



***Re-Imagining
Comprehensive
Internationalization
under institutional
Stress and for a Post-
COVID World***

***Fulbright Finland Foundation
Webinar, December 2020***

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A Context: Political Realities of the USHE System

- ⊕ No national system of education per se; constitution assigns education mission to the states.
- ⊕ Federal government has influence through regulation and the funding carrot.
- ⊕ However, USHE Internationalization is shaped heavily by
 - ⊠ Its integration into institutional values and core missions,
 - ⊠ Market forces,
 - ⊠ National HE associations,
 - ⊠ Regulation through accreditation bodies.



Biden Administration Policies/Action

- ✦ There will be relatively quick walk back on some policies that restrict, cripple international activity. For example:
 - ✦ Anti-immigration rhetoric, visa restrictions, racist targeting.
 - ✦ Rebuilding international relations and rejoining alliances.
 - ✦ Some restrictions will continue for national security reasons.
- ✦ It is unlikely there will be new federal programs or significant investments to enhance or expand HE international activity
- ✦ Inside and outside HE, there will have to be “climb back” to re-acquire momentum for internationalization after a 2-yr hiatus, 4-yrs of “anti-everything from the Whitehouse,” and the loss of Int’l student revenue from the pandemic.



Current Environment

- ⊕ We live with a severe financial crisis in USHE, potentially the worst ever.
 - ⊞ It will take multiple years to dig out.
 - ⊞ European HE is not as severely challenged (uneven impact across countries) but significant weakening of HE revenue is the case for many.
- ⊕ And so, there is heavy pressure on institutions to engage strategic reductions, cost control and cost/benefit outcome assessments.
- ⊕ The mantra is to protect institutional core missions.
 - ⊞ Yet, international programs are not usually viewed as core.



A “New Normal” is Emerging and Predates COVID

- ✿ The global spread in education and research capacity is reshaping mobility routes and institutional partnerships.
- ✿ Long-term public disinvestment in USHE plus Covid-19’s economic fallout, seriously eviscerates governmental support for USHE– Now on average at:
 - ❑ Doctoral/research institutions (19%),
 - ❑ Masters institutions (29%),
 - ❑ Bachelors institutions (33%),
 - ❑ Community colleges (46%).
- ❑ HUGE tuition increases and revenue projects (e.g., int’l students) are the replacements.



Elements of a Perfect Revenue Storm Leading to a New USHE Normal

- ⊕ Revenue shortfalls are averaging 25 percent, and more reductions coming—an historical record.
- ⊕ Decline or flattening of domestic enrollments adds shortfalls.
- ⊕ There is increase competition from abroad for the best students and scholars
- ⊕ Brakes are being applied on tuition increases by governments and markets.
- ⊕ There is pressure for less costly more flexible, outcome-based internationalization.



There is also An “Invasive” Species

Massive expansion of digital meeting and learning provide workable (if not ideal) alternatives to deal with “social distancing,” less money, and disrupted travel options.

BUT we need:

- ❏ Genuine hybridization of virtual and physical models of “mobility” into mutually reinforcing pedagogies.

Even when COVID goes away, these and other core challenges to the status quo will not.



There are Immediate and Evolving Consequences for HE Internationalization

- ✦ Institutions are establishing strategic planning taskforces to manage cuts and reprioritize program investments.
 - ✦ Will “international” have a seat at the taskforce tables???
- ✦ Also, the impact on mobility will be in numbers, models and mobility routes.
 - ✦ Aggregate numbers may stabilize or grow in the long run under mixed models and reconfiguring who goes where.
 - ✦ Demand is there, but how to convert to “sales” in this new and disrupted environment is the issue.



The Big Threat to Internationalization

When international activity is NOT integrated into core institutional missions, it is seen as something apart—an add on to core.

“Add on’s” are more easily subtracted off



What is Comprehensive Internationalization (CI) and How Might it Help?

CI is commitment and action to infuse and integrate international, global and comparative content and perspective throughout the teaching, research and service missions of a higher education institution.

- ⊕ Aimed to achieving benefits in core learning and research outcomes.
- ⊕ And, becoming an institutional imperative not just a desirable possibility.



Paradigm Shift in Scale, Scope and Culture

- ⊕ CI is a ***long-run aspiration*** to connect to all institutional missions, all students and majors, all faculty and staff.
- ⊕ But movement toward the aspiration requires **manageable** steps over the long run. Can't all happen at once.
- ⊕ **We see that Institutional approaches to CI are idiosyncratic** shaped by differences in missions, values and priorities, starting points, and modes of operation. Diversity in CI is the reality.
 - ⊕ **No "best" model.** The *best* model for any institution is the one that *fits its missions and circumstances*. Each institution must develop its own plan



However, for Every HE Institution, there needs to be Commitment to Common Aspirations Even if following Different Paths

- ✦ **Mainstream:** Expand faculty and student engagement.
- ✦ **Integrate** CI into core institutional missions.
- ✦ **Expand who supports and contributes:** Beyond the international office to academic and support units.
- ✦ **Interconnect** CI activities to produce synergies (e.g., mobility, curricula at home, research abroad).

Not doing these things will marginalize and weaken internationalization in the institution.



CI for diverse kinds of Institutions. Recognizing both constraints and pressures.

Outlines a practical framework to build and implement action in the context of motivations and challenges.

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Comprehensive and Strategic Internationalization: Lessons Learned and Prospects

by John K. Hudzik



Why engage comprehensive and strategic internationalization?

It is a lot of work, hard to do and a journey without end.

YET,



Fundamental Realities

- ⊕ Globalization is NOT going away
 - ⊞ It may be morphing,
 - ⊞ But the nearly unimpeded flow of goods, services, ideas and challenges across borders will continue. The genie is out of the bottle. Witness COVID.

- ⊕ HE internationalization builds the knowledge and skills for society to deal effectively with globalization.

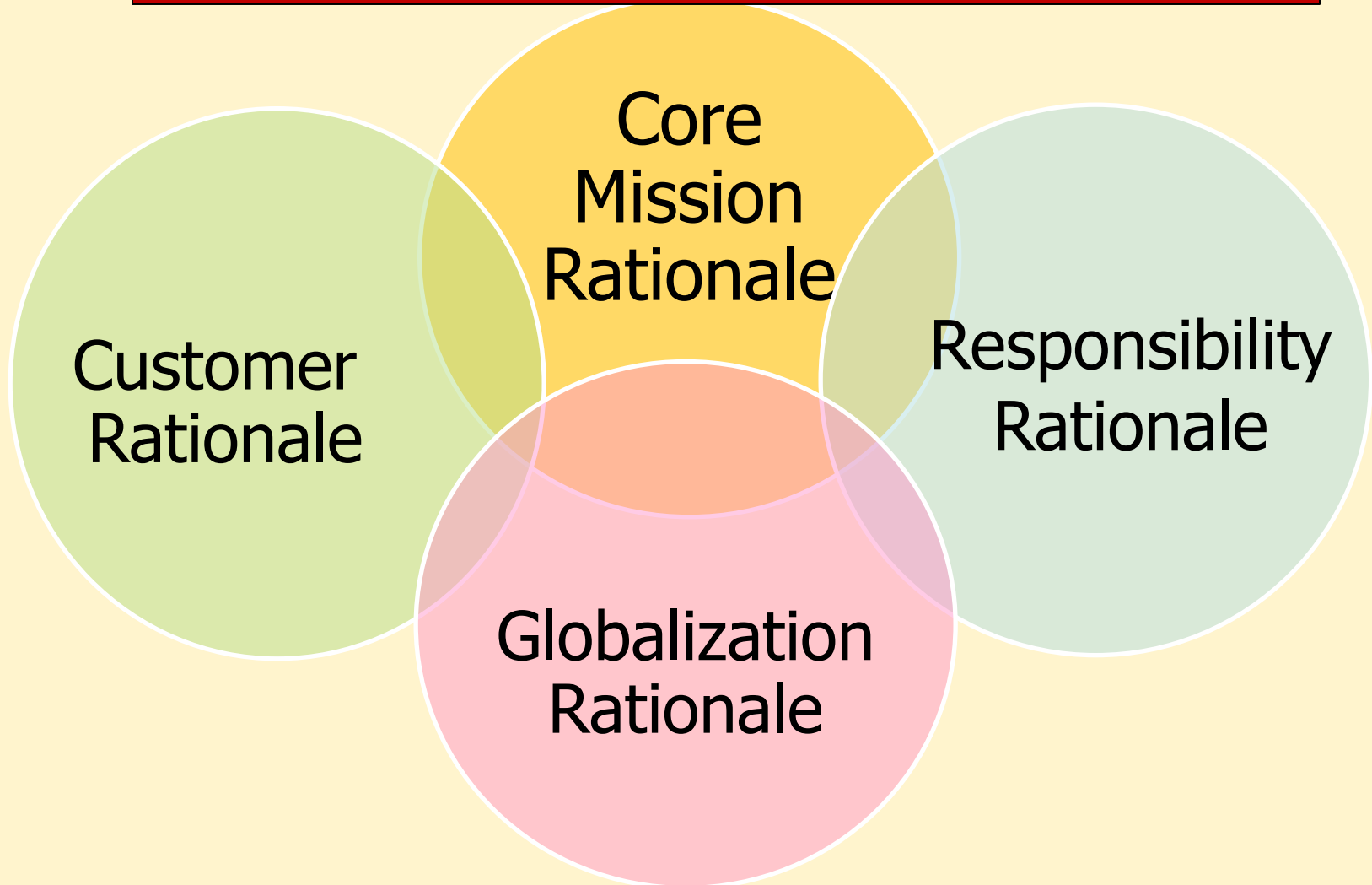


Knowledge Economies, Globalization and Higher Education (HE)

- ❖ Competition and collaboration is shifting from the local/national to a global reference frame.
 - ❖ To global pathways of learning, talent and ideas.
- ❖ Societies we serve are globally connected and shaped by world-spanning forces.
 - ❖ **If higher education is not also globally connected, it will fail our societies.**



*Rationales for Internationalization
(see Publications)*





Are you waiting for back to normal?
Don't wait, there is no back to normal



Take action now to meet a world
changing utterly



“Disruption Births Opportunity.”

Opportunity is not found in the status quo, or in simply defending “the way we do it now,”
But rather in changing/augmenting what we do and how.

The status quo was supported by an environment that is gone and most unlikely to return.



Competition from Inside HE

- ⊕ There are countless legitimate core HE needs touted by diverse and powerful interests.
 - ⊕ internationalization is not commonly viewed as part of the institutional core at most institutions.
- ⊕ **A failure to *integrate* international activity into core HE missions seriously weakens its future.**
- ⊕ Support for internationalization is not automatic; support is weakened by lack of knowledge and shared understanding about its purposes and value.



There is Danger in Anonymity and Ignorance

- ⊕ A shared understanding in HE about internationalization is not commonplace, especially outside the IE inner circle.
- ⊕ Two methods are fundamental to building common understanding and integration:
 - ⊞ Integration and strategic inclusion
 - ⊞ Establishing an institution wide culture of support for internationalization.



What needs to be done to Build Long-Term Support for Post-COVID CI

1. Developing an institution-wide culture of support and understanding through a campus-wide dialog.

- ✦ Involve to educate: Presidents/VCs/Rectors, academic deans, chairs, faculty throughout the institution through.
 - ✦ A campus-wide dialog to build common understand of:
 - What is CI, why do it, how it enhances institutional missions and values, and who has roles to play?
- ✦ **Purpose:** Educate, build support and buy-in, gather attention, suggest roles.



2. Strategic Inclusion. Strategic inclusion of internationalization in key institutional processes is crucial such as in.

- ❖ Strategic planning.
- ❖ Annual budget planning.
- ❖ During moments of key change (e.g., hiring new senior administrators, or curricula and program reviews)
- ❖ When reviewing rules, procedures, structures.

Is International represented at the table in these processes



3. Build a path forward to Post COVID

- ➊ Reinforce seminal goals as drivers of priorities (e.g., for cross-cultural learning and outcomes)
 - ❑ not for moving bodies across borders as an end in itself.
- ➋ Interconnect international activities to produce synergies:
 - ❑ Across mobility, on-campus curricula, research, language learning, community cross-cultural opportunities, programming for international students.
 - ❑ Build hybrid physical and virtual pedagogies.



4. Reduce costs to institutions, students, and others, and increase flexibility for students and users.

- ❖ Reprioritize what is essential to focus limited resources.
 - ❖ Not everything done in the name of internationalization is of equal value and payoff.
- ❖ Adopt more cost-effective cross-cultural learning options.
- ❖ There is no optimal academic calendar; rethink learning modules to flexibly fit individual student needs, learning objectives, and flexible times frames.



Dual Purposing: A Cost-Efficient Integration Strategy

- ✚ Adding new courses does not have to be the principal means of internationalizing the curriculum.
 - ✚ One can add global, comparative, and international content to existing courses and curricula. Additions to general education and major courses touch all.
- ✚ Build on and connect to existing institutional research priorities and strengths.
- ✚ Build on and into existing faculty research interests.
- ✚ Build into existing courses and curricula

Valuable integration requires connection to desired outcomes which advance core missions and values



Framing Question for Partnership Formation (At Home and Abroad)

1. Is there agreement on the intellectual drivers and core values to be advanced?
 - ❖ What are the desired outcomes?
 - ❖ What is the definition of success?
2. Do we understand the partners' operating environment, constraints and opportunities?
3. Will all partners benefit from and contribute to the collaboration?



More Details of Leadership and Action for CI

Download free

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**Emphasis:
How to move from
rhetoric to action**

