Internationalisation of HE: staff engagement and support

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Internationalisation of higher education (IoHE)

- Key contemporary debate and strategic priority in HE, at institutional and national levels - generally presented as ‘a good thing’ (*Kehm, 2011*)

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- political, social, economic, communication, technological, and demographic changes challenge existing models and approaches to IoHE while also creating opportunities for creative new models, programs, partnerships, and flows of students to develop. *de Wit, et al., 2015*
  - faculty engagement determines 'who gets what, when and how' *Stohl, 2007; Brandenburg and de Wit, 2011; Finkelstein et al.* 2013; *Robson, 2011; Li and Tu, 2015*

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internationalisation as….

'the **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, **in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society'** *deWit et al., 2015*

- shapes institutional ethos and values and touches the entire higher education enterprise.

Hudzik, 2011

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IoHE research themes 1996-2011

- mobility of students and staff and programmes
- mutual influences of HE systems on each other: supranational organisations a driving force
- new actors, logics and relations between HE and research institutions (Tadaki and Tremewan, 2013)
- strategies
- knowledge transfer
- models of cooperation and competition
- national and subnational policies: geographical perspectives have broadened
- increase in conceptually and methodologically ambitious studies *Kehm, 2011;*

Review of IoHE literature 2008-2014:
Ten dominant themes

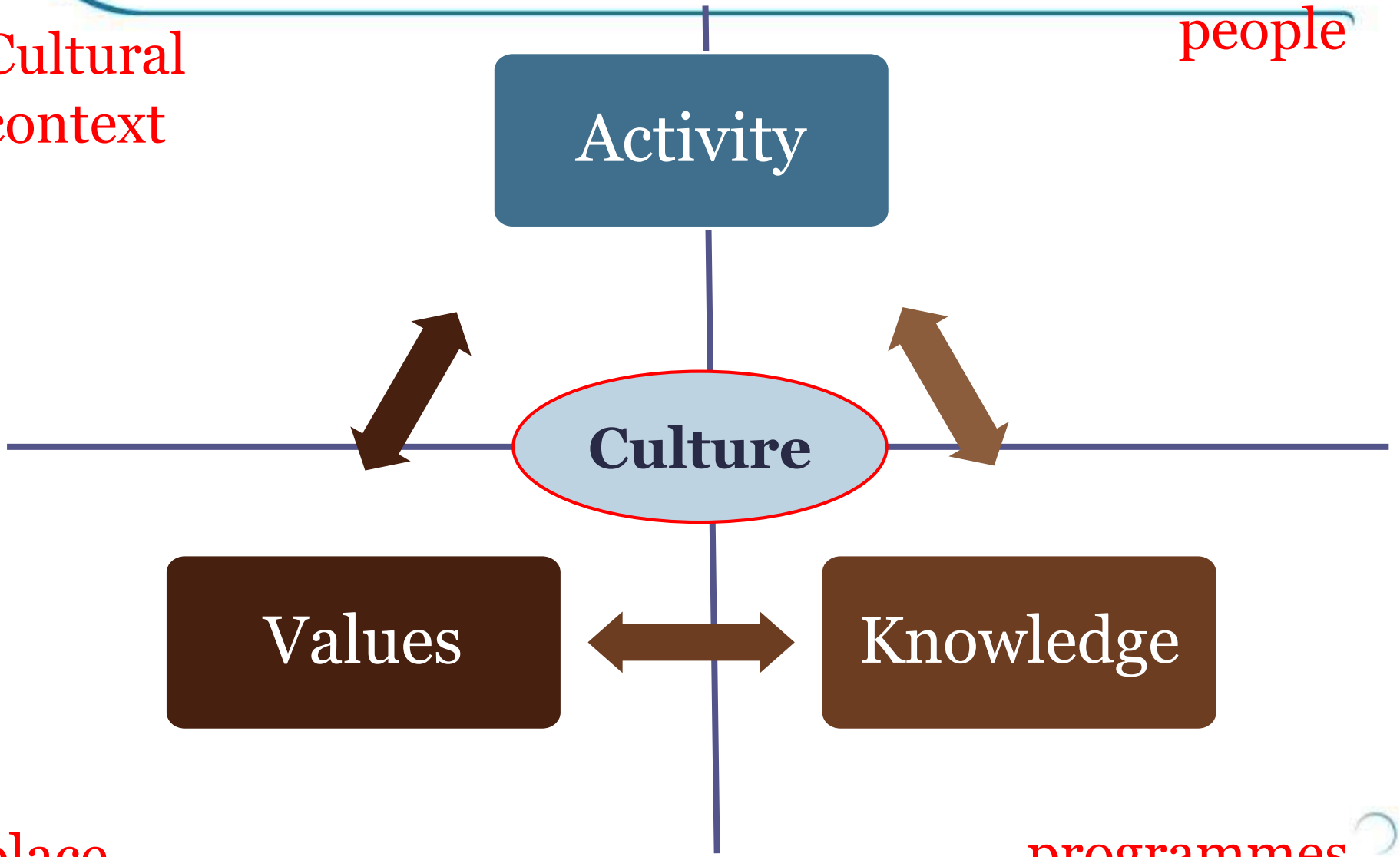
- *IaH (27.2%)*
- *Mobility (9.6%)*
- *National policy (8.3%)*
- *Internationalisation abroad (7.9%)*
- *English as a lingua franca (4.9%)*
- *ICT/online learning (4.1%)*
- *Competition (4%)*
- *multicultural issues (3.9%)*
- *QA (2.1%)*
- *LLL (1.9%)*

Yemini and Sagie, 2015

Recent and future research themes

- Sustainable internationalisation (Ilieva et al, 2014; Kehm, 2011)
- Pedagogy of internationalisation (Ilieva et al, 2014; Ryan, 2012)
- Academic rationale (deWit et al., 2015; Beelen, J. & Jones, E., 2015)
- Ethical rationale – social, cultural and values-driven goals (Pashby, 2015)
- Academic engagement and development (Svetlik, I., and Lalic, A.B., 2015; Jackson et al., 2012)
- Role of networks (Tadaki and Tremewan 2013)

Dimensions of Internationalisation



promoting teaching

making evidence COUNT

Three perspectives on evidence of teaching

- Scope of Activity
- Source of Evidence
- Sphere of Influence

The Higher Education Academy

promoting teaching

Sphere of influence

sample guide for applicants

The Higher Education Academy

promoting teaching

- there are multiple ways of practising internationalisation .... under the same mission statement *Tadaki and Tremewan, 2013*
- faculty engagement with internationalization is a function of socio-demographic and career characteristics, individual's self and social knowledge, and institutional expectations *Finkelstein et al, 2013*
- Internationalisation has become a transversal issue: benefits are not only for staff and students but also institutions, employers, economies, local and global communities in broad and complex ways *Collici, Costa, and Silva, 2015*

Internationalisation as……

- knowledge creation /dissemination
- personal and professional transformations
- international pedagogies, curriculum
- responsible, comprehensive engagement
- intercultural understanding, reciprocity
- conceptual and theoretical advances
- addressing societal challenges

- entrepreneurialism
- recruitment
- rankings
- branding
- prestige

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