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HIGHER EDUCATION INTERNATIONALIZATION: CONCEPTS, RATIONALES ANS FRAMEWORKS

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Abstract:

This article presents different analytical frameworks to understand the key concepts, elements and new developments in internationalization and to gain a more comprehensive understanding of this evolving multifaceted process. The analysis includes a discussion of the meaning of internationalization, key actors, changing rationales and expectations, strategies related to internationalization on campus and abroad, and a look at new developments and innovations. Any examination of internationalization needs to consider the differences among countries and regions of the world recognizing that priorities, rationales, approaches, risks and benefits differ between east and west, north and south, sending and receiving, developed and developing countries. Acknowledging the importance and uniqueness of local context is critical and suggests internationalization must be customized to the local situation and that a 'one size fits all' approach to internationalization is not appropriate.

Keywords; internationalization, concepts, rationales, analytical frameworks, strategies

Resumo:

O artigo apresenta diferentes marcos de referência para compreender conceitos, elementos e novos desenvolvimentos chaves na internacionalização e obter uma compreensão mais abrangente deste processo multifacetado em evolução. A análise inclui a discussão do significado da internacionalização, atores principais, razões e expectativas cambiantes, estratégias relacionadas com internacionalização no campus ou no exterior, e um olhar sobre novos desenvolvimentos e inovações. Qualquer exame da internacionalização necessita considerar as diferenças entre países e regiões do mundo, reconhecendo que prioridades, razões, perspectivas, riscos e vantagens variam entre leste e oeste, norte e sul, países que enviam e países que recebem, países desenvolvidos e em desenvolvimento. Reconhecer a importância da particularidade do contexto local é crucial e sugere que a internacionalização precisa ser customizada de acordo com a situação local e que a proposta de "um tamanho veste todos" não é apropriada para a internacionalização.

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Resumen:

El artículo presenta diferentes marcos de referencia para comprender conceptos, elementos y nuevos desarrollos claves en la internacionalización y obtener una comprensión más amplia de este proceso multifacético en evolución. El análisis incluye la discusión del significado de internacionalización, principales actores, razones y expectativas cambiantes, estrategias relacionadas con internacionalización en el campus o en el exterior, y una mirada sobre nuevos desarrollos e innovaciones. Cualquier examen de la internacionalización necesita considerar las diferencias entre países y regiones del mundo, reconociendo que prioridades, razones, perspectivas y riesgos y ventajas varían entre este y oeste, norte, sur, países que envían y países que reciben, países desarrollados y en desarrollo. Reconocer la importancia de la particularidad del contexto local es crucial y sugiere que la internacionalización precisa ser personalizada de acuerdo con la situación local y que el enfoque de "una talla viste a todos" no es apropiado para la internacionalización.

Introduction

Internationalization has been one of the most critical factors shaping higher education in the last three decades. Not only has the international dimension transformed higher education, it has substantially changed itself. The bifurcation of internationalization into two interdependent pillars: 'at home' and 'abroad' is evidence of this change. The international dimension of the curriculum has progressed from an area studies and foreign language approach to the integration of international, global, intercultural and comparative perspectives into the teaching/learning process and program content. Academic mobility has moved from student to provider and program mobility. Crossborder education has gradually shifted from a development cooperation framework to a partnership model, to commercial competition orientation and now with a note of optimism social responsibility.

Since the 1980's there has been an explosion in the number and types of international initiatives undertaken by higher education institutions, organizations and governments. Internationalization strategies, programs and policies developed by these

actors have evolved over the years in response to, and as an agent of, the pervasive force of globalization. As the 21ˢᵗ century progresses, the international dimension of postsecondary education is becoming increasingly important and at the same time, more and more complex.

The purpose of this chapter is to present different analytical frameworks to understand the key concepts and elements of internationalization and to gain a more comprehensive understanding of this multilayered process. While recognizing that there is a diversity of institutional, national, regional and international stakeholders involved with the international dimension of higher education, the focus of this chapter is primarily at the higher education institution level. The analysis will include a discussion of the meaning of internationalization, key actors, changing rationales and expectations, strategies related to internationalization on campus and abroad, and a look at new developments and innovations. Any examination of internationalization needs to consider the differences among countries and regions of the world recognizing that priorities, rationales, approaches, risks and benefits differ between east and west, north and south, sending and receiving, developed and developing countries.

Internationalization - confusion and complexity as a process of change

The term internationalization is used in a myriad of ways as it means different things to different people. While it is encouraging to see increased attention to and use of "internationalization," there is often a great deal of confusion about what it means. For some people, it means a series of international activities such as academic mobility for students and teachers; international linkages, partnerships, and projects; new international academic programs and research initiatives. For others it means delivering education to other countries using a variety of face-to-face and distance techniques and such as international branch campuses, franchises or international joint universities. To many, it means including an international, intercultural, and/or global dimension in the curriculum and teaching learning process. Still others see international development projects or, alternatively, the increasing emphasis on commercial crossborder education as internationalization. More recently the focus has been on international collaborative learning online using virtual classrooms and internships. Finally, it is being used to describe regional education hubs, zones, hotspots, education cities, knowledge villages.

However, the elasticity of the concept of internationalization may have stretched too far when internationalization is described as or interpreted as international league tables. The current obsession by higher education institutions around the world about their global

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standing and brand is a sign of the times. Definitely, there is an appetite for international and regional rankings of institutions, but one needs to question whether this is part of internationalization process or part of an international marketing and public relations campaign.

Evolution of International Education Terminology

Internationalization as a term is not new, nor is the debate over its meaning new.

Internationalization has been used for years in political science and government, but its popularity in the education sector has really soared only since the early 1980s as is noted in Table 1. Prior to this time, 'international education' and 'international cooperation' were favored terms and still are in some countries

It is revealing to see how the terminology used to describe international dimension of higher education has evolved over the past fifty or more years. Table 1 illustrates how vocabulary reflects the priorities and phases over the years. Who would have guessed that in the 1960's when the emphasis was on scholarships for foreign students, international development projects and area studies that we would be discussing branding, global citizenship, franchising, and education visa factories in 2020. International education has been a much used term throughout the years and still is a preferred term in many countries, but the processes of internationalization, globalization, regionalization, and now planetization are actively debated concepts and central to promoting and sustaining the international dimension of higher education.

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Table 1: Evolution of Main International Education Terminology

Contemporary Terms Last 10 year	*Recent terms* Last 20 years	*New Terms* Last 30 years	*Evolving Terms Last 40 years*	*Traditional Terms* Last 50 years
Generic Terms				
-International program and provider mobility -soft power -knowledge diplomacy -intelligent internationalization -collaborative online international learning	-regionalization -planetization -glocalization - global citizenship - green internationalization global rankings	-globalization -borderless education -crossborder education -transnational education -virtual education -internationalization 'abroad' -internationalization 'at home' -	-internationalization -multi-cultural education -inter-cultural education -global education -distance education offshore or overseas education	-international education -international development cooperation -comparative education - correspondence education
Specific Elements				
- international joint universities -MOOCS -education cities -virtual internships -knowledge hubs -franchise universities	-regional education hubs - international competencies - degree mills - visa factories - joint, double, combined degrees -branding, status building	-education providers -corporate universities -networks -virtual universities -branch campus -twinning and franchise programs	-international students -study abroad -institution agreements -partnership projects -area studies -bi-national cooperation	-foreign students -student exchange development projects -cultural agreements -language study

Knight updated 2020

Internationalization- Descriptions vs Definitions

As discussed, there are multiple interpretations and uses of the concept of internationalization to the point that it is becoming a 'catch -all phrase' for anything international related to higher education. Thus it is important to develop a clear definition for internationalization to help clarify the confusion and misunderstanding which currently exists and to have a common understanding of the term so that when we discuss and analyze the phenomenon we understand each other and there is solidarity when advocating for increased attention and support from policy makers and academic leaders.

Central to understanding internationalization is to see it as an 'ization' which is a process of change and not an 'ism' or an 'ideology'. Internationalism is different than internationalization even though both stress the concept of 'between and among nations'. Globalization is also a process albeit different from internationalization as it addresses the idea of worldwide or global in scope not the notion of relations among countries as indicated in internationalization

When it comes to defining internationalization, it is equally important to distinguish between a definition and a description of internationalization. In short a definition explains the meaning while description seeks to explain its attributes.   For a definition, the fundamental elements of the concept must be included. The essential elements of a definition usually do not change over time nor do they vary from circumstance to circumstance. A description, on the other hand, includes specific characteristics or details like rationales, strategies, actors or outcomes. A description can change according to context while a definition does not. Thus, descriptions can be ad hoc and contingent on setting and purpose.

The challenging part of developing a definition is the need for it to be generic enough to apply to many different countries, cultures and education systems and not be normative or descriptive in intent.   In the past several years various definitions of internationalization have been proposed (Arum and van de Water 1992, Van der Wende, 1997, de Wit et al, 2015,) but their universal application has been severely curtailed by the inclusion of specific rationales, actors, strategies and outcomes embedded in the description.

It is contrary to the spirit of internationalism to have a definition biased toward a particular country or cultural perspective. Recent debates about whether internationalization is a 'western' or 'eastern' or 'northern' construct reflects the ongoing concern that internationalization is interpreted as westernization, Americanization, Europeanization or modernization (Dzukifi 2010, Sperduti, 2017) . These debates often focus on the driving

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rationales and the implementation strategies which reflect national/cultural norms. That is precisely why a definition of internationalization of higher education needs to be neutral and void of motivations, benefits, activities and results as these vary enormously across nations from institution to institution, and from region to region.

The working definition proposed for this chapter is the following" Internationalization at the national/sector/ institutional levels is defined as:

'the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education institutions and systems.' (Knight 2004, p11)

No one would question that countries and institutions see internationalization serving different purposes. While one may want to see the purpose of internationalization in terms of improving quality, increasing access and serving society, some see internationalization for its economic and commercial benefits. This is certainly true for countries and institutions that are highly dependent on revenue from international students.

Others see internationalization for the purposes of geo-political influence, in the age of rankings internationalization is seen as a way of raising an institution's or country's ranking and profile. Other rationales include developing students as 'global citizens" or 'ensuring the international joint research addresses global challenges. There are a multitude of reasons that internationalization of higher education is a priority in different settings. Similarly, there are a multitude of outcomes, some which are unintended negative consequences. Just as a definition should not be based on activities, nor should rationales and outcomes should be part of a basic definition of internationalization. Having a neutral definition allows for more universality, a wider research agenda on the phenomena, and a more diversified set of rationales, actors, policies, activities and outcomes.

Specific terms and concepts have been carefully chosen for this working definition of internationalization as 'the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education institutions and systems.' (Knight 2004, p11) The term *process* is deliberately used to convey that internationalization is an ongoing effort, a transformation and to note that there is an evolutionary quality to the concept. Process is often thought of in terms of a tri-part model of education - input, process and output. The concepts of input and output were carefully not used even though today there is increased emphasis on accountability and outcomes. If internationalization is defined in terms of inputs, outputs or benefits, it becomes less generic as it must reflect the particular priorities of a country, an institution, or a specific group of stakeholders.   The notion of *integration* is specifically used to denote the process of

embedding the international and intercultural dimension into policies and programs in order to ensure sustainability and centrality to the mission and values of the institution or system.

International, intercultural and global are three terms intentionally used as a triad, as together they reflect the breadth of internationalization. *International* is used in the sense of relationships between and among nations, cultures or countries. However, internationalization is also about relating to the diversity of cultures that exist within countries, communities, institutions and classrooms so *intercultural* is used to address aspects of cultural diversity. Finally, *global* is included to provide the sense of worldwide scope. These three terms complement each other and together give richness both in breadth and depth to the process of internationalization. The concepts of *purpose, function and delivery* have been carefully chosen. *Purpose* refers to the overall role that higher education has for a country/region or more specifically the mission of an institution. *Function* refers to the primary elements or tasks that characterize a national higher education system and an individual institution. Usually these include teaching/ learning, research, and service to the community and society at large. *Delivery* is a narrower concept and refers to the offering of education courses and programs either domestically or abroad. This includes delivery by traditional higher education institutions; but, it also includes providers such as companies who are more interested in the global delivery of their programs than the international/ intercultural dimension of the curriculum, research and service.

This definition purposely addresses the institutional and national/system levels of higher education, but not the individual level or the regional level. This does not ignore that individuals like students, faculty, researchers etc. are deeply involved and impacted internationalization. Quite the contrary, individuals are the promoters, implementers, participants, targets, beneficiaries, and some may say innocent victims, of the internationalization process. But the underlying principle of the definition is to not to include individual actors, stakeholders, beneficiaries as it narrows its scope and loses its universal application and objectivity.

This is intentionally a neutral definition of internationalization and seems to have survived the test of time. Many would argue that the process of internationalization should be described in terms of promoting cooperation and solidarity among nations, improving quality and relevance of higher education, or contributing to the advancement of research. While these are noble intentions and internationalization can contribute to these goals, a definition needs to be objective enough that it can be used to describe a phenomenon which is in fact, universal, but which has different purposes and outcomes, depending on the actor or stakeholder.

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De Wit et al (2015)   proposed a new definition which unexpectedly and unknowingly built on Knight's definition. It added the notions of intentionality and outcome to Knight's basic definition. Their definition reads 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". While this is certainly well-intentioned and an attractive reason and outcome of internationalize, definitions usually do not, and should not, contain normative statements. By specifying a normative outcome, it increases the attractiveness of internationalization but limits its neutrality and universality and becomes another description of internationalization.

The term comprehensive internationalization was introduced by Hudzik (2011) and was described as a 'commitment confirmed through action to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise'. This description of internationalization emphasizes the notion of moving from commitment to action. Interestingly it also implies that that it is a process by using the term 'infuse' and also includes the three major functions. The added feature is the mention of impact by including the phrase 'shapes ethos and values and touches the entire higher education enterprise' but it wisely does not specify what the values are.   The addition of the adjective 'comprehensive' is not elucidated in the description but conveys the notion of including all elements or activities of internationalization. This has pros and cons as each institution must carefully select the internationalization policies and strategies   which best meet their goals, needs and priorities. An institution can become overwhelmed and even paralyzed by being too inclusive or comprehensive and not taking a 'strategic' approach to internationalization.

More recently the term intelligent internationalization has been introduced by Rumbley (2015). This is another example of the trend to modify the basic concept of internationalization with adjectives. Intelligent internationalization is described as "the development of a thoughtful alliance between the research, practitioner and policy communities. Those participating in the elaboration of internationalisation activities and agendas must have access to the information, ideas and professional skill-building opportunities that will enhance their ability to navigate the complex and volatile higher education environment of the next 20 years". This highlights what is required to plan, guide and monitor the process of internationalization. It does not define internationalization per se.

Growth in Number and Diversity of Actors

For several reasons, it is important to examine the different levels and types of actors involved in promoting, providing, and regulating the international dimension of higher education. First is the fact that internationalization now encompasses a vast array of initiatives that have brought new actors into play. Second, these activities and issues have implications for policies and regulations at the international, regional, and domestic levels. Third, the lines or boundaries separating these different levels are becoming increasingly blurred and porous.

Table 2 illustrates that actors represent a diversity of groups: not only educational institutions and providers but also government departments and agencies; nongovernmental and semi-governmental organizations, private and public foundations; conventions and treaties. The categories of actors can be further analyzed by considering the nature of their mission-- policymaking, regulating, funding, programming, advocacy, and networking. It is important to note that actors often occupy more than one role and that these categories are therefore not mutually exclusive.

The activities of these actors are diverse and include for example, student mobility, research, information exchange, training, curriculum, scholarships, and quality assurance. The analysis becomes more complex when actors at the national, bilateral, subregional, regional, interregional and international level are considered. It is prudent to be aware that in many circumstances all levels of actors can be involved or influence the development and implementation of policies programs, and regulations of international higher education.

Table 2: Actors and their roles in the internationalization of higher education

Different Levels of Actors	Different Types of Actors	Different Roles of Actors
Institutional National Sub-national Subregional Regional Interregional International	Public/private educational institutions/ providers Government departments or agencies Non (or semi-)governmental organizations Professional associations and special interest groups Foundations Private enterprises Quality Assurance Agencies IT companies	Policymaking Regulating Advocacy Funding Program Delivery Networking Research Information Exchange Quality Assurance Accreditation

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This plethora of actors means that a diversity of rationales is driving the process of internationalization at all levels and especially at the institutional and national levels. The multiplicity of motives and the fact that they evolve and change is what contributes to the complexity of internationalization and the growing confusion and fascination about what it means and involves.

Rationales Driving Internationalization

The necessity of having clear, articulated rationales for internationalization cannot be overstated. Rationales are the driving force for why an institution, country, region (or any other actor) want to address and invest in internationalization. Rationales are reflected in the policies and programs that are developed and eventually implemented. Rationales dictate the kind of benefits or expected outcomes. Without a clear set of rationales, accompanied by a set of objectives or policy statements, an implementation plan, and a monitoring/evaluation system; the process of internationalization is often an ad hoc, reactive, and fragmented response to the overwhelming number of new international opportunities available.

The motivations and realities driving internationalization are undergoing fundamental changes.

Traditionally, rationales have been presented in four groups: social/cultural, political, academic and economic. These categories provides a useful macro view but as internationalization becomes more widespread and multi-dimensional, a more nuanced set of motives is necessary. Furthermore, it is critical to distinguish between rationales at different levels of actors/stakeholders, especially individual, institutional, national and regional levels. Table 3 juxtaposes the four categories of rationales first defined in the late 1990's with those most prominent as of 2020 according to four levels of actors/stakeholders and demonstrates why it is essential to be clear about driving rationales and why they should not be included in a definition.

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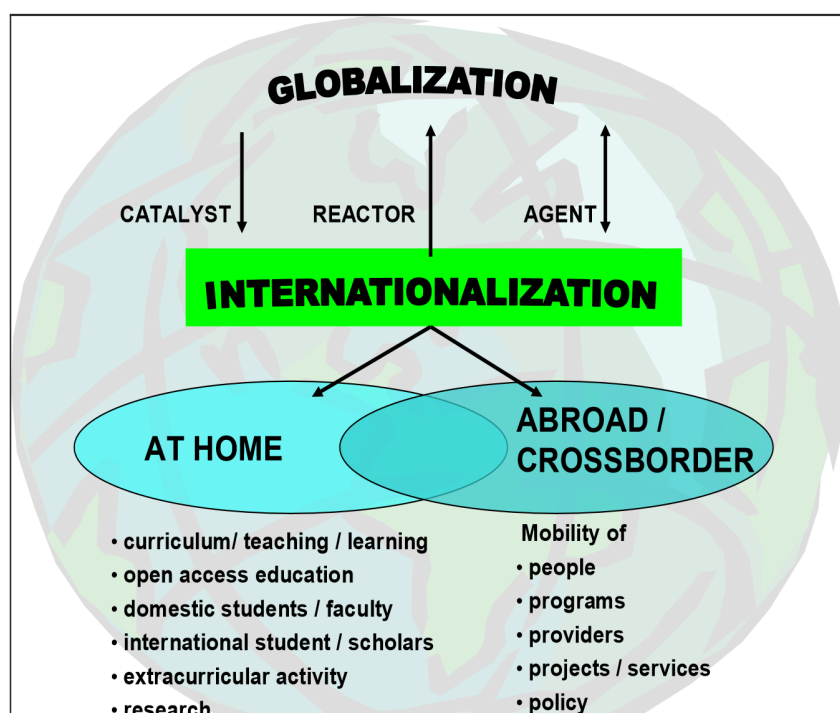### Table 3: Change in Rationales Driving Internationalization

Four Categories of rationales (1999)	Levels of Rationales (2020)
Academic International Dimension to Research and Teaching Extension of Academic Horizon Institution Building Profile and Status Enhancement of Quality International Academic Standards	**Individual Level** Develop worldview and intl competencies Enhance career Intercultural understanding and skills Knowledge of national/international issues Develop international network
Economic Revenue Generation Competitiveness Labour Market Financial Incentives	**Institutional Level** Improve quality Enhanced research and innovation International branding and profile Capacity Building Student and staff development Strategic alliances Knowledge production Income generation
Political Foreign Policy National Security Technical Assistance Peace and Mutual Understanding National Identity Regional Identity	**National level**: Human resources/ skill development Increased access to higher education Brain gain Commercial trade Nation building Social cultural development Diplomacy Soft Power
Social National cultural identity Intercultural understanding Citizenship development Social and community development	**Regional level:** Alignment of national systems Regional identity Geo-political alliances Regional competitiveness

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Internationalization: 'at-home' and 'crossborder' education

An interesting development in the conceptualization of internationalization has been the division of internationalization into 'internationalization at home' (IAH) and 'crossborder'. Figure 1 illustrates that these two pillars are separate but closely linked and interdependent. Crossborder education has significant implications for campus based internationalization and vice versa.

Figure 1: Two pillars of Internationalization:
At home and international academic mobility

GLOBALIZATION

CATALYST   REACTOR   AGENT

INTERNATIONALIZATION

AT HOME   ABROAD / CROSSBORDER

• curriculum/ teaching / learning
• open access education
• domestic students / faculty
• international student / scholars
• extracurricular activity
• research

Mobility of
• people
• programs
• providers
• projects / services
• policy

Knight updated 2020

Campus based internationalization

The 'at home' concept has been developed to give greater prominence to campus based strategies to counterbalance the heightened emphasis on international academic mobility. These 'at home' strategies can include the intercultural and international dimension in the teaching learning process, research, extra-curricular activities, relationships with local cultural and ethnic community groups, as well as the integration of

foreign students and scholars into campus life and activities. There is also a realization that for the majority of institutions, and in fact countries, the number of domestic students who have some kind of study abroad or international research or field experience is frustratingly low. This requires that more attention be paid to campus and curriculum based efforts to help students live in a more inter-connected and culturally diverse world. Students and faculty need increased understanding of international and global issues and greater intercultural understanding and skills even if they never leave their community or country (Deardorff 2006). Such is the world we live in now and even more so in the future. Universities thus have the responsibility and challenge to integrate international, intercultural and comparative perspectives into the student experience through campus based and virtual activities in addition to international academic mobility experiences.

The types of strategies included in campus based or internationalization 'at home' are listed in Table 5. This elaboration is perhaps broader than the original concept of internationalization 'at home' (Nilsson, 2003) which put more focus on the inter-cultural aspects of the teaching/learning process and the curriculum.

Table 5: Framework for Internationalization 'at home'

Internationalization 'at home'- campus based
Curriculum and programs -new programs with international theme -infused international, cultural, global or comparative dimension into existing courses - foreign language study -area or regional studies -joint or double degrees
Teaching/learning process -emphasis on the teaching/learning process not only the content -active involvement of international students, returned study abroad students and cultural diversity of classroom in teaching/learning process -virtual student mobility for joint courses and research projects -greater use of social media -use of international scholars and teachers and local international/intercultural experts -integration of international, intercultural case studies, role plays, problem solving scenarios, project-based learning, teamwork, learning communities, resource materials -service-learning -integration of international, intercultural and global learning outcomes and assessment

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Research and Scholarly Activity
-area and theme centres
-joint and network-based research and innovation projects
-international conferences and seminars
- jointly published articles and papers
-international research agreements
-research exchange programs
-international research partners in academic and other sectors
- integration of visiting researchers and scholars into academic activities on campus

Co-curricular activities
-international/global leadership development programs
-interdisciplinary seminars and think tanks
-distinguished speaker seminars
-virtual internships

Extra-curricular activities
-student clubs and associations
-international and intercultural campus events
-language partners, friendship programs, student speaker programs
-liaison with community based cultural and ethnic group
 -peer support groups and programs

Liaison with local community based cultural/ethnic groups
-involvement of students in local cultural and ethnic organizations through internships, volunteering, placements and applied research
- involvement of representatives from local cultural and ethnic groups in teaching/ learning activities, research initiatives and extra-curricular events and projects

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Crossborder Education/International Academic Moblity

Crossborder education, often referred to international academic mobility, refers to the movement of people, programs, providers, policies, knowledge, ideas, projects and services across national boundaries. Delivery modes range from face to face, blended, to virtual. International education mobility can be part of development cooperation projects, academic partnerships or commercial trade. It includes a wide variety of arrangements ranging from study abroad to twinning to franchising to branch campuses to international joint universities. It is term that is often used interchangeably with transnational, offshore and borderless education which causes some confusion and misunderstandings. (Knight 2010)

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The crossborder movement of people, programs, providers, policies and projects have steadily increased during the last decade. The configuration of academic partnerships, the position of leading international student sending and host countries, and the modes of program and provider mobility are changing in the tumultuous world of today. The impact of environmental disasters, epidemics, economic sanctions, refugee relocation, financial constraints, and migration is having a significant impact on the scope and scale of international academic mobility. This presents enormous but different challenges and opportunities for the many types of international academic mobility A discernible trend is increased mobility within regions and a sizeable growth in international program mobility especially different forms of distance education and virtual classrooms and internships.

Table 6 provides a schema to understand the nature of international academic mobility and illustrates two significant trends. The first trend is the vertical shift downwards from student mobility to program and provider mobility. It is important to note that numbers of students seeking education in foreign countries is still increasing but moderately. However, there is growing interest in delivering foreign academic courses and programs to students in their home country. The second shift is from left to right signifying substantial change in orientation from development cooperation to partnerships to competitive commerce.

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Table 6: Framework for Crossborder Education/International Academic Mobility

Category	*Forms and Conditions of Mobility*		
	Development Cooperation →	**Linkages Partnerships** →	**Commercial Trade** →
People ▲ Students Professors/scholars Researchers/ Experts/consultants	Semester/year abroad Full degrees Field/research work Internships Sabbaticals		Consulting
Programs ▲ Course, program sub-degree, degree, post graduate	Franchised Articulated/ Validated Joint/Double Award Online/Distance MOOCS	Twinning	
Providers ▲ Institutions Organizations Companies	International Branch Campus Virtual University International Joint Universities Merger/Acquisition Independent Institutions		
Projects Academic projects ▲ Services	Research Curriculum Capacity Building Educational services		
Policies Academic ▲ Management Institutional and National	Quality Assurance Degree Levels Credit Accumulation and Transfer Academic Mobility		

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New Developments and Innovations

As the world evolves and changes so does the internationalization of higher education. This section identifies several new developments and innovations in the international dimension of higher education which are then discussed in greater detail in the ensuing chapters of this book.

International Program and Provider Mobility (IPPM) - the international joint university

Internationalization has been traditionally characterized as international student and scholar mobility (ISSM). While ISSM still plays a key role, the international mobility of programs and providers (IPPM) is increasing in scope, scale and importance. The last decade has seen the establishment of new modes of IPPM – one of which is the international joint university. Also known as a binational university, it involves institutions located in different countries forming a partnership to create a new independent higher education institution in the country of one of the partners. This is a bricks and mortar campus with multiple faculties and programs offered. It is more than a joint or double degree program and different from the increasingly popular international branch campus model (Knight and Simpson 2020).

IPPM is significantly increasing. In 2016, for the first time ever, there were more international students enrolled in UK institutions who took their course in their home country (or a neighbouring country) rather than moving to the UK to attend classes in at a UK based university. This is strong testimony to the increasing enrolments in all modes of international program and provider mobility (British Council and Universities UK, 2016) . See chapter ? and chapter ? for elaboration on IPPM.

International Competence – Graduate attributes, and learning outcomes

A major shift is occurring in relation to internationalization of the curriculum and teaching/learning process. There is a new emphasis on developing competencies in students such as intercultural understanding and communication skills, understanding of world issues such as climate change, terrorism, human rights, poverty, epidemics; enhancing soft skills such as creative thinking, problem solving, empathy, and deepening one's contribution to building local, national and international communities. While area studies and language studies remain important, more attention is being paid to student learning outcomes and attributes that are important to live in and contribute to a more interconnected and interdependent world.

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Soft Power vs Knowledge diplomacy

Many hail soft power as a fundamental premise of today's international education engagement. The role and use of higher education as a soft power instrument is interpreted in many ways. But, the common motivation behind soft power is self-interest, and dominance through attraction and persuasion- whether the benefits are political, economic or reputational (Nye 2004). This reality raises hard questions. Are the primary goals of international higher education, when seen as a political actor, to advance national self-interests and achieve dominance? Are the values of self-interest and competitiveness , packaged as attraction and persuasion, going to effectively address national, regional and worldwide issues of epidemics, terrorism, failed states, the bottom billion in poverty, environmental degradation and climate change? The answer is no. This is based on the increasing reality and 'new normal' that finding solutions to worldwide challenges cannot be achieved by one country alone.

In the changing world of contemporary diplomacy, international higher education has a significant role and contribution to make. It is an important actor in today's multi-actor approach to diplomacy. Higher education's long tradition of scholarly collaboration and academic mobility complemented by more recent innovations of research and policy networks, international education hubs, joint programs, global and bi-national universities, regional centres of excellence have a lot to contribute to building and strengthening international relations among countries and regions through education and the generation, application, and exchange of knowledge – in other words, through knowledge diplomacy. It is critical that knowledge diplomacy be considered as a fundamentally approach to analyzing international higher education's role in international relations and that it be clearly differentiated from a soft power approach (knight 2019). See chapter ? for further analysis of Knowledge Diplomacy.

Networks and Consortia

International institutional agreements are a hallmark of internationalization. These bilateral relationships have traditionally enabled student, faculty, staff, scholar exchanges, joint program development and collaborative research. However, the realization that it is an onerous job to manage a large number of bilateral agreements has led to the creation of networks and consortia over the past ten years. The networks are often theme or issue based. It is a sign of the times, that many local, national and global issues can only be solved by combining the expertise of different universities and research centres into a consortia or

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network and enhance bilateral cooperation is shifting to multilateral cooperation in the form of networks and consortium.

Regionalization and regional identity

An important and perhaps unexpected development of globalization has been an increased importance of regionalization in general. In terms of higher education, there is a stronger focus on regionalization of higher education systems, policies, and practices. The expansion in the number of regional and sub-regional research and university networks, the growth in intra-regional student and scholar mobility, the new emphasis on regional quality assurance frameworks, the work towards establishing academic credit systems, the efforts to develop qualification recognition frameworks and mutual recognition of qualifications are testimony to the growing importance of higher education regionalization. See Chapter V for more discussion on the regionaliation of higher education

In addition to the academic benefits of increased regionalization, an articulated rationale for increased relations and mobility within a region is to develop and strengthen a sense of regional identity meaning shared views and values within a region. The attention being given to regional identity stems from the belief that a strong regional identity is an important foundation for political and security cooperation. A fundamental tenet of regional identity is that it exists in addition to a sense of national identity. It does not replace national identity.

Internationalization and the Knowledge Economy- Education Hubs

There is no question that universities play a central role in the new knowledge enterprise. The term education hub is being used by countries who are trying to position themselves as centres for student recruitment, education and training, and in some cases research and innovation. Education hubs, at the country, zone or city levels can be seen as instruments for modernization, knowledge economy, and other benefits. While these initiatives include crossborder strategies like branch campuses and franchised programs, they also include projects of another magnitude such as co-locating a critical mass of foreign universities with private companies, research and development enterprises, and science and technology parks to collectively support and develop new knowledge industries. The emergence of education hubs and cities is concrete proof that higher education is gaining more importance and influence as an economic and political actor in the burgeoning knowledge (Knight 2014).

These new developments illustrate with innovation and a more globalized world come new opportunities, successes and also risks. It is imperative that the international,

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intercultural and global dimensions of higher education continue to be proactive, responsive and innovative while keeping a close watch on unanticipated spin-offs, misconceptions and implications.

Looking to the future - Focus on Values

Internationalization, without a shadow of a doubt, has come of age. No longer is it an ad hoc or marginalized part of the higher education landscape. University strategic plans, national policy statements, international declarations, and academic articles all indicate the centrality of internationalization in the world of higher education.

But, it is prudent to take a close look at the policies, plans and priorities of the key actors such as universities, government ministries, national/ regional/ international academic associations, and international government agencies. These documents reveal that internationalization of education and research is closely linked with economic and innovation competitiveness, the great brain race, the quest for world status, and soft power. Economic and political rationales are increasingly the key drivers for national policies related to the international higher education, while academic and social/cultural motivations appear to be decreasing in importance (Knight,2009). But perhaps what is most striking is that the term 'internationalization' is becoming a catch all phrase used to describe anything and everything remotely linked to the worldwide, inter-cultural, global or international dimensions of higher education and is at risk of losing its meaning and direction.

Serious reflection and debate are needed about the direction that internationalization is taking. Academics and organizations are calling for a new conceptualization, definition or term for internationalization. But are new words enough? How can we avoid a scenario where words might change but actions and understandings do not? Practice and policy need to be closely examined in terms of what values and purposes are driving internationalization. No one could have predicted that the era of globalization would have changed internationalization, from what has been traditionally considered a process based on values of cooperation, partnership, exchange, mutual benefits, and capacity building, to one that is increasingly characterized by competition, commercialization, self-interest, and status building (Knight 2015). In other words, have the values related to economic, political and status related rationales trumped the importance and values related to academic and social-cultural purposes and benefits of higher education internationalization?

Internationalization have always meant different things to different people, institutions and countries. This will continue. Internationalization has been guided by the principles that it must be linked to local context and purpose, that there is not ' just one way'

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to internationalize, and that it is a means to an end not an end unto itself. The challenge of strengthening and reinforcing the values of cooperation, exchange, partnership for mutual benefits remains front and centre.

*This paper draws from Knight, J. (2012) "Concepts, Rationales, and Interpretative Frameworks In the Internationalization of Higher Education" in D. Deardorff, H. De Wit, J. Heyl and T. Adams (Eds) *Handbook of International Higher Education.* California: Sage Publishers and Knight, J. (2013) The Changing Landscape of Higher Education Internationalization- for better or worse? In *Perspectives: Policy and Practice in Higher Education.* Journal of the Association of University Administrators, UK. (17) 2.

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