

Capacity Building for Internationalization



EXPECTATIONS



Workshop Objective

- In this workshop, participants will be introduced to:
 - Internationalization in the context of US and Europe
 - Egypt's national context for internationalization
 - Intercultural communication skills
 - The importance of pre-departure orientation and re-entry

What impacts have globalization and internationalization on your institutions?

Internationalization?

- ‘Globalization is the context of economic and academic trends that are part of the reality of the 21st century. Internationalization includes the policies and practices undertaken by academic *systems and institutions* – and even *individuals* – to cope with the global academic environment...’

- Internationalization is one of the key factors of success in the 21st Century for Higher Education Institutions (HEI). According to the latest OECD *Education at a Glance* report, (OECD, 2014. p. 34) *“more than 4.5 million students were enrolled in tertiary education outside their country of citizenship (...) a more than fivefold increase”* in the last 22 years. If the current trend continues, the number of international students could reach 8 million before 2030.

Globalization and Higher Education institutions

- Deepen inter-institutional connections
- Accelerate human mobility

Why Internationalization?

- Income
- International recognition
- Employability
- Globalized knowledge economy

Internationalization activities includes:

- Study Abroad (short-term or degree granting)
- Collaboration in research (ex. Horizon 2020: http://ec.europa.eu/research/era/index_en.htm)
- International curriculum (ex. joint course)
- Foreign languages (ex. Amideast program)
- Academic staff mobility
- Mutual recognition of academic credits and degrees (MA in G&D)
- The development of joint degrees (Joint MA)
- Branch campuses of universities abroad (TU campus in Gouna)
- Distance learning
- International consortia
(ex. The Talloires Network is an international association of institutions committed to strengthening the civic roles and social responsibilities of higher education)

Internationalization Processes

- have the capacity to alter the educational mission of universities
- recast the educational experiences of students
- transform the learning outcomes of courses and programs
- deepen network relations between universities
- provide a tool for differentiating programs and institutions (which can be translated into funding, ranking, accreditation,...etc.).

Modes of International Collaboration

- ***Distance Education, Distance Delivery of Academic Programs:*** University of X courses are delivered by University of X faculty and staff via distance technology.
- ***Collaborative Course or Program Resource Sharing:*** University of X has a wide variety of arrangement with other universities in which curricular and educational resources are shared to leverage strengths of partner institutions and create synergy. Because of the variety of formats, these are challenging to classify.
- ***Sequential Degrees:*** Formalized arrangement in which students earn a specified degree at a partner institution and then applies to, enrolls in, and completes a second, related program at University of X. Courses from the first program may be used to waive requirements in the University of X program. Students will still be required to meet all University of X program and degree requirements.
- ***Joint Degrees:*** A single degree authorized and conferred by two or more partner institutions; faculty, governance groups, governance boards share authority.

Modes of International Collaboration

- ***Study Abroad***: Students participate in a program operated through University of X in which University of X students enroll at a foreign university for a period of up to one (1) year. Students are awarded credit when the course credit they earned while in the program is transferred back to University of X.
- ***University of X as Study Abroad Site For Other Universities***: Students enrolled at a foreign university attend University of X as participants in a Study Abroad program established by their home university with University of X as the study abroad site for a period of up to one (1) year. Students earn credit when the course credit is transferred back to their home university.
- ***Student Exchange Agreements***: Reciprocal arrangement in which University of X students study at a partner institution and partner institution students study at University of X for a period of up to one year. University of X students transfer credit earned away back to University of X.
- ***Course-to-Course Credit Transfer, Transfer “Contracts”***: Pre-arranged recognition of the equivalency of specific courses at one institution to the corresponding course at University of X. For degree-seeking undergraduates.

Making the Case for Internationalization

- **Local Impact**
- **Institutional Strength**
- **Service to the Community**
- **Students and Curriculum**
- **Knowledge**

Making the Case for Internationalization

- **Local Impact**
- Institutions are more vital and attractive places when they are internationalized, and these qualities strengthen their local communities.
- Internationalized institutions are stronger institutions generally, and as such they are in a better position to serve their local stakeholders.
- **Institutional Strength**
- A global footprint is essential for any university to be recognized for its quality. All institutions that are noted for their excellence also have a significant international presence.
- Internationalized universities are stronger financially.
- **Service to the Community**
- Universities should promote human welfare around the globe, and not just in their own country.
- Students learn to be effective global citizens.
- Foreign students return to their home countries with a more accurate, nuanced understanding of Egyptian cultural and society.
- **Students and Curriculum**
- Global competence is essential for a successful career in a globalized society and economy.
- Every college graduate should develop the international skills and perspective that will enable them to become responsible and well-informed members of society.
- Complete mastery of any academic discipline requires an understanding of its international dimensions.
- **Knowledge**
- The most urgent research questions transcend national boundaries.
- Research increasingly involves international networks of collaborators.

American Council on Education

- 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.
- www.acenet.edu

The Model for Comprehensive Internationalization is comprised of six interconnected target areas for institutional initiatives, policies, and programs



Articulated
institutional
commitment



Administrative
leadership,
structure, and
staffing



Curriculum,
co-curriculum,
and learning
outcomes



Faculty policies
and practices



Student
mobility



Collaboration
and
partnerships

Comprehensive Internationalization

Articulated Institutional Commitment

- Strategic planning involving key stakeholders articulates an institution's commitment to internationalization and provides a roadmap for implementation. Formal assessment mechanisms reinforce this commitment by framing explicit goals and holding the institution accountable for accomplishing them.
- **Strategic planning.** Internationalization is prioritized in mission statements and institution-wide strategic plans and through explicit internationalization plans.
- **Internationalization committee.** A steering committee comprised of representatives from across the campus is designated to oversee implementation of internationalization initiatives.
- **Campus stakeholders.** Focus groups, surveys and open discussions convey priorities, address concerns and gain buy-in by students, faculty, staff and other stakeholders.
- **Assessment.** Following from articulated goals, progress and outcomes of internationalization are formally measured and assessed.

Example: Duke University

- Duke University's strategic plan describes the 6 enduring themes that describe and define the institution. They are: interdisciplinarity, knowledge in the service of society, centrality of the humanities and interpretative social sciences, **internationalization**, diversity, and affordability and access.

Example: Seton Hall University

- The Strategic Proposal for Internationalizing Seton Hall University is based on the recommendations of project committees in five areas (Infrastructure, Cultural Initiatives, International Partnerships, Study Abroad, and International Curriculum). Each project group produced a series of strategic goals as well as action steps to meet these goals. This document summarizes the project teams' efforts as well as attempts to limit the duplication across groups.

Administrative Leadership, Structure, and Staffing

- The involvement of top leaders, and appropriate administrative and reporting structures form an essential framework for implementing internationalization.
- **Senior leadership.** The president and Central Applications Office (CAO)are committed to internationalization and are engaged in the process from the start.
- **International office.** An office or offices are designated to coordinate campus-wide internationalization activities. The faculty or staff member primarily responsible for internationalization reports to the CAO or president.

Princeton University

- The webpage describes the purpose of Princeton's Council for International Teaching and Research. The council is responsible for managing resources and investing them in international partnerships.
- <http://www.princeton.edu/international/partnerships/council/>

Curriculum, Co-curriculum, and Learning Outcomes

- As a core purpose of higher education, student learning is a critical element of internationalization. An internationalized curriculum and co-curriculum ensure that all students are exposed to international perspectives and build global competence. Globally-focused student learning outcomes articulate specific knowledge and skills to be addressed in courses and programs.
- **General education requirements.** Courses that focus on foreign language, regional studies and global issues are included in undergraduate general education requirements.
- **Internationalized courses in the disciplines.** Courses within each major incorporate international perspectives and highlight global issues in the field.
- **Co-curriculum.** Programs and activities address global issues, reinforce international elements of the curriculum, facilitate discussion and interaction among students of different backgrounds and support the integration and success of international students on campus.
- **Student learning outcomes.** Internationally-focused competencies are included in campus-wide student learning outcome goals and assessments.
- **Technology.** Technology is used in innovative ways to enhance global learning, e.g. through joint coursework and interactions with students and faculty abroad.

Examples

- Soliya

http://www.soliya.net/download/Orientation_Video.wmv

- AUC Dialogue course
- Northeastern Dialogue of civilizations course
- Tubingen joint course

Dialogue of Civilizations Course

Learning Outcome:

After successfully completing this course, you will have an enhanced ability to do the following:

- Clearly identify, analyze and develop informed opinions
- Develop and present well-reasoned written or spoken positions
- Recognize and understand the nature and importance of diverse cultural perspectives (including your own)
- Reflect and understand the meaning and importance of an informed, involved membership in a global community comprised of peoples with diverse values and views

Faculty Policies and Practices

- As the primary drivers of teaching and research, **faculty play a pivotal role in campus internationalization**. Institutional policies and support mechanisms ensure that faculty have opportunities to develop international competence and are able to maximize the impact of these experiences on student learning.
- **Tenure and promotion policies**. Tenure codes state explicitly that international work and experience should be considered in tenure and promotion decisions.
- **Hiring guidelines**. International background, experience and interests are among the criteria upon which faculty candidates are evaluated.
- **Faculty mobility**. Faculty have opportunities to teach, conduct research and attend conferences abroad. Administrative and funding mechanisms support faculty participation in outside programs (e.g. Fulbright).
- **On-campus professional development**. Workshops, seminars and other programs help faculty build international competence and incorporate international perspectives into their teaching.

Examples

- Amideast workshop
- Fulbright(SIR)
- TEMPUS
- HORIZON 2020

Student Mobility

- Student mobility, which refers both to the outward flow of domestic students to other countries to engage in an education abroad experience and the inward flow of international students to study at Egyptian campuses, is often a focus of internationalization efforts. Orientations, re-entry programs and other support structures and activities help facilitate students adjustment and maximize learning.
- **Credit transfer policies.** Students can easily earn credit for study abroad through approved programs.
- **Financial aid and funding.** Student financial aid is applied to approved study abroad programs, and resources are available to help students locate additional funding. Scholarships and other funding are available for international students.
- **Orientation and re-entry programs.** Orientation and re-entry programs help students maximize learning during study abroad, and integrate knowledge gained into their overall program of study. Academic and cultural orientation sessions are provided to all incoming international students.
- **Ongoing support and programs for international students.** Academic and social support structures and programs facilitate international students' full integration into campus life.

Example

- AMIDEAST Study abroad program

Collaboration and Partnerships

- Establishing and managing successful collaborations and partnerships abroad is a key aspect of internationalization for many institutions. Such relationships can provide international experiences for students and faculty, enhance the curriculum, generate revenue, and raise the visibility of institutions at home and around the world.
- ACE recommends a **4-step approach for creating and managing international partnerships:**
- **Step 1: Strategic planning.** Partnerships and collaborations should be based on a careful planning process that clarifies international goals and objectives, particularly with respect to student learning outcomes. International collaborations should align with overall institutional mission and priorities, and should take into account availability of financial and personnel resources.
- **Step 2: Review possible structures.** International collaboration can take many forms, and institutions should become familiar with a variety of options before talking to potential partners. Some modes of engagement will likely emerge as a better institutional fit than others; some may be rejected outright, and others may only be appropriate for partners that meet certain criteria.
- **Step 3: Identify potential partners.** It is important to analyze the higher education context in target countries, including policies, priorities, structure, and operations. A careful analysis can eliminate certain types of institutions as potential partners and make others a higher priority. Peer institutions can provide useful information on potential partners abroad, and conferences often include opportunities for direct networking with institutional representatives from other countries.
- **Step 4: On-going management.** As partnerships proliferate, institutions may find themselves with too many MOUs – often of varying scope and effectiveness. Another common situation is for partnerships based on a personal connection to dissipate once that connection is no longer active. Centralized coordination, engaging a broader base of faculty support, and designating certain relationships as “strategic” can help mitigate these issues.

Bologna Process

- Widely differing education and training systems in Europe have traditionally made it hard for Europeans to use qualifications from one country to apply for a job or a course in another. Increased compatibility between education systems makes it easier for students and job seekers to move within Europe.
- At the same time, the Bologna reforms help to make European universities and colleges more competitive and attractive to the rest of the world.
- The Bologna Process also supports the modernisation of education and training systems to make sure these meet the needs of a changing labour market. This is important as the proportion of jobs requiring high skills grows, and the demand for innovation and entrepreneurship increases.

Panel Discussion:

Staff experiences aboard

- Staff experiences aboard (covers personal experiences with pre-departure, academics, advising, extra-curricular, cultural, personal support)
- What services can be implemented in Egypt?

International Students and Scholar Office

- One-stop shop for international students and faculty
- Academic
- Immigration
- Student/community engagement

Professional Standards and Competencies

- The Council for the Advancement of Standards in Higher Education(CAS) created standard for Education Abroad Programs and Services (EAPS) states: “EAPS professional staff members must be knowledgeable and competent in the following areas: **cultural competence; experiential education; legal affairs and risk management; intercultural communication; culture shock, reverse culture shock, and cultural adjustment; student advising and counseling**”

International Students in the Classroom

- Implications
- Different expectations
- Challenges
- Identifying the needs of international students in classroom and beyond
- Best practices in other countries
- Maximizing the students experience

As a staff what can you do?

Culture in teaching and learning in the context of internationalization

- culture as content
- culture as communication skills
- cultural as relocation
- culture as diversity.

Cross-cultural communication



Exploring the ocean !

- Observing behaviors
- Personal interaction to learn about peoples' beliefs and values
- Getting to understand their assumptions through interpreting why do they act according to particular rules (ex. Volunteerism)

Hofstede's Dimensions of Culture (100 point scale)

0				100
more egalitarian	—	Power Distance	+	embraces hierarchy
collectivist	—	Individualism	+	individualistic
nurture more important	—	Feminine/Masculine	+	power more important
comfortable with ambiguity	—	Uncertainty Avoidance	+	ambiguity creates anxiety
put short-term goals first	—	Long-term Orientation	+	put long-term goals first
happiness can be bad	—	Restraint/Indulgence	+	happiness is always good

Cross-culture communication barriers/ challenges

- Language
- Discrimination (inferiority)
- Stereotyping
- Body language

5 Silent Languages

- Time
- Space
- Material goods
- Friendship
- Rules

Some cross-cultural differences

- Fate and responsibility
- Behavior
- Negotiation

National Context

According to the OECD Report (2010)

- Internationalization has not featured as an area of policy attention
- Egypt is opening up to the international community but has yet to develop a strategy for internationalization of its higher education system
- The number of Egyptian students abroad are very low
- International students in Egypt were 1.3% of all higher education enrolment
- Egyptian HEIs do not actively attract international students
- HEIs lack adequate infrastructure to accommodate them.
- Bureaucratic impediments

- Faculty mobility is not driven by strategy at either the system or institutional level.
- Second language learning in HEIs is very limited
- Students are not exposed to internationalized curriculum and study abroad experience

International Students Mobility

- Outgoing students = 6545 students (0.3% of national enrolment)
- incoming students = 41590 (1.3%) in 2007. of which 38% goes to Al Azhar university. 34 % in social sciences.

Barriers to Receiving International Students

- International students offices are in their early stage of development
- International agreements
- Low level of English language competence
- Small number of English language courses
- Lack of students services and facilities to support them.
- International offices are not experienced in proactively marketing their university

Working Groups

- Challenges and opportunities for internationalization
- Policy recommendations

Capacity support for internationalization

- Funding
- Measuring results
- Broader internationalization agenda beyond indentifying opportunities for graduate students
- Leadership commitment
- Development of institutional plans
- Active participation of academic and administrative staff
- Creation and staffing of support units
- The training of international education professionals
- Active participation of HEIs in international networks and fora (such as NAFSA)

Recommendation for Developing a comprehensive internationalization Strategy

- Develop a national qualification framework aligned with international standards (ex. Bologna process)
- a statement of national policy objectives and principles;
 - a more coherent set of actions aligned with national priorities;
 - the embedding of internationalization competencies into the statements of expected graduate attributes in the national qualifications framework;
- development of institutional twinning arrangements for the joint conduct of research and the awarding of diplomas and degrees;
- encouraging second and third language learning throughout the education system;
- ensuring that international students are included in Egypt's quality assurance and consumer protection arrangements;
 - professionally promoting Egypt as a study destination for students in other countries;
 - systematically collecting and reporting data on the movement of students and academic staff;
- reducing unnecessary regulations and bureaucratic procedures related to international collaboration; and
- providing adequate incentive funding and support, including support for Egyptian undergraduate students to have a period of study abroad.

Designing a marketing strategy

- Positioning the university - communications and marketing strategies and platforms; developing brands

Orientation and Re-entry

Measuring Impact of Study abroad/internationalization

- Academic performance
- Skills
- Employment
- Long-life learning
- Inter-cultural competence
- World views