

A Taxonomy of Modes of University International Engagement

Research Universities and Their Global Engagement Strategies
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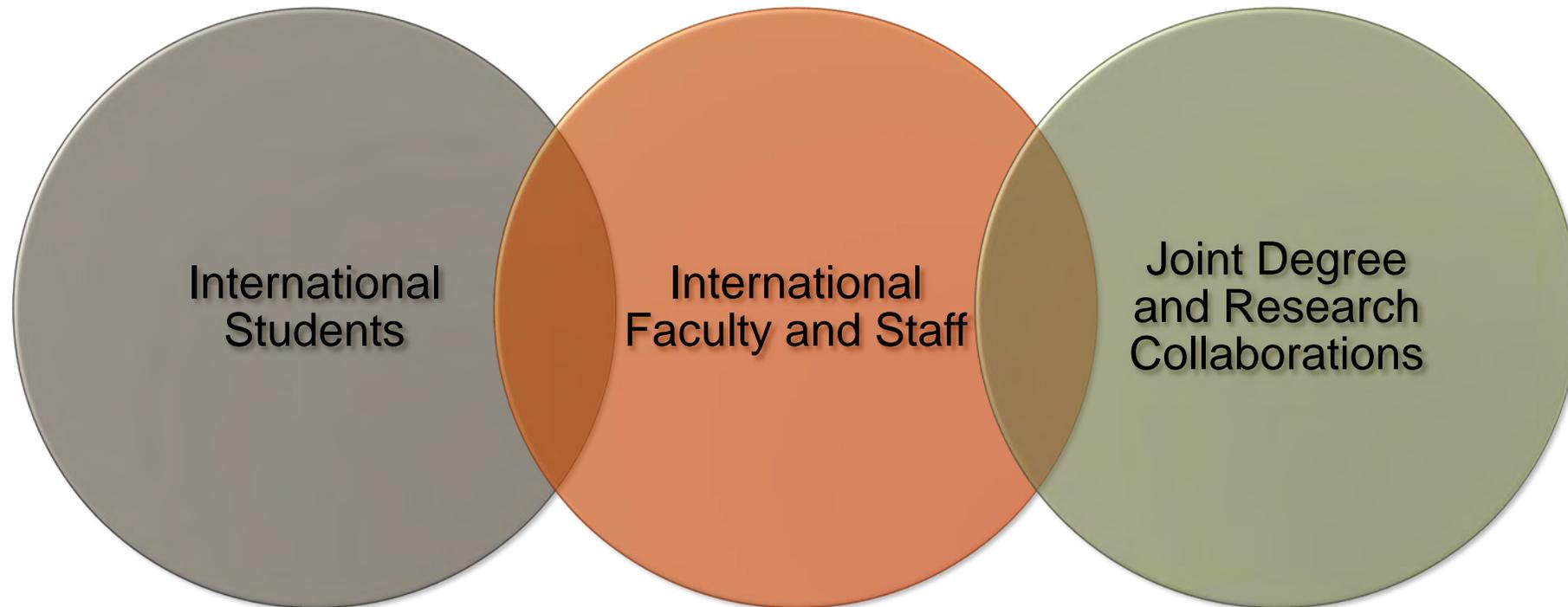
- Trends and Notions of the Internationally Engaged University
- A Taxonomy Institutional International Engagement
- Observations on Key National/Regional Variables



- Trends and Notions of the Internationally Engaged University



- **International Engagement – the Current Mantra - Seeking Markets**

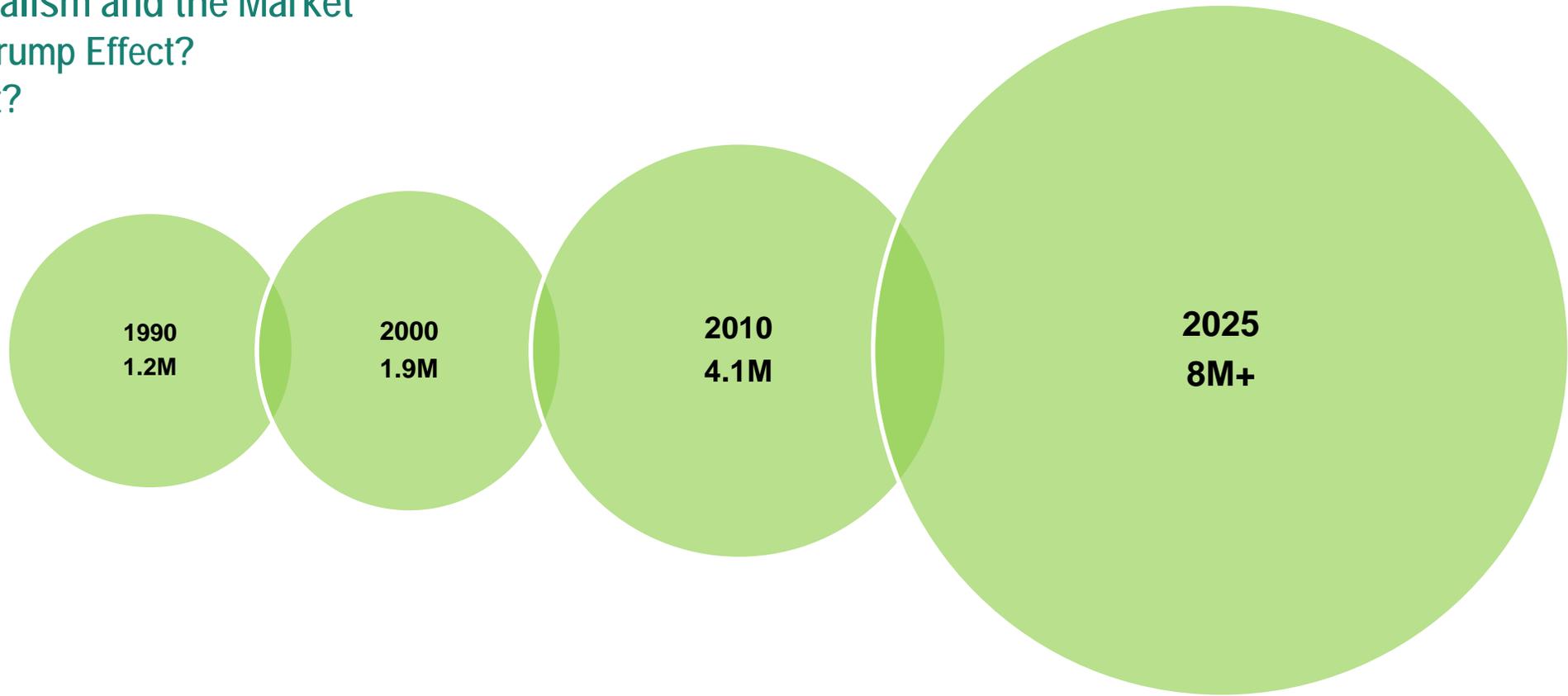


- **Student Mobility and Markets**

Growing Competition

Nationalism and the Market

- The Trump Effect?
- Brexit?



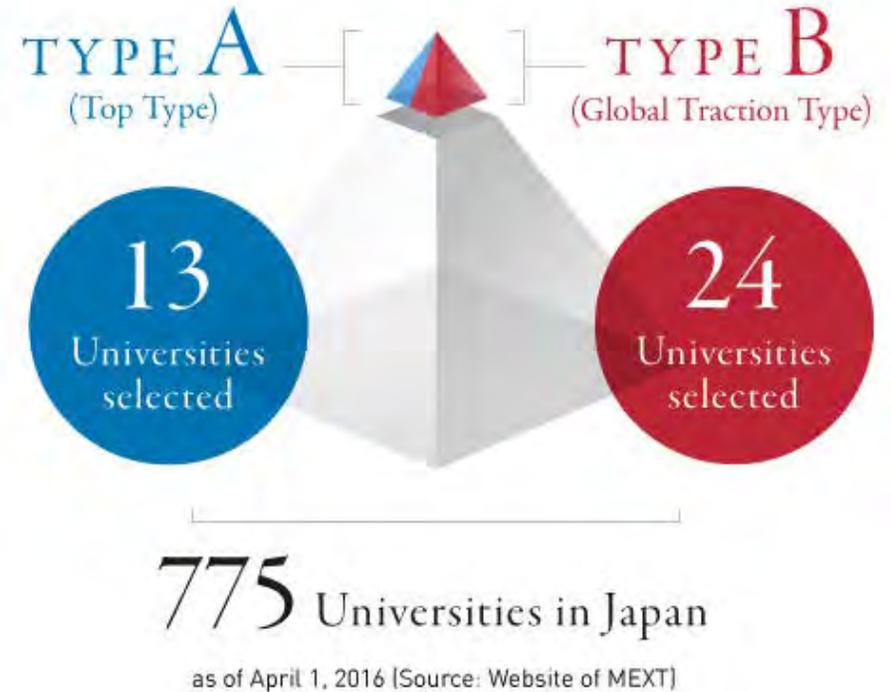
- National Strategies - Brain Gain and Retention

Brain Korea 21 Project -

Super Global Japan

China – repatriation programs

[Outline of the Top Global University Project]

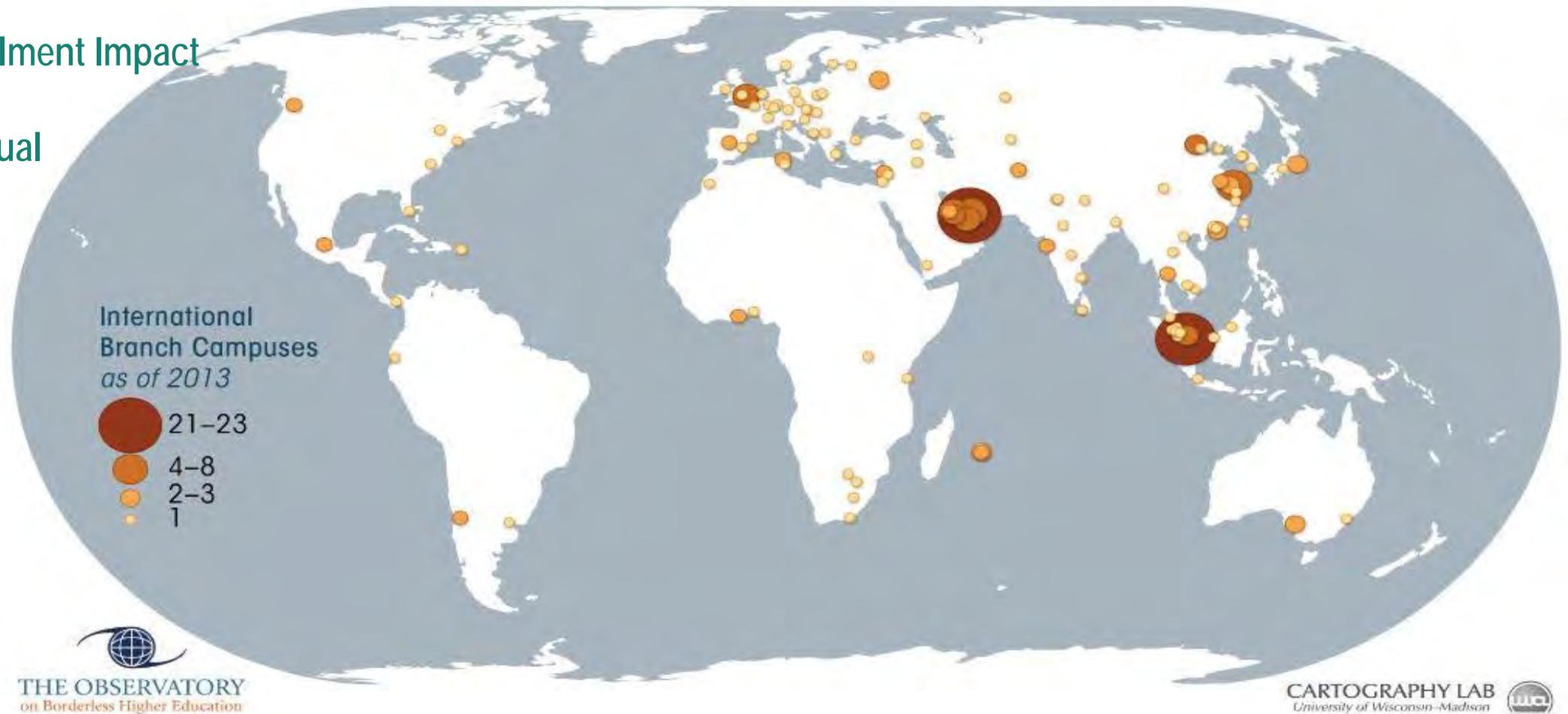


- Branch Campuses

High Profile yet most are Boutique

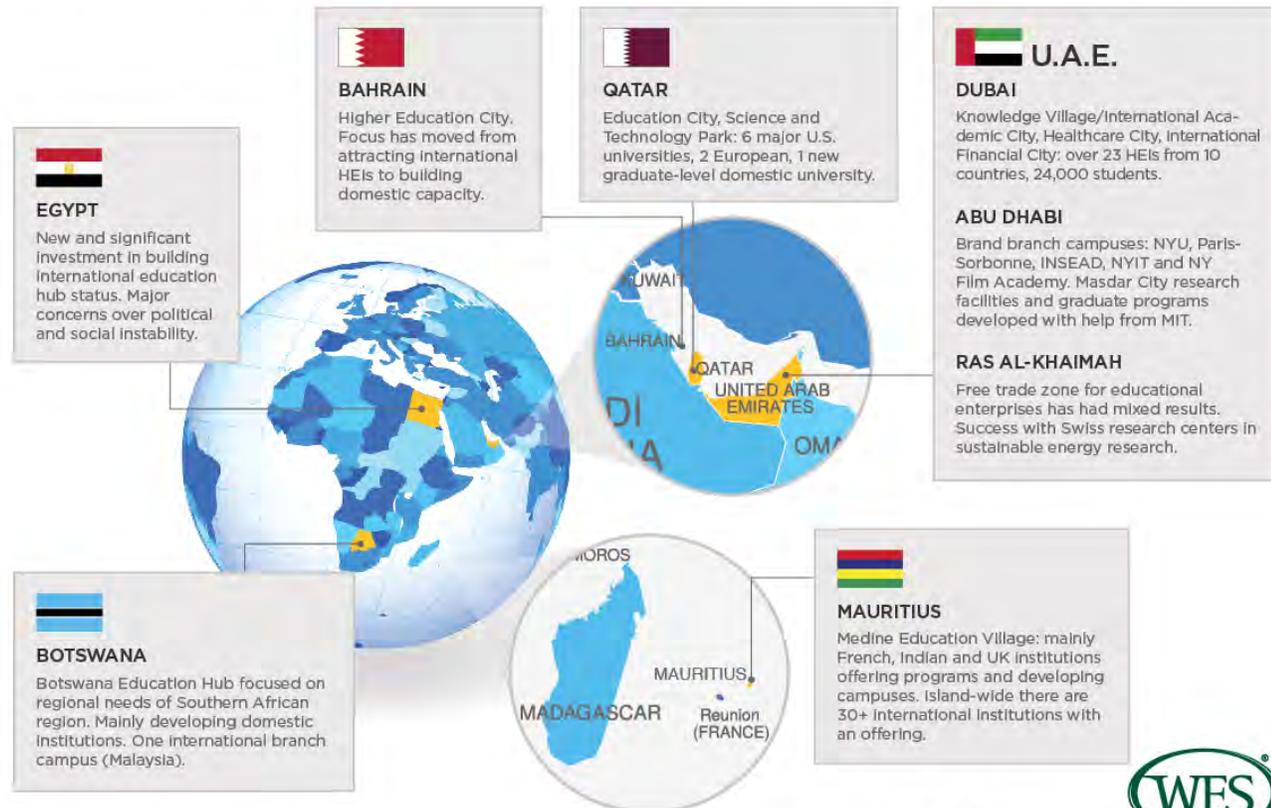
Low Enrollment Impact

Not All Equal



- HE Hubs

INTERNATIONAL EDUCATION HUBS IN AFRICA AND THE MIDDLE EAST



- HE Hubs



INTERNATIONAL EDUCATION HUBS IN ASIA

INTERNATIONAL EDUC IN AFRICA AND THE MI



SOUTH KOREA
Two new purpose-built education hub projects currently under development. Incheon Global Campus has attracted 4 IBCs in last three years. Jeju Global Education City will be focused more on international secondary schools and language learning.

HONG KONG
Plans announced in 2008 to develop as regional education hub. Promoting itself as 'gateway' to China, with world-class institutions, English-language instruction and over 1,000 TNE offerings. Vast majority of international enrollments currently from mainland China.

TAIWAN
Plans announced in 2011 to develop nation as a regional education hub. Targeting Chinese speaking students and educators from neighboring SE Asian nations. Strong international enrollment growth, from 58,000 in 2011 to 92,500 in 2014.

MALAYSIA
Two purpose-built higher education zones attracting international campuses. In addition, there are at least 7 standalone IBCs around the country. World's biggest market for TNE program offerings and enrollments. International enrollments growing, standing at 90,000 in 2012.

SINGAPORE
Global Schoolhouse initiative launched in 2002, aimed at bringing in global talent and global institutions. International enrollment growth has stalled (75,000 in 2014; 90,000 in 2010), but internationalization remains strong: 11 IBCs, departmental collaborations with prestigious international partner institutions, thousands of TNE offerings.

IBC = International Branch Campus
TNE = Transnational Education

World Education Services, 2015
International Education Hubs in Asia, wes.org/kre



- Domestic Branch Campuses and International/University Colleges



Zhejiang University
International Campus



Yale-NUS College

NYU Shanghai

University Colleges –
Netherlands

International College - Osaka

- Pan-Regional Higher Education Reforms

European Higher Education Area – the world leader

Pan-Regional Efforts in Asia, Africa and South America



- **Pan-Regional Higher Education Reforms**

European Higher Education Area – the world leader

Pan-Regional Efforts in Asia, Africa and South America

Bologna-Modeled Reform Around The World



LATIN AMERICA

- ALFA PUENTES
- Latin American and the Caribbean Higher Education Area (ENLACES)
- ALFA Tuning Latin America Project

AFRICA

- African Higher Education Harmonization and Tuning Project
- East African Community
- Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES)
- West African Economic and Monetary Union (UEMOA)
- Network of Excellence in Higher Education in West Africa (REESAO)
- Licence – Master – Doctorat (LMD) system
- Tunisia-EU Mobility Partnership

SOUTHEAST ASIA

- ASEAN International Mobility for Students (AIMS) Program
- ASEAN Credit Transfer System
- ASEAN Universities Network (AUN)
- ASEAN Qualifications Reference Framework (AQRF)

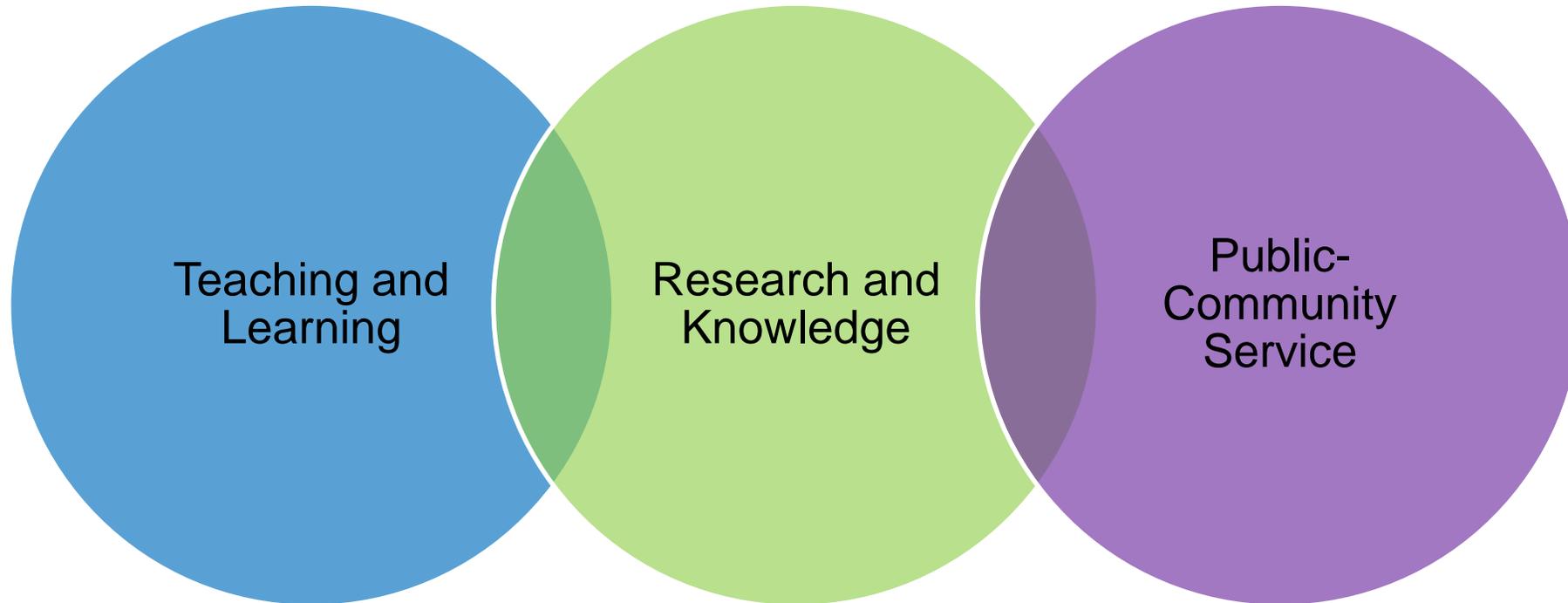
- Most universities lack a strategic approach
- Most are fixated on markets (students) or attempting to improve rankings
 - International Students = \$
 - International research collaborations = prestige
- Quantity often seems to be more important than quality and impact
- Top down approach more the norm
- The need for faculty buy-in



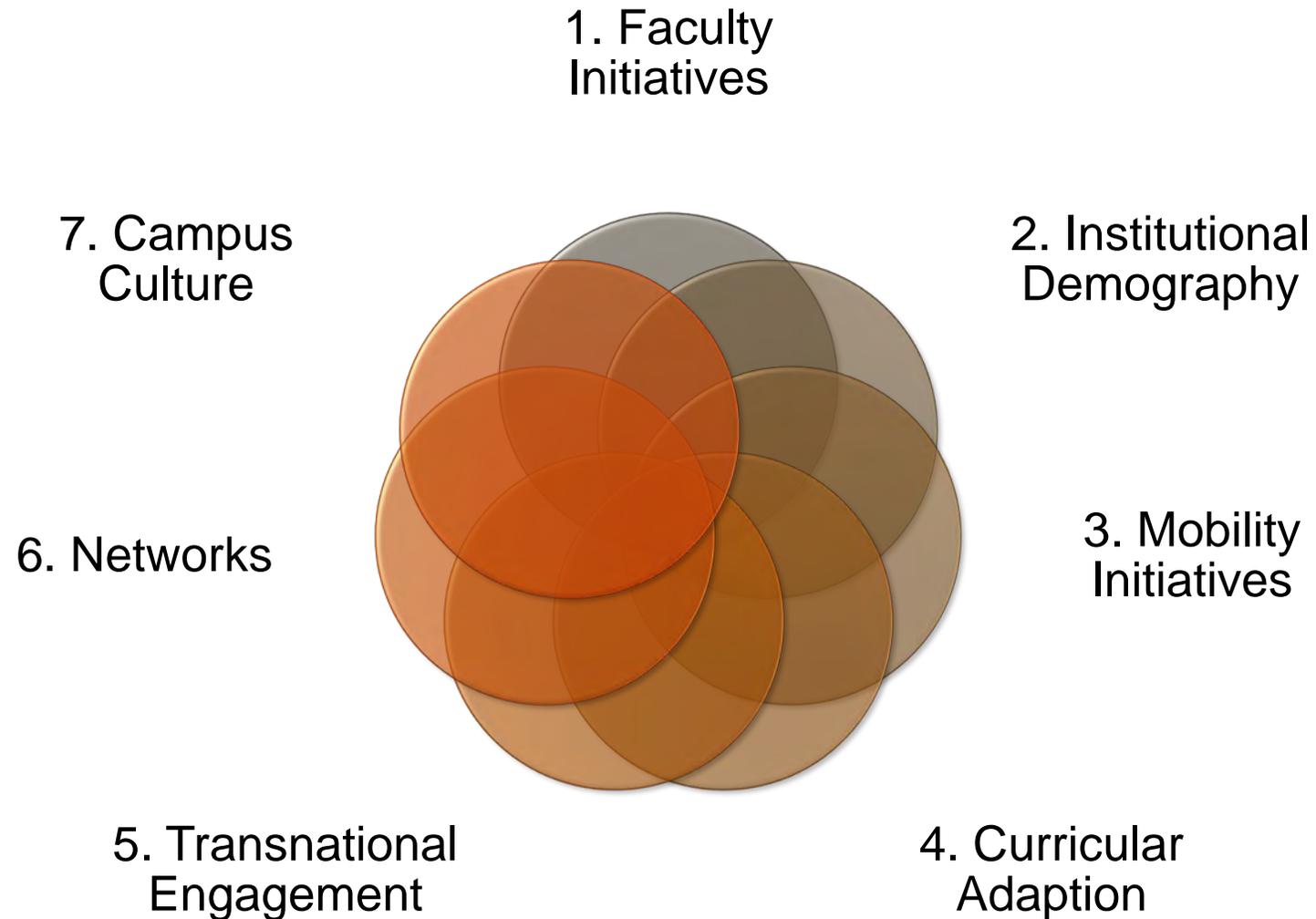
- **A Taxonomy Institutional International Engagement**



- Grounding International Engagement in a University's Mission



Modes of International Engagement



Modes of International Engagement

★ Cluster 1 – Faculty Initiatives

Research Collaboration

Teaching and Curriculum Development

Academic Program Leadership

Sanctioning Authority

★ Cluster 2 – Institutional Demography

International Student Recruitment

Recruitment of Foreign Academic and Administrative Staff

Visiting Scholars and Lecturers

Short Courses, Conferences and Visiting Delegations

Summer Sessions, Extension Programs and Language Acquisition Programs

Modes of International Engagement

★ Cluster 3 – Mobility Initiatives

Exchange and Mobility Programs

Study Abroad Programs, Internships, Service Learning, Research Projects and Practicum's

★ Cluster 4 – Curricular Adaption and Pedagogical Change

Incremental Curricular Change

Foreign Language and Culture – including teaching in English

Cross-Cultural Communication and Inter-Cultural Competence

New Pedagogies and Possible Role of Learning Technologies – MOOCs+

Extra-Curricular and Student Initiated Activities

Modes of International Engagement

★ Cluster 5 – Transnational Engagements

Collaboration and Partnerships with Foreign Institutions

Dual, Double and Joint Degrees

Multi-site Joint Degrees

Articulation Agreements, Twinning, Franchising

Research Intensive Partnerships

Strategic Alliances and Shared Facilities

Branch Campuses, Satellite Offices and Gateways

★ Cluster 6 – Network Building

Academic and Scholarly Networks

Consortia

Alumni Networks

★ Cluster 7 – Campus Culture, Ethos, and Symbolic Action

An International Ethos: Changing Campus Culture

Engaged Leadership



Student and Faculty Exchanges

Courses in English

Joint Courses/Joint Research

Curricular Reform - Global Knowledge

Co-authored Publications

International Faculty and Staff

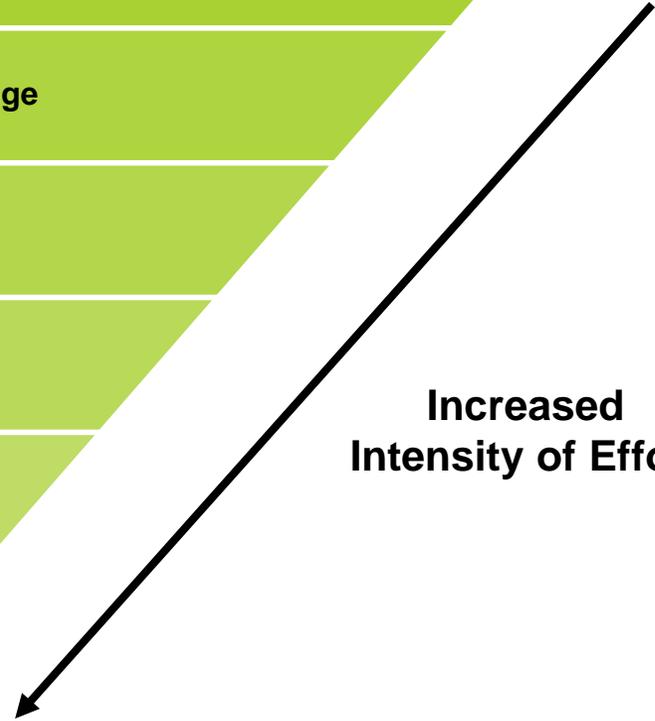
Double and Joint Degrees

**Shared
Facilities/Strategic
Alliances**

**Branch
Campus?**

**Mapping the Intensity of
Effort – with flaws**

**Increased
Intensity of Effort**



- Observations on Key National/Regional Variables



The National Ecology of International Engagement

•Environmental Variables: *Also markers of Knowledge Based Economic Regions*

- Stable Societies
- Growing vs Declining or Steady State Population
- Urban vs Rural Population Centers
- Quality of Life – Crime, **housing**, public transportation, Personal Freedom, Immigrant Networks
- Labor Needs – Developed (private sector) or developing economies (public sector)
- Structure of HE System, Institutional Types and Location – e.g., technical versus comprehensive universities

•Political/Cultural Variables:

- Civil Liberties
- Acceptance of Immigrants/Demographic Diversity
- Ministries often see International Initiatives as a Pathway for institutional transformation
- Capacity of Public HEI's – expanding or displacing native students?
- Clear Paths to Employment and Citizenship
- Financing – a net gain or loss in national/regional HE funding schemes
- Foreign Policy objectives – is there a larger political framework?





Concluding Remarks – A few Observations

- Nations need to have coherent strategies – most are piecemeal and moderate to low political priority – they need to carefully consider their economic, cultural and foreign policy objectives
- Most Universities also lack coherent strategies related to internationalization – the Taxonomy of International Engagement provides a tool for mapping current activities and for setting strategic objectives



