

Internationalisation of HE: staff engagement and support

TILT/NTU Internationalising the Curriculum
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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)



- 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*



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



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

- *laH* (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

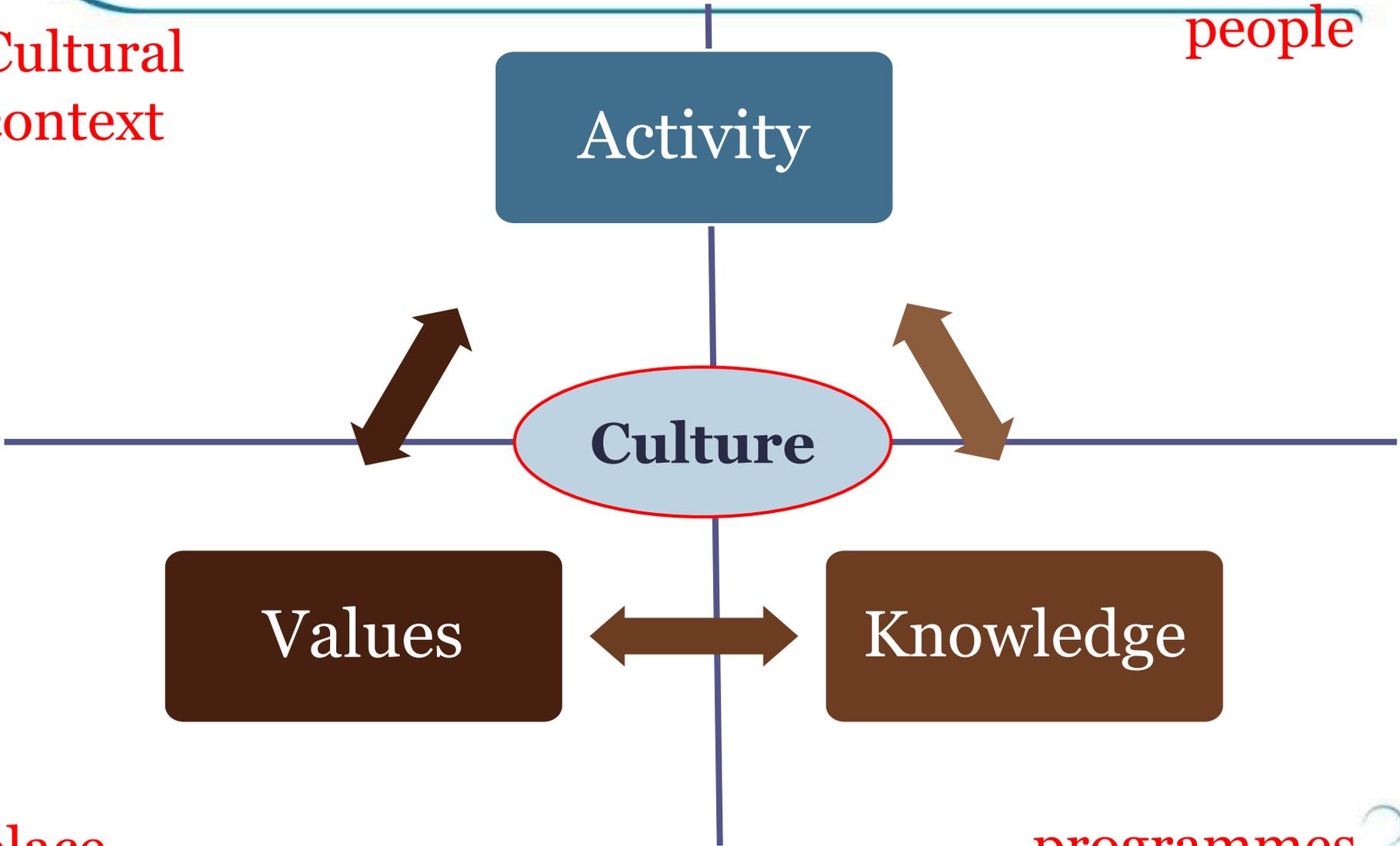
- Sustainable internationalisation (Ilieva et al, 2014; Kehm, 2011)
- Pedagogy of internationalisation (Ilieva et al, 2014; Ryan, 2012)
- Academic rationale (deWit et al., 2015; Beelen, J. & Jones, E., 2015)
- Ethical rationale – social, cultural and values-driven goals (Pashby, 2015)
- Academic engagement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



Dimensions of Internationalisation

Cultural context

people



place

programmes

promoting teaching

making **evidence**
COUNT

Three perspectives on evidence of teaching



Scope of Activity



Source of Evidence



Sphere of Influence

Sphere of influence



sample guide for applicants

	Lecturer	Reader/Associate Professor & Professor
Personal	<ul style="list-style-type: none"> Individual evidence could include, eg some of: <ul style="list-style-type: none"> Engagement with staff development activities Evidence of reflective approach to teaching/learning Integration of scholarship and research with teaching Courses awarded and professional development undertaken Self-assessment of teaching performance Awareness of relevant quality assurance frameworks and benchmarks Engagement with professional standards framework eg HEA Senior Fellowship Membership of relevant professional bodies Institutional teaching award 	<ul style="list-style-type: none"> Individual evidence could include: <ul style="list-style-type: none"> National teaching awards Engagement with professional standards framework eg HEA Principal Fellowship External prizes
Impact on students	<ul style="list-style-type: none"> Evidence student feedback from course and module questionnaires and other sources Feedback from student experience surveys Student achievement Student progression Student recruitment to courses or modules Student retention on courses or modules Production of teaching materials (eg Blackboard materials, learning packages) Successful outcome of supervision of UG or PG research projects / PG research students 	<ul style="list-style-type: none"> Sustained excellent student feedback from UG and module questionnaires and other sources Leadership of successful initiatives to improve outcomes of student experience surveys Leadership of successful initiatives to improve student achievement and retention Leadership of successful initiatives to improve student recruitment Improved cohort achievement Leadership of student employability initiatives Successful outcome of supervision of UG or PG research projects / PG research students
Impact on peers	<ul style="list-style-type: none"> He or Co-I on grants for pedagogic research Appointment as a course coordinator Accreditation of courses by professional bodies Departmental leadership in teaching Membership of Departmental Learning and Teaching Committee Receipt of awards for teaching Prize and citation for coursework Providing mentoring in coursework Invited authorship of textbooks Editorship and membership of journal boards or referees for journals in the area of teaching External module or subject evaluations External examiner comments Publications, presentation or workshops on teaching Peer supported evidence of involvement in faculty/university level initiatives (eg policy, staff development etc) 	<ul style="list-style-type: none"> Chair of faculty or university committee External examiner / reviewer QAA reviewer Office of responsibility in relevant professional bodies Invited re-evaluation of teaching at comparable institutions (eg for programme approval, periodic review) Invited reviewer of pedagogic grant proposals He or Co-I on major grants for pedagogic research by institutions or grants as evidenced by institutions or grant at conferences Significant record of publications, presentation or workshops on teaching Authorship of textbooks Peer supported evidence of leadership in faculty/university level initiatives (eg policy, staff development etc) Successful membership, peer reviewer, chair of National / International committees

- 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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