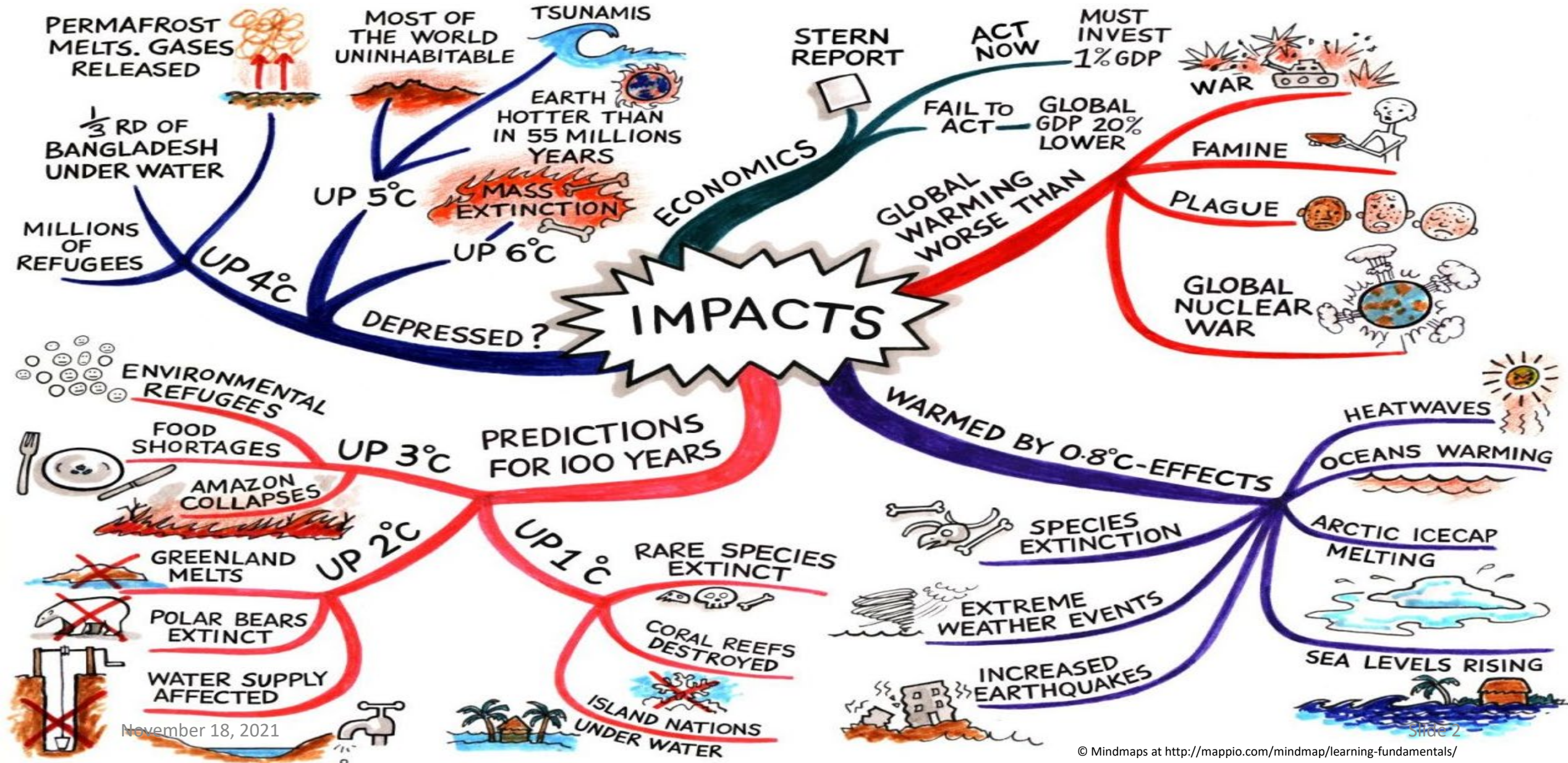# THE CHALLENGE OF *GREEN* INTERNATIONALISATION
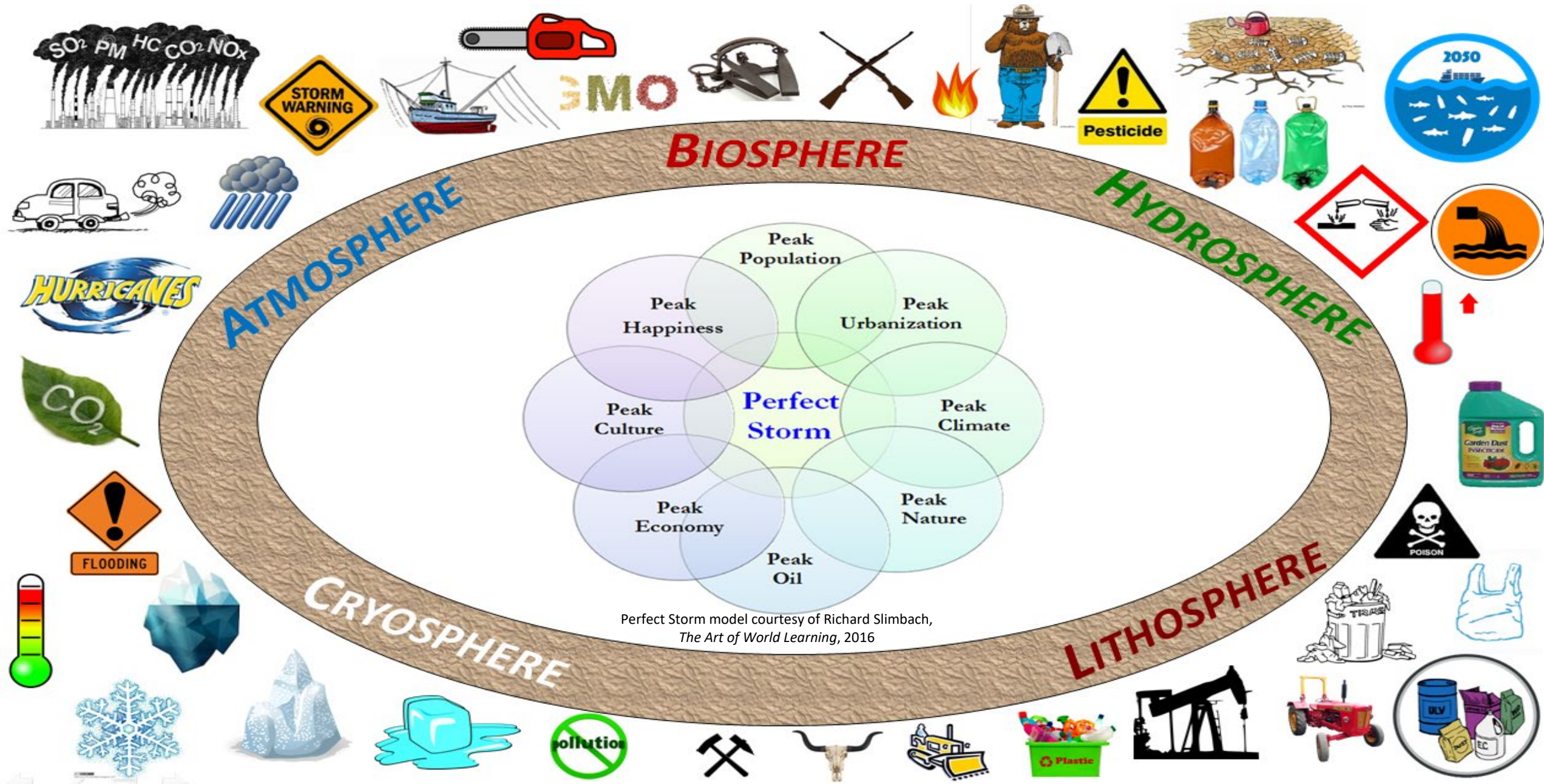
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- Director of Accreditation and Quality Assurance, AIAASC, Higher International Education
- Affiliate, Gateway International Group, LLC

It's more than just a CO₂ climate crisis...

It's A Global Systemic Structural Crisis

Perfect Storm model courtesy of Richard Slimbach,
The Art of World Learning, 2016
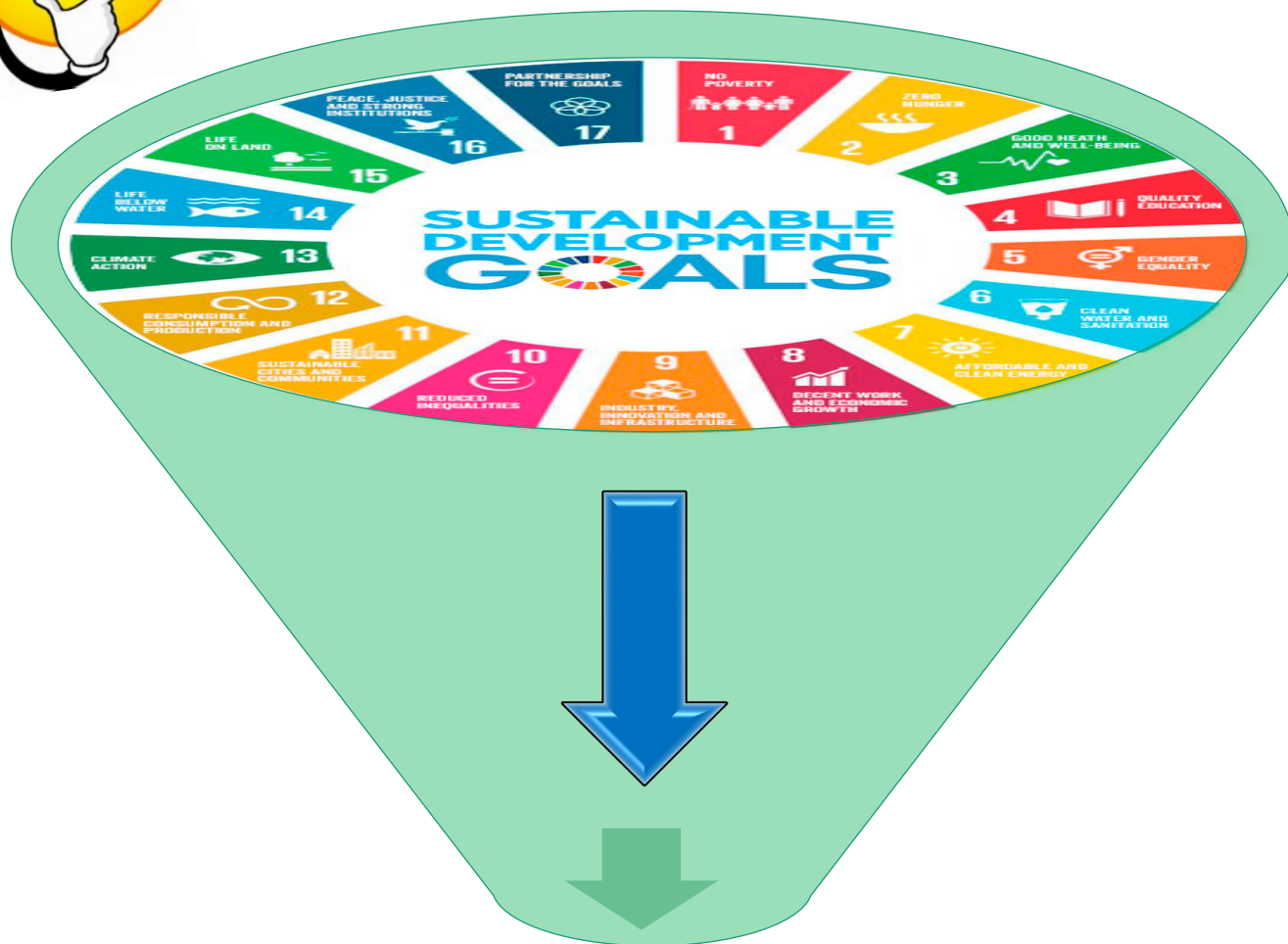
ONE POSSIBLE RESPONSE:
2030 AGENDA FOR SUSTAINABLE DEVELOPMENT
17 SUSTAINABLE DEVELOPMENT GOALS

International Education

THE GREENING OF COMPREHENSIVE INTERNATIONALISATION

Greening the ACE-CIGE Definition
of Comprehensive Internationalisation

American Council of Education's Center for Internationalization and Global Engagement (ACE-CIGE, 2018)

Traditional Internationalisation

Comprehensive internationalization is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.

Sustainably *Green* Internationalisation

The *greening* of comprehensive internationalization is a strategic, coordinated process that aligns and integrates *internationalized* policies, programs, initiatives, *and outcomes* to position colleges and universities as more *eco-literate* and *globally* connected institutions *committed to education for sustainable development.*

- Strategic planning
- Internationalization committee
- Campus stakeholders
- Assessment

- Senior leadership
- International office

- General education requirements
- Internationalized courses in the disciplines
- Co-curriculum
- Student learning outcomes

+ Technology

Articulated institutional commitment

Administrative structure and staffing

+ Leadership

Curriculum, co-curriculum, and learning outcomes

Faculty policies and practices

Student mobility

Collaboration and partnerships

Comprehensive Internationalization

- Tenure and promotion policies
- Hiring guidelines
- Faculty mobility
- On-campus professional development

- Credit transfer policies for SA
- Financial aid and funding
- Orientation & re-entry programs
- Int. student support & programs

- Strategic planning
- Review structure options
- Identify potential partners
- On-going management

The *Greening* of Comprehensive Internationalisation

Comprehensive internationalisation is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.

The CIGE Model for Comprehensive Internationalisation is comprised of six interconnected target areas for institutional initiatives, policies, and programs.
(Definition, model and graphic developed by the Center for Internationalization and Global Engagement, American Council on Education, 2018.)

- Strategic planning
- Internationalization committee
- Campus stakeholders
- Assessment

- Senior leadership
- International office

- General education requirements
- Internationalized courses in the disciplines
- Co-curriculum
- Student learning outcomes

Articulated Institutional Commitment

- Articulate global responsibility in IHE
- Promote ethical internationalisation
- Infuse SD into vision, mission, & values
- Embed SD into campus strategic plans
- Engage leadership in SD initiatives
- Affirm goal of planetary stewardship
- Declare importance of biodiversity
- Advocate openly for alternative energy
- Implement fossil fuel divestment
- Re-prioritize core campus metrics
- Reorient assessment toward SD goals
- Prioritize sustainability literacy
- Address SD explicitly in campus culture
- Involve stakeholders in focus groups
- Measure campus carbon footprint
- Articulate & adopt SD code of ethics

Collaboration and Partnerships

- Link SA destinations to SD learning
- Use SD criteria to choose partners
- Ensure partners help achieve mission
- Assess partnerships using SD criteria
- Provide mutual support in SD goals
- Consider partner carbon footprints
- Infuse reciprocity into MOU's
- Seek solidarity despite difference
- Support N-S research agreements
- Direct research towards UN SDG's
- Collaborate for pluralized knowledge
- Address inequalities head-on
- Acknowledge complicity in disparities
- Engage with IHE SD networks
- Join SD orgs: HESI, AASHE, ISCN, GULF
- Empower students to join networks

Articulated institutional commitment

Administrative structure and staffing

Curriculum, co-curriculum, and learning outcomes

Faculty policies and practices

Student mobility

Collaboration and partnerships

Comprehensive Internationalization

Administrative Structure and Staffing

- Hire President literate in sustainability
- Recruit senior leaders with SD skills
- Require SIO commitment to SD
- Appoint SSO as senior campus leader
- Adopt institutional SD plan & targets
- Hire sustainability literate staff
- Launch campus-wide SD committee
- Embed SD into campus processes
- Institute cyclical SD on-campus events
- Create awards for SD achievement
- Seed funding for SD projects & works
- Provide volunteer opportunities in SD
- Monitor SD progress in formal reports
- Ensure access to SD library resources
- Enlist alumni SD and SL expertise
- Offer campus internships in SDG's

- Tenure and promotion policies
- Hiring guidelines
- Faculty mobility
- On-campus professional development

- Credit transfer policies for SA
- Financial aid and funding
- Orientation & re-entry programs
- Int. student support & programs

- Strategic planning
- Review structure options
- Identify potential partners
- On-going management

Student Mobility

- Track program carbon footprints
- Create program carbon offset fees
- Enlist students in offset programs
- Publish program carbon costs
- Assess SL development in SA
- Pursue ICC through SD learning
- Link SA destinations to SD learning
- Engage with green activists abroad
- Define "experiential" in terms of SD
- Expose students to indigenous life
- Explore alternative habits abroad
- Devise alternative assessment tools
- Provide funds for SD programming
- Infuse SL into orientation content
- Integrate SL gained abroad at home
- Draw on int. student SD skills
- Safeguard int. student interests

Curriculum, Co-curriculum, and Learning Outcomes

- Adopt strategies for educating for sustainability
- Create degree programs in sustainability
- Include sustainability literacy in general education
- Prioritize sustainability literacy for all programs
- Recognize importance of SD outcomes in all majors
- Create SL courses related to all disciplines
- Infuse SD learning into co-curricular student life
- Engage students in community through SD programs
- Use technology to enhance SD learning outcomes

Faculty Policies and Practices

- Provide professional development in SL teaching
- Ensure tenure codes recognize work/research in SD
- Link sustainability literacy and SD work to promotion
- Include SL among requirements for faculty hiring
- Identify SL among criteria for faculty evaluations
- Promote & prioritize faculty mobility related to SD
- Earmark faculty development funds related to SD
- Reward research projects focused on SDG's
- Support open access research in SD and SDG's
- Train faculty in assessing SL and SD outcomes

Abbreviations: SD-sustainable development; SL-sustainability literacy; SDG-United Nations Sustainable Development Goals; IHE-International higher education; SA-study abroad: ICC- intercultural competence

I. ARTICULATED INSTITUTIONAL COMMITMENT

A. **Strategic planning**

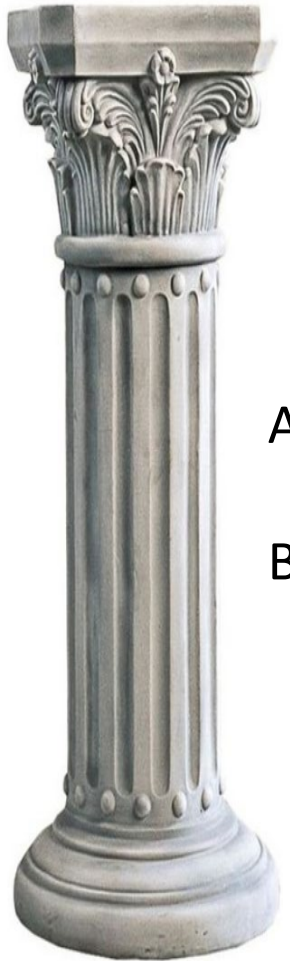B. **INZ committee**

C. **Campus stakeholders**

D. **Assessment**

Strategic planning requires that key stakeholders articulate an institution's commitment to *green* internationalization and provide a roadmap for *urgent* implementation. Formal assessment mechanisms reinforce this commitment by framing explicit *sustainability* goals and *behavioral outcomes* and holding the institution accountable for accomplishing them.

II. ADMINISTRATIVE LEADERSHIP, STRUCTURE, & STAFFING

A. **Senior leadership**

B. **International office**

The involvement of *sustainability literate* top leaders and appropriate administrative and reporting structures form an essential framework for implementing *green* internationalization.

III. CURRICULUM, CO-CURRICULUM, AND LEARNING OUTCOMES

A. **Gen Ed requirements**

B. **International courses in the disciplines**

C. **Co-curriculum**

D. **Student learning outcomes**

E. **Technology**

As a core purpose of higher education, student learning *and sustainability literacy* are critical elements of internationalization. A *green* internationalized curriculum and co-curriculum ensure that all students are exposed to *global* perspectives, build global competence, *and acquire sustainability literacy*. Globally- and *ecologically*-focused student learning and *behavioral* outcomes articulate specific knowledge, skills *and values* to be addressed in courses and programs.

IV. FACULTY POLICIES AND PRACTICES

- Tenure and promotion policies

- Hiring guidelines

- Faculty mobility

- On-campus professional development

As the primary drivers of teaching and research, faculty play a pivotal role in *infusing sustainability literacy into* campus internationalization. Institutional policies and support mechanisms ensure that faculty have opportunities *to develop their own sustainability literacy* and *global* competence and are able to maximize the impact of these experiences on *corresponding* student learning.

V. STUDENT MOBILITY

A. **Credit transfer policies**

B. **Financial aid and funding**

C. **Orientation and re-entry programs**

D. **Ongoing support and programs for international students**

Student mobility, *with explicit attention paid to environmental impact*, is *the new challenge* of internationalization efforts. Orientations, re-entry programs and other support structures and activities *focused on education for sustainable development* help facilitate student adjustment and maximize learning.

VI. COLLABORATION AND PARTNERSHIPS

A. **Partnerships with institutions and organizations abroad**

B. **Community collaborations**

C. **On-campus networks**

Successful collaborations and partnerships extend the reach, impact *and urgency* of *green* internationalization activities. Such relationships can provide *ecological*, international, and cross-cultural experiences for students and faculty, enhance the curriculum, generate revenue, and raise the visibility and *sustainability literacy* of institutions at home and around the world.

Concluding Thoughts

Fundamentally, the task is to articulate not just a set of policy proposals but an alternative worldview to rival the one at the heart of the ecological crisis--embedded in interdependence rather than hyper-individualism, reciprocity rather than dominance, and cooperation rather than hierarchy.

Naomi Klein, *This Changes Everything*

It is not necessary to change. Survival is optional.

W. Edwards Deming

Thank You!

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