



Post-COVID H. E. Internationalization: Prospects and Priorities

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Past, Present, and Future of Internationalization

- ✦ For the last 40-50 years, the environment for HE internationalization has been positive (seeing it as akin to motherhood and apple pie), or at least benignly tolerant of it.
- ✦ However, more recently, even before COVID, some challenged giving internationalization a priority, as well as questioning its relative value, particularly as higher education budgets came under stress and internationalization became more expensive.
 - ▣ Heard periodically in academe's halls: "We don't have enough money to do our traditional core jobs, let alone divert already insufficient resources toward internationalization."
 - ▣ Many have started to demand hard evidence documenting the benefits of internationalization.



- ❖ Commentary by some suggest weakening support for higher education internationalization (Altbach and De Wit, 2018). Fischer's (2019) views on the topic are summarized in her Chronicle of Higher Education article's title—*How International Education's Golden Age Lost its Sheen*.
- ❖ **Then, along came COVID! It shook HE internationalization dramatically. It severely shrank mobility, complicated cross border partnerships, reinforced negative views about globalization, bankrupted providers, and led to an image of HE internationalization in retreat.**
 - ❑ At the least, COVID has been a very disruptive speed bump.
- ❖ **BUT COVID is NOT a brick wall in front of HE internationalization: the underlying fundamentals necessitating internationalization have not disappeared or weakened.**



The Current Foundation of 21st Century Internationalization

- ⊕ The most competitive nations and societies today are based on the idea of global access to “cutting edge knowledge and talent.”
 - ⊕ Dare I say that these are as important or even more so than the three classic economic resources: land, labour, and capital?
- ⊕ **Globalization and internationalization have NOT gone away and will not!**
 - ⊕ Even now, consider the challenges caused by COVID in public health, economies, travel, supply chains—originating in China but rapidly spreading throughout the world.



Moving Forward: 2022 Plus

- ❖ However, there are early signs that HE internationalization is starting to building back. (*Times Higher Education*, Feb 3, 2022)
- ❖ The cross-border flow of people, ideas, goods, services, and the challenges and opportunities of globalization continue and will **expand for knowledge-based economies and societies.**
- ❖ HE Internationalization is about helping societies and individuals cope with these global flows—Not only to soften challenges but to take advantage of opportunities.
- ❖ **Internationalization will recover over the next few years, but with new markets, altered collaboration routes, more technology use, new models of engagement, and pressures to document outcomes.**



These Realities of Globalization and internationalization are Especially Salient for Higher Education

- The “business” of H.E. is increasingly conducted across borders in search of finding the best talent and accessing cutting-edge knowledge and new ideas. You all know this from you own universities!
- Competition and collaboration in talent and new knowledge has shifted from the individual to the group, from single to multiple institution collaborations, and from the local/national to global teams in just about everything.
- ⊗ **If higher education is not globally connected, it will fail society.**
- ⊗ **And if graduates are not prepared to live and work as part of a global environment, they will be disadvantaged in their lives.**
- ⊗ **These are the realities pre, during, and post COVID**



Money for and Affordability of Internationalization is a Challenge and Requires Innovation.

Over the last four decades, global growth in higher education enrollment more than tripled global population growth, and was one and a half times greater than global GDP growth (Marginson 2016).

There is parallel cost increase associated with internationalization

- ❖ **Merely scaling up existing methods and practices** is not practical for reasons of cost, nor for getting results such as greater access.
- ❖ **To meet the challenge of expanding access, we need to change key practices and become innovative.**
 - ❖ **This in turn requires helping faculty to internationalize their teaching and learning in content and pedagogy, and in their research perspectives.**



Priority Actions for HE Internationalization in the 21st Century



#1. Internationalize all three core HE missions,

- ❖ build synergies and cost efficiencies across missions
- ❖ load-share work through partnerships and collaborations.
- ❖ All missions are needed to access the global pathways of talent, ideas, and opportunities.

🌐 Teaching/learning to prepare **ALL** students for global lives/careers.

🌐 Research/scholarship to access the best ideas from everywhere in the world.

🌐 Civic engagement at home to help communities negotiate the challenges and opportunities of globalization. For example:

🏢 building global markets for local goods or jobs, partnerships abroad, coping with immigration, private-sector joint ventures.

🏢 **Societies must benefit and see benefit in terms concrete to them if they are to support HE internationalization.**



#2. Widen Student and Societal Access to and Acquisition of International Knowledge and Skill Building

- ⊕ We know that a society with huge parts of its population without access to education is a society that cannot appreciably advance,
but it is much less frequently acknowledged that:
 - ⊕ A society largely uninformed about or unable to function in the world outside its boundaries is isolated.
 - ⊕ We must move from expertise for the few to cost-effective access by the many.
 - ⊕ High performance, higher quality 21st systems will support massification of access to international knowledge/learning.



#3. Examples of Key Actions Germane to Advancing 21st Century Internationalization:

1. Integrate internationalization into existing core missions and dual purpose use of existing resources.
2. Focus on achieving seminal goals, (outcomes) not on suboptimal measures (outputs).
3. Internationalize the curriculum as a whole (especially the on-campus curriculum). Learning through mobility is very important but insufficient on its own for wide access and deep learning.
4. Integrate technology through hybrid models (physical/virtual).
5. Build domestic and international partnerships to load-share and also enhance access to new ideas.
6. Document outcomes in societal and institutional relevant terms.



Appendix: More Detail for Key Actions



Dual-Purpose Use of Existing Resources for Internationalization

- There are not enough new funds available to any institution to fully fund standalone internationalization strategies. Tapping existing institutional resources expands resources for internationalization.
- Dual-purposing** is inherently a type of “**integrating**” action because it adjusts existing courses, curricula and research capacity to respond to the global environment. For example:
 - Adding new courses does not have to be the principal means to internationalize the curriculum. More cost effective is to add global, comparative, and international content to existing courses.
 - Build on and strengthen existing institutional research strengths and faculty research interests by connecting and projecting them across national boundaries.



What Kinds of “Goals” Can Be Pursued and Measured?

- ⊕ **Inputs:** Resources available to internationalization
- ⊕ **Outputs:** Type and amount of work or activity
- ⊕ **Outcomes:** The end products

There is good reason to measure/track all three, but in the end, goals for inputs and outputs are on their own sub-optimizing.

It is crucial to measure and pursue OUTCOMES



Options to Measure Progress/Success

Sample Input Measures	Sample Output Measures	Sample Outcome Measures
Number & diversity of study abroad options, locations, subject matter, and support.	Number & diversity of students studying abroad; length of study; curricular integration; safety; cost control; etc.	Impacts on knowledge, attitudes, beliefs, life skills, careers, etc.
Institutional research expenditures per faculty member. Or, external research dollars, etc.	Publications; patents; incidence of citation; grants and contracts from external sources.	Enhanced reputation/awards; commercial applications income; economic development of locations/regions; community problem solving, etc..
Dollars, people and other resources applied to problem solving engagement.	Numbers of projects/locations, numbers of people involved.	Impact on people's well being and condition: economic, health, income, nutrition, safety/security, access, etc.



Drive Internationalization Action by a Refocus on Seminal Goals

- On intended purposes/**outcomes in the three missions e.g.**,
 - On learning outcomes achieved rather than numbers of bodies moved across borders as an end in itself.
 - On outcomes of research collaborations and partnerships abroad rather than on the number of international partnerships or MOUs.
 - On civic problem-solving results in terms valued by communities.



What kinds of internationalized learning is most useful?

- Learning facts about other places is helpful and experiencing other cultures is too. But the really valuable “internationalized learning” is being able to apply and use these at home and abroad and in new and different situations.
- The big step needed is toward transformative international learning—FROM exploration of cultural diversity toward diversity in critical thinking:
- This comes not from just being mobile, but from engaging in thought and action exchanges with others of different cultures. Both physical and virtual exchanges work. Mobility helps but so do active learning opportunities, internships, virtual international classrooms.



Use of Technology

- ⊕ The evidence from the expanded use of technology is:
 - ⊞ Produces valuable learning outcomes;
 - ⊞ Widens access to many who would not otherwise have opportunity;
 - ⊞ Is very cost-effective
 - ⊞ Address disparities of access: poor/rich; remote locations
 - ⊞ HOWEVER it is best as a supplement and not a complete substitute for physical, face-to-face.
- ⊕ Examples:
 - ⊞ Virtual exchange with on-campus curricula.
 - ⊞ Hybrid models for teaching, research and community engagement.
 - ⊞ Forming technology-enhanced cross-border virtual classrooms .



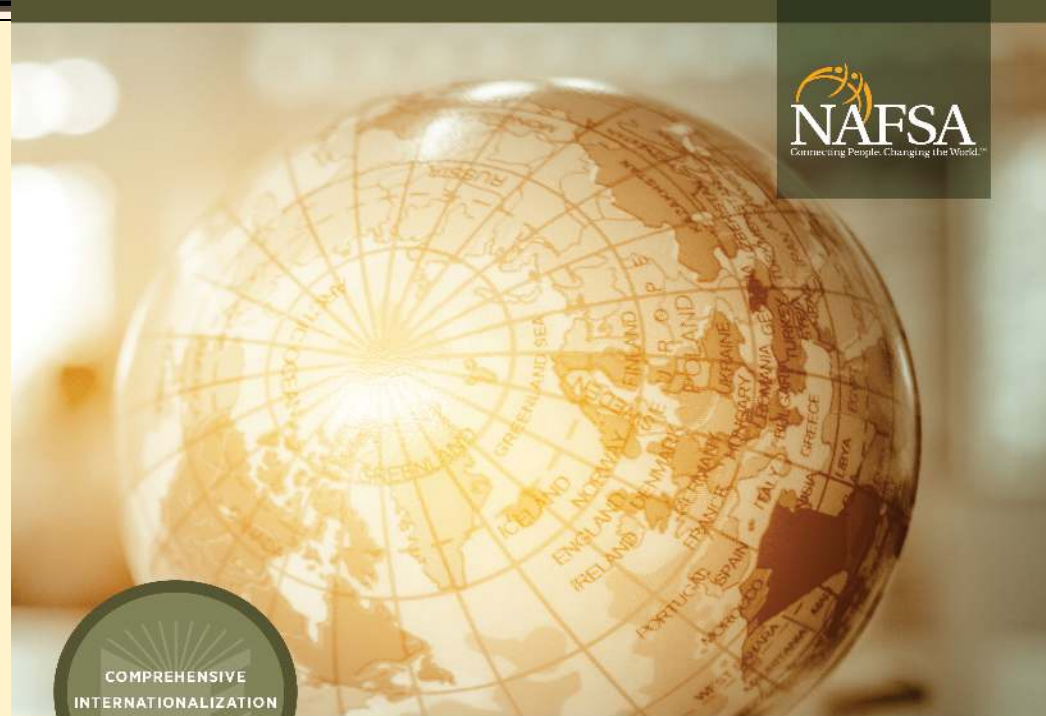
Resources for Further Thoughts and Ideas



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**Emphasis:
How to move from
rhetoric to action**

