Finland (UEF), just like in other universities around Europe.

UMBRELLA MODULE

Often, however, courses relating to internationalisation are scattered around the university in different departments. In order to make Internationalisation at Home more visible, the UEF introduced a minor study module in 2018 called Studies in Internationalisation, making it possible for students to combine courses offered by all departments of the university under one umbrella: a proper module of 25 to 35 ECTS credits. Although individual departments do not necessarily offer more than a couple of courses related to internationalisation, the overall supply is extensive.

The internationalisation module is tightly linked with the strategy of the UEF, which sets enhancing the international expertise of students as one of its

Photo: Shutterstock

main goals: "We strengthen internationality in education and educational immigration. The university's most important contribution to society is its graduates, who have the working skills that are needed in changing and international environments."

WIDE-RANGING POSSIBILITIES
In the minor module, students can include, for example, courses dealing with differences between cultures and their importance to everyday interactions; courses providing students with abilities to operate in global and multicultural working life; and courses strengthening and diversifying students' language and communication skills.

Examples of courses pertaining to internationalisation include Racism, Prejudice and cultural discrimination (Department of social sciences), Multiculturalism and migration (Finnish language and cultural research), Intercultural communication competence (School of applied educational science and teacher education), Religions of the world (School of theology), Russian national profile and culture in the cross-cultural aspect (Foreign languages and translation studies) and Chinese culture and social customs (Language centre).

Students can also get credits for working as peer tutors for international exchange or degree students. Those returning from exchange periods abroad often find this very motivating. Naturally, courses completed during an exchange period abroad can also be included in the internationalisation module if they are not used to substitute for courses in a student's core curriculum. Language courses offered by the UEF's language centre, or language courses completed abroad, are also accepted as part of the module.

Work experience, traineeships or voluntary work in international environments, abroad or at home, can also be included. Experience in non-governmental organisations, international schools and foreign universities, for example, has been accepted as international training.

GROWTH AND CHALLENGES
All UEF students at all levels (bachelor, master, doctoral) can freely choose to complete the module: they do not have to apply for a minor study outright (as is the case with some other minors) and the number of students is not limited.

However, the study module has been constructed with Finnish-speaking students in mind and is primarily targeted to them. This is because some concepts in the curriculum, such as 'foreign language', 'abroad' and 'international', tend to assume Finland to be the home country.

The module has been welcomed with growing interest. In its three years of existence, it has been completed by more than 100 students from different faculties. Students of social sciences, humanities and educational sciences have been the most active in completing the module. Since its inauguration, it has increasingly been included in students' personal study plans.

In the future, our challenge is to formulate the requirements of the study unit in a more flexible and inclusive manner, so that all UEF students, including foreign ones, will have an equal possibility of choosing the minor study module and including it in their degree.

— JUUSO LOIKKANEN AND
HANNA REINIKAINEN

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PATHWAYS FROM SECONDARY SCHOOLS

In the face of declining international enrolments, higher education institutions are being forced to get creative about their recruitment efforts. Some institutions are turning to secondary schools that have international programmes. Will this strategy produce the rapid recovery that institutions need?

International student services teams at higher education institutions in the United States have been faced with declining numbers of international enrolments for the past six years. The COVID-19 pandemic has undoubtedly had a deep impact, but the USA – the most popular country for international students – has experienced additional complications in recent years that have led to diminishing numbers.

China, which is the origin of the largest segment of international students in the USA, is currently experiencing especially strained relations with the USA due to issues such as disagreements over the handling of the COVID-19 pandemic, trade sanctions, protests in Hong Kong and USA admonishment over allegations of human rights abuses of Uyghur Muslims in Xinjiang. In addition, the lengthy visa process for Chinese students has become significantly more complicated, often making it difficult for Chinese students to obtain the necessary paperwork in time for their expected arrival on campus.

During each year of the former presidential administration, the enrolment of international students at American higher education institutions declined, totaling 15% over the four-year period.[1] With numerous international students citing feelings of unease about coming to the USA, given both the divisive political climate[2] and the rash of gun-related deaths in the country,[3] many students who had originally intended to study in the USA sought to enrol in Canada or the UK instead.

And despite the fact that the current USA administration has been vocal about welcoming back international students, slow vaccination rollouts in many countries mean that some prospective students have decided to defer their acceptance.

As a result of these domestic and global issues, leaders of international offices in myriad USA colleges and universities are rethinking their internationalisation strategies in order to create innovative solutions to address issues of both politics and perception.

RECRUITING CLOSER TO HOME
One less explored strategy is to create pathways for internationalisation via partnerships with secondary schools that offer international programmes. There are more than 15,000 public and private high schools in the USA that enrol international students, according to the Department of Homeland Security. With nearly one quarter of all internationals enrolled at USA higher education institutions having studied abroad in high school as well, international student services staff have an opportunity to recruit international students much closer to home.

International student services directors are implementing programmes that introduce high school students to their institutions

Increasingly, international student services directors seeking to enhance their recruitment efforts are implementing programmes that introduce high school students to their institutions. Examples of such initiatives include: hosting workshops and summits on their campuses for international high school groups; presenting at high school colleges and career fairs; dual enrolment programmes in

which high school students enrol in one or two freshman-level credit-bearing classes in their junior or senior year; and short-term study abroad programmes facilitated by higher education faculty.

PRIVATE CAMPUS TOURS

Stonehill College and Wheaton College, two liberal arts colleges in south-east Massachusetts, host numerous events for

MAKING CONNECTIONS

Many short-term programmes for international school students pair them with an American host family as part of their immersive experience in the USA. Yet other summer programmes offer housing in college dormitories to afford school students a more realistic collegiate experience during the summer before their senior year in high school.

acceptance, these programmes can be influential in the decision-making processes of prospective applicants.

Researchers and international student services administrators alike project a significant bounceback in international enrolments in the coming years, citing a pent-up demand for travel as well as the need for students to begin previously deferred programming before graduation. Hosting international students is a US $45 billion industry that not only brings financial benefits but also increases diversity and the knowledge base and improves international relations. In order to reverse the course of declining numbers, higher education institutions will need to continue to be both creative and innovative in the post–COVID recruitment arena.

— MAUREEN MANNING

We funded participation in all our programming through funds previously allocated to supporting student exchange

short-term exchange students participating in annual winter programmes at local high schools. International student services staff offer private campus tours for the groups, with presentations from admissions officers. They also host a dinner for the international students and their American host families. The evening features performances by current college students and speeches from the college president and provosts.

Stonehill College is also the setting for a month-long science, technology, engineering and math academy each summer that enrols dozens of international students. Visiting students are able to enjoy the facilities at the college and have an opportunity to take classes in the college buildings, eat in the dining rooms and relax in the common rooms between classes.

Mass Maritime Academy, a college on Cape Cod in Massachusetts, opens its dorms and dining facilities to international school students attending short-term study abroad summer programmes. Visiting students attend a science, technology, engineering and maths summer camp at a local high school during the day and return to campus in the afternoon for dinner in the dining hall and evening enrichment activities in the dorms and around campus.

These on-campus programmes offer international school students a unique opportunity not only to improve their English language development but also to gain familiarity with the campus and to make connections to faculty and staff. And as many international students seeking to attend American universities do not attend in-person tours or events prior to

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RESHAPING POLICY

FOR INCLUSIVE INTERNATIONALISATION

How can institutions shape their internationalisation policies to advance an egalitarian and inclusive approach to internationalisation, while taking society's needs into account? As South Africa's new national policy framework paves the way for how future internationalisation strategies develop, institutions must consider this important question. ▶

In South Africa's highly unequal and differentiated higher education system, a transformation agenda is under way, focused on issues of redress, equity, diversity and inclusion. In this context, what are the implications of 'internationalisation for all' and how can it feed into the transformation process?

Prior to 1994, the South African higher education landscape was shaped by colonialism and apartheid, which engendered sociopolitical and economic inequalities related to class, race, language and gender. This led to the systemic exclusion and marginalisation of particular levels of society.[1] In addition, during apartheid, the South African higher education system was closed to public scrutiny and international influences.[2]

In post-apartheid South Africa, two key policy documents were instrumental in engendering the transformation project within higher education: the *Education White Paper 3* and the *National Plan for Higher Education*. Internationalisation, however, was not one of the key priorities of higher education redress. It was treated as a marginal, *ad hoc* process for institutions that were dealing with growing demands to internationalise. Meanwhile, the South African higher education system was confronted with the challenge of responding to the demands of an economically competitive 'global society'.[3]

POLICY PROGRESS
In 1997, the International Education Association of South Africa, a non-profit member organisation, was established to drive the process of internationalisation across the sector. The association identified the need for a national policy on internationalisation in the early 2000s, but it was not until 2012 that any real progress was made towards the drafting of this policy. After much consultation and strategic engagement, the *Policy Framework for Internationalisation of Higher Education* was published in November 2020.

The policy framework is intended to provide a concise roadmap for the internationalisation of higher education institutions, whilst simultaneously positioning internationalisation as a 'transformational driver' in higher education. The policy is informative and paves the way for 'how' institutions can internationalise.

However, each university is required to interrogate the policy and develop its own internationalisation strategy that embraces the broad principles of the framework. The policy provides guiding principles on student mobility; international partnerships; international research collaborations that enhance teaching, learning, research and community engagement; and joint online programmes and degrees. It also emphasises the need to engage in internationalisation of the curriculum to enhance the scope of Internationalisation at Home, but it stresses that this should not impede other curriculum transformation efforts.

How, then, do the contents of the policy framework align with the concept of internationalisation for all within the paradigm of comprehensive internationalisation?

DEEP INEQUALITIES
In the international literature, the concept of comprehensive internationalisation is defined as a "commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education".[4] The national policy framework

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pays heed to this definition, encouraging institutions to adopt an approach to internationalisation that underpins and supports research, teaching, learning and community engagement.

The concept of internationalisation for all, however, exists within a discourse of equality, inclusion and social justice. It is based on the idea of equal opportunities and advantages to internationalise across the sector – but in a differentiated context such as South Africa, deep inequalities undergird the process of internationalisation, as historically white universities are still better able to internationalise than historically black universities. These realities are complex, starkly visible and pervasive across the national landscape.

So what are the key elements of the national policy that institutions need to focus on to create an inclusive approach to internationalisation for the benefit of the majority?

AN INCLUSIVE APPROACH
In the past, student exchange programmes were celebrated as the gold standard for internationalisation. However, with the disruption caused by the COVID-19 pandemic, higher education institutions have had to rethink their international activities creatively and with reference to the broader and more significant goals of internationalisation.

The South African national policy is therefore timely, but what remains critical is the manner in which institutions interpret and shape their internationalisation policies to advance an egalitarian and inclusive approach to internationalisation, whilst remaining relevant to the needs of society and the continent.

Key to this process is making internationalisation a core driver of the transformation agenda. This approach requires university leaders to think critically about how institutional international policy can intersect with national policy to address some of the transformation imperatives of higher education, such as those related to diversity, inclusion, globally relevant graduates and intercultural competences. Some of the elements that institutions can embrace from the national policy include:

- Creatively expanding on Internationalisation at Home to extend opportunities to students who would not reap the benefits of traditional mobility due to their socio-economic, cultural and material circumstances.
- Internationalising the curriculum in a way that speaks to the realities of our context whilst remaining globally relevant and deploying divergent pedagogical approaches.
- Engaging in international collaborative programmes and joint degrees in Africa and beyond as a way to diversify and create multicultural learning environments that can produce globally relevant scholars who are able to confront universal challenges.
- Creating strategic, multidisciplinary partnerships focusing on the exchange of research with transformational benefits for society.

As we work our way through the pandemic, this is a perfect time for us to reshape our institutional policies to embrace elements of diversity, inclusion and equality as we align the concept of internationalisation for all with the goals of transformation. This is not an easy process, but with creative and critical thinking on the part of university leaders, we can make it happen.

— TASMEERA SINGH

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