

Internationalization of universities: emerging trends, challenges and opportunities

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Abstract

Internationalization of higher education is not a new phenomenon. The concept has grown more by the time and now it has become an important strategic priority for many institutions and governments. Governments and institutions have invested and continue to invest considerable resource in internationalization. Internationalization of higher education is seen as one of the ways a country responds to the impact of globalization. The aim of this study is to examine how the process of internationalization has evolved overtime, and how it is occurring in today's global knowledge economy. This article presents the review of the process of internationalization of higher education in a historical context. It also discusses that international mobility of students, scholars, programs, and institutions of higher education is driven by academic, cultural, political, and economic rationales. Furthermore, the study concludes that most of the higher education institutions refrain from aiming to become global institutions because of the academic and economic barriers.

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Introduction

Every research university is part of a single global network and as a result the internationalization has become a major strategic priority of academic leaders of higher education institutions who want to internalize their institutions and connect their organizations, students and their faculty to a world that has been globalizing at an accelerating pace. At a global level, the IAU (2010)¹ survey of its institutional members from over 115 countries on internationalization practices, revealed that the vast majority of higher education institution leaders around the world believe that internationalization is of utmost importance than before, and the increase in the number of higher education institutions, that have moved from an ad hoc to a planned approach towards internationalization, has increased. In the face of today's complex, challenging and competitive environment, the major focus of universities is to become more international in character. The "Center of Studies of Higher Education" (CSHE) at Nagoya University has been actively involved in studying this issue in the Japanese university context. CSHE has done important work in identifying performance indicators that can be used as tools for assessing a university's overall performance. Similarly, to advance internalization agenda, Queen's University in Canada has developed "Critical Perspectives in Cultural and Policy Studies" project in 2004 to foster international collaboration among

researchers, teachers and students. The institution is also benefited from the Canada Research Chairs (CRCs) program. The CRCs is used to appoint top researchers from the world to diversify the faculty, as well as to contribute global perspectives to the teaching and learning. Moreover, internationalization of higher education is also a matter of concern for policy makers in most parts of the world as economic performance is affected because of the growing cross border free movement of knowledge, skilled workers, students and intellectual capital. According to Murphy (2007), when students From Third World Countries who study in western universities return to their country of origin, they may replicate and uphold western models of institution building and professional academic norms in their home countries. The cross border movement of students and services has also imposed new challenges on the education system. The challenges include the adaptation of foreign models, the potential loss of human and intellectual capital and associated weakening of the domestic university system. (Murphy, 2007; Selvaratnam, 1988). Primarily, this study, therefore, focuses on the broad range of opportunities and challenges associated with internationalization of higher education. Besides, the study also identifies the historical context of internationalization and its present state. More specifically, this study will be addressing following four questions:

1. What are the most important dimensions of internationalization in the field of higher education?
2. What are the historical roots of the present wave of internationalization?
3. What are the opportunities and challenges involved regarding the internationalization of higher education?
4. What are the elements of a coherent internationalization strategy?

¹ The International Association of Universities (IAU) is the United Nations Educational, Scientific and Cultural Organization (UNESCO)-based worldwide association of higher education institutions. It brings together institutions and organizations from some 120 countries for "reflection and action on common concerns and collaborates with various international, regional and national bodies active in higher education



The first question examines the theoretical literatures on internationalization since 1990. While addressing the second question the study will go briefly through four stages in the history of education from an international perspective of: the Greco-roman and the Islamic worlds; universities in the Middle Ages; the academic mobility in the period between the 18th century and the World War II and internationalization from the World War II to present. The third question attempts to answer that in what ways the internationalized education extends its cost and benefits on countries. The fourth question identifies essential measures to support the attainment of internationalization.

The paper is organized into the following sections: Section one provides an introduction to the basic ideas and concepts of internationalization of higher education. Section two introduces Internationalization – Review of the literature. Section three outlines a brief snapshot of the history of internationalization of educational institutions. Section four and five lists the opportunities and challenges of internationalization while the section six identifies the

strategies for internationalization of higher education. Finally the section seven concludes the study.

Internationalization: Review of the literature

Internationalization is a complex and multi dimensional phenomenon. A broad range of dimensions in internationalization of higher education has been varying over the time by changes in the internal and external environments. There is a small but growing literature over the international dimensions of higher education. The common features of internationalization of higher education as identified by researchers and scholars include: education abroad programs, foreign language study, curriculum innovation, recruiting/hosting international students and faculty, international exchanges of scholars/students, and international co-curricular activities (Allaway, 1991; Bond, 2003; Burb & Oppen, 1982; Cudmore, 2005; de Wit, 2002; Ellingboe, 1998; Green, 2002; Knight, 1994; Merkur'ev, 1991; Wollitzer, 1991). Table 1 summarizes the review of literature identifying numerous perspectives on internationalization.

Table 1: Aspects of Internationalization

Studies	Terms of internationalization
Marden & Engerman, (1992)	Students abroad, International students, Faculty involvement in international activities, Undergraduate degrees awarded in area studies, international studies and foreign languages. Alumni who earn PhD's in area studies, international studies, and foreign languages
AUCC (1995b)	Institutional administrative policy, Academic policy, Research opportunities, Community service and extracurricular activities, Provincial policy, Federal policy
Ellingboe (1998)	College leadership, Faculty involvement in international activities, Internationalized curriculum, International study/research opportunities for students, International students and scholars well integrated into campus life, Internationalized student affairs/co curricular units
Knight and de Wit (1999)	Internationalization strategies/policies, Organizational and support structures, Academic programs and students, Research and scholarly collaboration, Human resources management, Contracts and services
Paige & Mestenhauser (1999)	Integrative dimension, Intercultural dimension, Interdisciplinary dimension, Comparative dimension, Transfer of knowledge and technology dimension, Contextual dimension, Global Dimension
Mestenhauser (2002)	Comprehensive international education policy, Monitoring and evaluation mechanisms, Strategic plans, Governance structures, Budget/resource allocation, Faculty development programs, Internationalized curriculum, Incentive system for student participation in international education, Promotion and publicity about international education
Green & Olson (2003)	Articulated commitment: mission, goals, vision, Strategy/strategic action plan, Structures, policies, and practices, The curriculum and co curriculum, Study and internships abroad, Engagement with institutions in other countries, Campus culture, Synergy and connections among discrete activities
Paige (2003)	Integration of international students and scholars in university life, Internationalized curriculum, Faculty participation in international activities, Internationalized co curricular units/infrastructure for international education, Leadership supportive of international education, Study abroad programs
Nilsson (2003)	Internationalized curriculum, Staff and student mobility, Staff and student development, Internationalization at home, Faculty involvement in international activities, Bilingualism (English and Swedish) of faculty, staff, and students
Knight (2008)	Curriculum and programs, Teaching and learning processes, Extra curricular activities, Liaison with local cultural/ ethnic groups, Research and scholarly activities, Movement of people, Delivery of programs, Mobility of providers, International programs

Historical aspects of the internationalization of higher education

Internationalization in the period of the Greco-roman and the Islamic worlds

Most publications on early time's internationalization of higher education in Europe reported Pythagoras (c. 569-c. 475 BC) the first wandering international scholar. Welch (1997) cites the Sophists as the first examples of international academic mobility. The sophists appeared around 445 BC; they were itinerant, professional teachers who traveled in the Greek- speaking world, teaching the children of the wealthy, for which they were paid. Nakayama (1984) compares the sophists in Greece to the shih in china in the fifth century BC, the same period in which the sophists appeared in Greece. The shih were wandering scholars who sold their knowledge to warring rulers in China.

Trade routes that crisscrossed the Mediterranean Sea and the Black Sea basins and a common language, Greek, united The Hellenic world. Students and scholars from all over the world traveled to Athens which was considered to be the intellectual capital of the Hellenic world at that time. Athens was the home to Plato's Academy

(427-347 BC) and Aristotle's Lyceum (f. 335 BC) (Guruz, 2008)². The academy and the lyceum at times served as models for Roman schools, until AD 529, when the Roman Emperor Justinian closed them during his campaign to eradicate all vestiges of Greek paganism. Alexandria ranked next to Athens as an intellectual center in the waning years of the Hellenic world. The Museum and the adjacent Library of Alexandria (f. 283 BC), generally considered to be the first state-sponsored research institution in the world, served as a center study and research for centuries, which attracted scholars from all over the Hellenic and the Roman world. (Guruz, 2008).

In later years, Pergamum was the chief rival to Alexandria as an intellectual center. In the period 750-850, Baghdad emerged as a cosmopolitan, intellectual center similar in importance to Athens and Alexandria. Great Abbasid caliphs established and generously endowed libraries, translation centers, laboratories and hospitals attracting scholars and physicians to work in their courts and inviting students from places as far away as central Asia to learn methods.

² In the context of internationalization and globalization of higher education, Kemal Guruz's book, *Higher Education and International Student Mobility in the Global Knowledge Economy*, explores contributions made by international students and scholars in higher education from a historical perspective.

Like Greco roman world, the west, the world of Islam, the east, was also united by a common language, Arabic and was also characterized by vigorous trading. The use of Arabic as a common language and the means to trade facilitated the mobility of ideas, new experiences, opinion, and political principles and views and made it possible for itinerant students and scholars to move over a vast region. In both worlds, anything beyond basic reading and writing was considered higher learning.

Internationalization in middle ages

The emergence of the university as a uniquely Western European institution, an autonomous, corporate body, sanctioned by a higher authority, initially spiritual and later temporal, with the right to set its curricula, appoint teachers, admit students, and award degrees, takes its roots in medieval times during the late 11th and early 12th centuries. The development of the medieval university coincided with the widespread reintroduction of Aristotle from Byzantine and Arab scholars offering a curriculum at the undergraduate level, which was based on seven areas – grammar, rhetoric, logic, arithmetic, music, geometry, and astronomy. Students and teachers came to study and teach in these institutions from all over the world (Guruz, 2008).

Latin was the common language of instruction of European education and science throughout the middle ages. Universities established during the medieval period had uniform program of curriculum admission and system of graduation requirements, which were all supervised by a higher authority (Altbach & Teichler, 2001). From the fourteenth century onward, international academic mobility went into decline, and European higher education became increasingly regionalized. The international academic mobility growth experienced in Europe between the 11th and the 13th century suffered by economic, political and cultural crisis during the 14th century. The rulers started taking measures to forbid the poor students studying abroad. Poorer students largely had to go to less expensive home or regional institutions as a result studying abroad became a privilege for the offspring of aristocrats and landed gentry. However the first transport revolution of the late fifteenth and the early sixteenth centuries opened the doors to intercontinental sea voyages and took the university to the newly discovered lands. Dominican founded the first university, Santo Domingo in Dominican Republic, and the first university in the Asia pacific, Santo Thomas in Manila, in 1538 and 1611, respectively, followed by others in Asia, Latin America and the Middle East. (Altbach 2006; Perkin 2006; Roberts, Cruz, and Herbst, 1996). Ridder Symoens (1996b) makes the following remarks concerning academic mobility in the sixteenth century.

- i. Foreign travel in itself came to be considered as educational value in humanistic studies,
- ii. Students from the North of the Alps flocked to Italy to search for sources of knowledge as well as culture, spending time in a number of universities along an itinerary either directly or after spending time in French universities increasing foreign enrollment in some Italian universities to value as 50 percent.
- iii. The desire to learn other language, French, Spanish, Italian and German, but especially Greek and Hebrew, as part of theological studies, literature and history, the so-called ciceronian sciences increased.
- iv. There was growing interest in the study of natural sciences part of medical studies or in addition to law³.

However, the huge wave of international mobility during 15th and 16th centuries in Europe was followed by the wane again in the seventeenth century, as the seventeenth century was ruling with events that adversely affected university expansion. Many wars, and especially the Thirty Years' War, disrupted the university landscape

throughout Europe at different times. War, plague, famine, regicide, and changes in religious power and structure often adversely affected the societies that provided support for universities.

Internationalization in the period between the 18th century and World War II

The most important element of higher education in the period was the export of systems of higher education from the colonial power to their colonies and later to the newly independent states. Higher education in Latin America was modeled on higher education in the Iberian Peninsula. Higher education in India and other Asian, African, Caribbean and northern American countries belonging to the British Empire, was modeled on British higher education. Similarly, the Asian, African, Caribbean and Northern American universities in the former French colonies were constructed according to the pattern of French higher education. After independence these influences had their impact on higher education in these countries. In the United States higher education was seen as the dominant model for the colleges created in the colony. Also with the creation of Johns Hopkins University, the German model of Research University was imported. As a side effect many students sojourned to the universities in Europe on which the home institutions were modeled to pursue further students. A second international element of higher education was in the area of research and publications, though most of the research of that period was based on national interest. Furthermore international exchange of ideas and information through seminars, conferences and publications remained important factor of international scholarly contact during this period.

International academic mobility from the World War II to present

After World War II the use of academic exchange accelerated as a foreign policy instrument. After World War II the concept of internationalization of higher education grew primarily in US and Soviet Union, the two super powers that emerged from the war. On the other hand, Europe, the world of academia, turned upside down. Europe being heavily injured from the two world wars was not able to invest in international exchange and cooperation. Many of its academics migrated to other parts of the world, mainly USA, Canada, and Australia. At the same time, the Soviet Union expanded its academic cooperation with the central and Eastern Europe for international cooperation and exchange.

In the 1960s and 1970s, with the decolonization of developing world, the internationalization of higher education viewed preliminary as the growing one way mobility of student from the South to the North. Not only the USSR saw the developing countries as an important region for investing in development aid programs for universities: USA, Western Europe, Canada, Australia also moved large development funds for higher education in Asia, Latin America and Africa. During this period international strategy in higher education is expressed in North-South relations. In the 1980s the scenario changed. The strengthening of the European community and the rise of Japan as an economic power challenged the USA's political and economic dominance as well as USA's dominance in research and teaching. Both started investing in research and development programs to compete with USA. The context is now different from the period prevail after world war II, outlined with the emphasis on economic arguments to promote international cooperation and exchange in higher education to create a common regional identity as expressed in the emphasis by the European dimensions of higher education.

Rationales and incentives of internationalization of higher education

According to De Wit (2002) there are four broad rationales for internationalization: Political rationales, economic rationales, social/cultural rationales and academic rationales. Political rationales that include foreign policy, national security, technical assistance, peace and mutual understanding, national and regional identity, have been very vital and dominant in the internationalization of higher

³ Hilde De Ridder-Symoens's book, *A History of the University in Europe: Volume 2, Universities in Early Modern Europe (1500-1800)*, attempts to situate the universities in their social and political context throughout the three centuries spanning the period 1500 to 1800. This is the second volume of a four-part *History of the University in Europe* which covers the development of the university in Europe (both East and West) from its origins.



education, especially after the World War II. The economic rationales, comprising growth and competitiveness, national educational demand, labor market, financial incentives, have become more essential in present day globalization of economies. The third group of rationales that is social/cultural rationales is important for creating an intercultural understanding and an intercultural competence of students and faculty with the rest of the world. Development of international and intercultural dimensions in research, teaching and services, the improvement of the quality, and international academic standards can be viewed as the academic rationales. The rationales and incentives attributed to internationalization of higher education may differ in importance by country and region, and can change in dominance over time. In the following sections, we give an overview of rationales and incentives used for internationalization of higher education.

Economic rationales

Growth and competitiveness

According to this argument, the internationalization of higher education has a positive effect on technological development and thus on economic growth. This argument is perhaps the most important reason for investment in international cooperation in higher education. According to Joseph Johnston and Richard Edelstein (1993):

"Today, the dominant argument for internationalizing higher education is that it will ensure the nation's economic competitiveness".

One consequence of economic growth rationale is the investment by national government in future economic relations. For many national governments this is the reason for the creation of scholarship programs for foreign students, with the hope that they will become the future leaders and decision makers in their home countries and by then they will remember with gratitude the host country that gave them the opportunity to become what they are now. Such investment bears fruit when large orders are placed and contracts are negotiated against international competition. One of many examples of this rationale is the offer of thousands of scholarships by the government of third world countries to train students in central and Eastern Europe.

Another consequence is the investment in international programs for research and development. The adaptation by the European commission of "A Strategic European Framework for International Science and Technology Corporation"⁴ in 2008 is a clear example for such investments.

National educational demand

Lack of adequate higher education provided at home stimulates the mobility of students abroad. For instance, the government of Norway deliberately stimulates study abroad instead of creating facilities at country level. Similarly Greece and Portugal in past generated a high outward mobility due to lack of adequate infrastructure to absorb national demand for higher education and research. Kritz (2013) observes similar trend: In Africa, 5.8 per cent of enrolled tertiary students go outside their homelands for tertiary study. No other world region has this high share of outbound student mobility. Along with the importance and demand of tertiary education in the region for student mobility, student outflows are greater due to an insufficient supply of tertiary education and training at home.

Labor market

Vander Wande (1997b) defines internationalization:

⁴ This proposed European framework consists of a number of core principles and orientation for action to raise the science and technology profile of Europe to boost Europe's competitiveness in the global economy. One of the actions under this communication is: "Make it easier for European researchers and universities to work with the best scientists and research infrastructures in the world"

"Any systematic effort aimed at making higher education (more) responsive to the requirements and challenges related to globalization of societies economy and labor markets".

It seems to be a general argument in studies on the internationalization of higher education that internationalization of higher education adds to the lifelong learning and then the labor market needs, in addition to regional development strategies, in order to contribute to economic competitiveness and social cohesion. It is within this context that some European universities are adapting new models of integration in local systems and cooperation at a global level, acting as a gate between local and international dimensions, linking local actors to the knowledge produced by the world community of teachers and researchers.

Human capital theory (Becker 1962, Frazis 2002) suggests that additional schooling is rewarded in the labor market because employers value the skills, training and knowledge that come from additional education. In a competitive market employers prefer to employ and must pay higher wages to employees who are more skilled: internationalization of higher education is simply an indicator of skills that employee brings to the labor market.

Huebner (1994) found that international education is at best a fifth concern for a company looking for staff for an international assignment;

"What most corporations do not seem to be looking for, however, is some standardized 'global' man or woman"

The more internationalized the labor market becomes as a result of globalization of economy: the more a graduate has to compete with people from other countries and the more he has to work in an international environment. Identifying the importance of global competence, the "Global Competence Project" of the Council on International Educational Exchange (CIEE) in cooperation with Educational Testing Services (ETS) stresses to design education to promote international skills. They argue that

"There is a growing demand in international business for instruments to test the equivalent of global competence in much the same way as our foreign service does for applicants for overseas posts"

Financial incentive

International activities such as advisory services, contract education, recruitment of foreign students and international education can be initiated for reasons of income generation. For instance, countries that want to become regional educational hubs are inviting foreign higher education institutions to establish campuses in their territories. This trend provide indication to the foreign higher education institutions to set up campuses abroad, host countries not only provide funding to support research and development but also extract profits mostly by offering academic programs in fields that are in high demand. The foreign investors invest in high cost academic infrastructures such as science laboratories and research facilities. With in the Western Asia at the present time, this situation is most pronounced in the Arabian Gulf.

Countries that charge their international students the full cost of education reap significant trade benefits. Several countries in the Asia pacific regions have actually made international education as explicit part of their socio-economic development and have initiated policies to attract international students on a revenue generating basis. Australia and New Zealand have successfully adopted different tuition fees for international students and this has not hampered the strongest import of foreign students in the past decade. In Japan and Korea with the same high tuition fees for domestic and international students, foreign enrolments nevertheless grew robustly between 2000 and 2009. This trend shows that tuition costs do not necessarily discourage prospective international students as long as the quality of education provided is high and its likely returns make the investment worthwhile.

Political rationales

Foreign policy



Education, especially higher education is often considered as a diplomatic investment for future political and economic relations among countries. For example, scholarships for foreign students, who are deemed as promising future leaders and decision makers, are considered to be effective way of developing an understanding and affinity for the sponsoring country. This affinity may prove to be beneficial in coming years in the form of diplomatic or business relations.

According to Baron (1993) in the period from 1950-1970:

"Promoting academic mobility was predominantly seen as an element of foreign policy"

Opening of the educational programs of the European commission to EFTA were intended to prepare the environment for the future incorporation of the EFTA countries in the European Union. It is still a consideration today that international education is a beneficial tool for foreign policy especially with respect to national security and peace among nations and similar arguments apply to the incorporation of Central and Eastern European countries in the Socrates⁵ and Leonardo⁶ programs of the European Union.

National security

de Wit (2002) argues:

"International education is a product of the twentieth century, at first mainly for reasons of foreign policy and national security".

Closely related to the foreign policy argument is the argument of national security, which is quite dominant in American international education, especially in the period between 1960s and 1980s. According to (Task Force on Education at Northern Illinois University, 1998), concern of the need to internationalize the education of students within the higher education community was based on strategic struggles between the United Soviet Socialist Republic (U.S.S.R.) and the United States from the middle 1940's through the end of the Cold War in 1989.

NATO is a clear example of such explicit link between national security and internationalization. The fundamental role of NATO is to safeguard the freedom and security of its member countries by political and military means. NATO is playing an increasingly important role in crisis management and peacekeeping. Various kinds of grants and scholarships are offered for collaboration projects, workshops and training among NATO member states and partner countries. Research priorities are linked to NATO's strategic objectives and focus on projects in direct support to NATO's operations

Technical assistance

A third political rationale for internationalization is concomitant technological developments. Technical assistance to developing countries became an important part of foreign policy in most industrialized countries during the last century.

Arum and Van de Water (1992) defined international education as:

"The multiple activities, programs, and services that fall within international studies, international educational exchange and technical cooperation"

Institution building projects, sending of experts, training programs and scholarships are the multiple projects that are either funded by national government or from the institution's own budget. The

⁵ The *Socrates* program is an educational initiative of the European Commission aimed to improve knowledge of European languages, co-operation and mobility throughout education, encourage innovation in education and to promote equal opportunities in all sectors of education

⁶ The *Leonardo da Vinci* program is a European Commission funding program focused on the teaching and training needs of those involved in vocational education and training (VET). The program aims to enhance the competitiveness of the European labor market by helping European citizens to acquire new skills, knowledge and qualifications and have them recognized across borders. It also supports innovations and improvements in vocational education and training systems and practices.

international organizations such as World Bank, IMF, United Nation Agencies (UNDP, UNICEF, UNAID, etc) and NGOs also contribute to the development co-operations.

Peace and mutual understanding

de Wit (2002) noted that the early development of international education between World Wars I and II was strongly initiated by private and political rationale of peace and understanding. Developed countries such as USA, UK, Australia, and Canada saw developing countries as important regions in which to expand their political and economic power. As a result these countries started investment in development aid programs designed to build economic, political, educational, and personal ties and relationships, and that included mobility of faculty members from the various country universities. Haigh (1994) stated that foreign students contribute to an increase in international understanding that helps to break down cultural label and the rigidity of international boundaries. Andere (2004) also observes similar trend and reports that governments devote scarce resources to improve relations and understanding through international higher education.

One of the examples of peace and mutual understanding is the Fulbright Program, began in 1946 to increase mutual understanding between the people of the United States and the people of other countries by means of education and cultural exchange and thus to assist in the development of friendly, sympathetic, and peaceful relations between the United States and other countries of the world. Altbach and Tiechler (2001) noted that the Fulbright Program, originally administered by the US government, is now administered by the Institute of International Education (IIE) underscored from the outset that academic mobility plays a significant role not only for the academic elites and for researcher, but also for the broader goals of contributing to an understanding among people and cultures not accustomed to communicate at ease and thereby contributing to world peace.

National and regional identity

Internationalization strategies in Asian Pacific countries, showed a focus not as much on global identity as on national identity. By becoming part of a global environment on more equal terms, higher education and society as a whole can move away from dependency and the dominance of Western technology, Western methods, and Western languages of instruction. This strategy would not involve the expansion of English as the language of instruction--something that has become an issue in several higher education institutions around the world. The option of promoting local languages of instruction--to replace the colonial, mainly English, language--is an international strategic consideration in several Asian universities and countries

Social and cultural rationales

Intercultural understanding

The IAU (2005) survey identified the increase in international knowledge and intercultural skills as the number one benefit of internationalization. The importance of a broadened knowledge and understanding of nations and cultures of the world cannot be underestimated. National boundaries are becoming increasingly blurred as globalization involves not only the flow of capital and goods, but also the movement of people and the concomitant cultural exchange across a networked world.

The 2000 study by the Association of Universities and Colleges of Canada (AUCC) of its members shows intercultural understanding the current trend in motives for internationalization in Canadian universities. The survey revealed that among the three most important rationales for internationalization of Canadian higher education one is the preparation of internationally knowledgeable and intercultural competent global citizens. Similarly in French and American policy, this cultural function particularly constitutes a nationalist argument, i.e. one which emphasizes the export of national, cultural and moral values.

Such a nationalist case stands to the cultural function of internationalization as described by the direction of UNESCO, Federico Mayer⁷. He states,

"The university is an institution in which the production, transmission and reproduction of culture meet harmoniously and in which the latter are completed by reflection on the role and the function of culture in the life of nations and individuals"

And it is for that reason as Mayor continues that:

"The cultural function of the European university goes hand not only with its humanistic search, but also with its international dimension to develop an awareness of the interdependence of peoples and of societies in today's world must be one of the basis functions of the universities"

The Liaison Committee⁸, in a comment on the European Commission's Memorandum on higher education in the European community, also stresses the cultural function of the university.

"The direct usefulness for their community is not limited to their economic function, they are also, or primarily, cultural centers or 'think-tanks', offering a forum for learning, research and social debates"

Academic rationales

Teaching and services

There is widespread presumption that international students have positive educational effects on institutions as Bowry (2002) noted in a review of the literature over the past 2 ½ decades, it is assumed that international students provide diversity to the campus and can contribute a range of ideas and perspectives from different cultures. Rowan (1993) noted that the international prestige of the university could be enhanced by the presence of international students and the contributions graduates make on the international scene. International students represent globally identifiable patterns of problem solving, decision making, leadership styles, thinking and reasoning patterns, and communicating styles (Mestenhauser, 2002); international students are valuable educational resource which enriches education beyond the academic contents that university offers (Horie, 2002) Djanaeva (2001) investigated particular rationale to look beyond local boundaries for transition countries. The findings revealed that the main advantages of internationalization are entering into the world system of academic research and innovation; revitalizing the nation's economy; democratizing the administration of colleges and universities; broadening our understanding of academic freedom; and learning new approaches to a range of issues and problems, both academic and administrative.

The improvement of quality

Quality assurance of education and research is receiving more and more attention, and assessment of international activities is becoming widely accepted, as Smith (1994) pointed out that there are two links between internationalization and quality of education. The first is quality of the delivery of international education, but just as important is the question of how the international dimension of higher education can actually enhance the quality of higher education provision. The two are interlinked in the sense that the international dimension of higher education can make the best contribution to enhance quality in high education if it is itself of high quality.

International academic standards

One of the leading academic rationales cited for internationalization of higher education sector is the achievement of international academic standard in research, teaching and services. Internationalization is considered to be essential to enable the university community to have the ability to understand, appreciate and articulate,

the reality of interdependence among nations and to prepare faculty, staff and students to function in an international and intercultural context.

Internationalization strategies such as curriculum innovation, study abroad programs, faculty/student exchange, area studies/centers, foreign language, joint international research and scholarly activities, internships abroad initiatives and cross cultural training are important activities which require serious review as have a greater reflection in the student and faculty experience. It is for that reason that the centre for Educational Research and Innovation (CERI) of OECD, in the framework of the project "Higher Education in a New International Setting", has decided to take up "Curriculum Development for Internationalization" as one of the area of study in the project. The definition adopted for internationalized curricula is as follow:

"Curricula with an international orientation in content aimed at preparing students for performing (professionally/ socially) in an international and multicultural context, and domestic students and/ or foreign students"

Obstacles and costs of internationalization of higher education

So far we have seen potential benefits of a successful internationalization programs. Analogous to the benefits, the path towards internationalization can be paved with costs and obstacles which can be viewed as challenges to the internationalization.

Faculty lack of interest

Stohl (2007) and Childress (2010) in their study find that faculty rarely participates in the programs and activities of the internationalization process of higher education. The findings of these studies thus raise many questions: Are the internationalization goals of the university sufficiently communicated to faculty? How the administration should involve the faculty in the institution's objective of internationalization? Even though if the senior administrators succeed in engaging faculty, only a number of individuals from them will participate with genuine interest in internationalization programs. One of the reasons for faculty little contribution in this area is not rewarded and valued. The faculty is rarely evaluated and promoted on this criterion.

Faculty mostly resist when institution wants to establish campus abroad as various among them do not want to be far from their colleagues. Co-location is another concern that creates a flourishing intellectual and research environment. Also faculty values to the academic freedom when the host country does not provide same standards as those in home country.

According to Edward Snyder the former dean of business school at the University of Chicago.

"The globalization challenge is really tough. It's an organizational challenge.

At its heart is that most faculty don't like to be divided." (Weitzman, 2010).

Internationalization may weaken the institution's reputation

Another concern with the establishment of an institution's internationalization and reach is the risk that the institution's reputation will be diluted if its foreign programs and degrees do not meet the same standards of admissions, teaching content and methods of delivery as those offered on the home campus. It is not surprising that the alumni produced by an institution are one of the pillars of an institution's reputation. These concerns could be overcome by making sure that the institution can meet the same academic and learning standards as the one provided at the home campus.

Launching internationalization initiatives are risky and can be expensive

Involving in the institution's international drive is costly not only because of financing internationalization programs but because of time and efforts spend to create connections and links to the potential

⁷ Mayor, F. (1989) "Culture and the University", Higher Education in Europe, CEPES, Bucharest, vol. 14, no.1, pp. 5 and 13.

⁸ Liaison Committee of the EC Rectors Conference (1992), "Reaction of the Liaison Committee of EC Rectors Conferences (LC) to the Memorandum on Higher Education", p.3.



partners around the world also. Once the potential partners have been identified and the partnership agreement have been signed, the time and efforts of senior administrators remain involve in keeping the partnership active so that potential benefits can be drawn from them. This exercise results in diversion of attention and resources from at-Home programs and activities.

Western dominance of knowledge creation and flows in third world countries

Murphy (2007) and Selvaratnam (1988) have reported in their literature that internationalization has strengthened "Western intellectual imperialism" and dependency of higher education institutions and research in Third World countries. Students from Third World countries who study in developed countries learn little which is relevant to their countries. Despite the shared origin, goals and objectives of universities in Third World countries with their counterpart in the west, the universities in the Third World countries are at a disadvantage in achieving the equality in the creation and enhancement of knowledge through teaching and research within the international academic circles. Universities in developing countries are perceived as dull replica of their western counterpart thus making their institutions irrelevant to the development of their economies. Besides these other threats to arise from internationalization of higher education identified by some governments related to international students themselves, including access to social and health services and employment rights, however in recent years, the most significant threat perceived by government concerns international security and the possibility of terrorists entering a country under the guise of students. As a result, the government such as USA and UK has now imposed restriction on access and visa permit and new monitoring arrangements for international students in their territories.

Organizational strategies

The previous section illustrates that internationalization in higher education may undermine the position of local institutions, culture and in some cases may challenge the government. It is, therefore, necessary to take a critical and systematic look on how to integrate internationalization into an institute's administrative process and structures, to create such a culture that values and supports the benefits of internationalization efforts. It is worth noting that an institutional commitment, administrative structure, planning and organizational strategies may make the institution and the country to confront the challenges of internationalization. Some of the organizational strategies which have been identified as important for successful internationalization are discussed below:

Commitment and support of board of governors and senior administrators

The commitment of board of governors and senior administrators emphasizes that internationalization must be a part of the overall mission of the institute. When confronted with the decision to internalize, the best starting point is the institution's education mission. Further, the support of senior administrators is crucial for successful internationalization. Both commitments stated in written policy as well as revealed through interest in internationalization expressed by senior administrators as institution's board of trustees, president or chancellor are considered as necessary elements.

Support and involvement of mass of faculty/staff

Alongside an institution's mission, interest of faculty and staff is also considered as crucial for substantial benefits of internationalization. Factors that stimulate the interest of the faculty must be scrutinized. The need to develop faculty engagement in internationalization was affirmed by the Association of American Colleges (1985), which asserted that it is faculty who ultimately has the authority to foster students' international education, as they control the curriculum. Thus, faculty should be encouraged to consider whether their curricula are designed to advance student's understanding of foreign nations and cultures.

Establish an international office that serves the entire campus and its programs

An international office with experienced personnel to provide advisory, coordination and communication support is another important organizational strategy. International office must serve in monitoring of activities in maintaining integrity and professionalism in international work such as study abroad programs, international student and scholar activities, intercollegiate program needs related to faculty grants, national resource centers, coordination for all international programs and agreements on campus, and policies related to travel, safety and student waivers. The senior international officer is also expected to provide leadership in obtaining grants, contracts and funds in support of the internationalization of the teaching, research and engagement missions of the university.

Adequate funding and support

Funding is crucial to the internationalization of higher education and needs to be considered in organizational strategies. The diversification of funding sources supports the institution to further strengthen the internationalization aspects of higher education ensuring the increase in efficiency and maintaining its quality and relevance.

External linkages

Working externally, through collaboration and partnerships with other universities, the private sector and other networks working internationally is a good way of finding human and financial resources, access to specialized instrumentation for teaching and learning as well as more opportunities to facilitate internationalization.

Policy framework

Development of a policy framework depends on which stage of development the institution is moving through. A policy framework can be adopted in several different ways. A policy forms particular goals, stimulates and directs practices of internationalization. Similarly, a policy framework is think necessary to coordinate and monitor different practices and activities. In other words, policy outlines the current position and puts forward the agenda of policy makers.

Incentives and rewards for faculty or staff

Motivation is important in keeping staff and getting them to perform above average. In order to develop culture which support internationalization it is seemed to be central to find concrete and symbolic ways to value and reward faculty and staff who is involved in internationalization work. This involves hiring, promotion, tenure policies to acknowledge their work for internationalization practices.

Existence of formal communication channel

Existence of formal communication channels is very important to promote collaboration. This relates to cross university committee, newsletters, and campus forums enabling both vertical and horizontal exchanges between departments, student and faculty, and strengthening the links between institutions and best practices.

Annual planning, budget and review process

Regular integration of international dimensions into annual plans, arrangements and budget ensures that it is internationalized. The strategic plan identified also sets specific goals and assesses outcomes for all international efforts. Strategic planning also ensures that international efforts are mutually reinforcing and make the best use of resources.

Conclusion

Internationalization is high on the agendas of national and international governments, and institutions of higher education. The globalization of economy and society has had its impact on research

and education and at the same time internationalization of higher education has been influenced by the ones. The primary purpose of this study was to (a) understand the ways how international mobility of institutions of higher education evolved overtime, and how it is occurring in today's global knowledge economy (b) explore which of the political, academic, social and cultural rationales dominates the institutional practices of internationalization (c) ascertain the range of programs and activities associated with internationalization initiatives. (d) describe the strategies for internationalization of higher education. The study reveals that internationalization is no longer being considered only as the international mobility of students and teachers; rather, this process is now acknowledged as an important component of higher education policy at both the institutional and the national level. It is also concluded that besides positive consequences, internationalization does have several challenges that refrain institutions' attempt to transform themselves into truly global institutions. An institutional commitment, administrative structure, planning and strategies may make the institution and the country to confront the challenges of internationalization.

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