Internationalisation of HE: staff engagement and support

TILT/NTU Internationalising the Curriculum Conference
14th July 2016
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

- lHaH (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

Activity

Culture

Values

Knowledge

Cultural context

people

place

programmes
Three perspectives on evidence of teaching

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

Global Community
  - Profession
  - Discipline
    - Industry
    - Government
    - NGO

University

Faculty
**Sample Guide for Applicants**

- Engagement with staff development activities
- Evidence of reflective approach to teaching
- Integration of scholarship and research with teaching
- Courses attended and professional development undertaken
- Staff assessment of teaching performance
- Awareness of relevant quality assurance practices and benchmarks
- Engagement with professional standards framework
- Membership of relevant professional bodies
- Institutional teaching award

**Impact on Students**

- Excellent 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 (e.g., Blackboard materials, learning packages)
- Successful outcomes of supervision of UG or PG research students

**Other**

- PI or Co-I on grants for pedagogic research
- Appointments 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
- Prizes and citations for coursework
- Providing mentorship to colleagues
- Invited membership of textbooks
- Editorial and membership of journal boards or refereed in the area of teaching
- Internal module or subject evaluations
- Publications, presentation or workshops on teaching
- Peer-supported evidence of involvement in faculty/university-level initiatives (e.g., policy, staff development etc.)
- Chair of faculty or university committees
- External examiner / reviewer
- QAA reviewer
- Office of responsibility in relevant professional bodies
- Invited reviewer of pedagogic grant proposals
- PI or Co-I on major grants for pedagogic research
- National or international reputation for pedagogic research
- Leadership in related subjects or institutions (e.g., programme approval, periodic review)
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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
references


Internationalisation Strategies in Europe and Brazil and the impact of SW Borders.


Higher Education Academy Promoting Teaching projecthttps://www.heacademy.ac.uk/sites/default/files/making-evidence-count-web_0.pdf


Higher Education Academy Internationalisation Framework https://www.heacademy.ac.uk/workstreams-research/themes/internationalisation/internationalisation-framework
Hudzik, J.K. (2011) Comprehensive Internationalization: From Concept to Action. NAFSA
Pashby, K. 2015 Ethical internationalisation in higher education: interfaces with international development and sustainability Environmental Education Research pp. 1-17 | DOI: 10.1080/13504622.2016.1201789
Stohl, M. (2007). We have met the enemy and he is us: The role of the faculty in the internationalization of higher education in the coming decade. Journal of Studies in International Education, 11(3-4), 359-372