Comprehensive Higher Education Internationalization in a Conflicted and Global Marketplace

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The 21st Century Market Place for Higher Education Internationalization

Marketing connects “buyers” to products that meet their demands and needs.

My focus is on the factors shaping the “demand side” of the equation for higher education internationalization.
Key Factors Shaping Demand in the Second Decade of the 21st Century

The breadth and depth of internationalization demand are being altered fundamentally by:

1. Comprehensive and strategic internationalization.

2. Uncertainties from populist reactions to globalization.

3. Expansion and “levelling” of a global higher education system, market, and capacity.
Factor 1. 

Strategic and Comprehensive Internationalization (CI)
Comprehensive internationalization is…

Commitment and action to infuse and integrate international, global and comparative content and perspective throughout the teaching, research and service missions of higher education.

- Infuse into existing missions, not adding a fourth mission.
- Benefit core learning and scholarship outcomes.
- Build synergies across missions.
Among aspects of internationalization receiving attention in addition to outbound mobility.

Percentages of Institutions (Source: ACE USA)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>PhD</th>
<th>MA</th>
<th>BA</th>
<th>CC</th>
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<tbody>
<tr>
<td>Expanding international student recruitment.</td>
<td>59</td>
<td>63</td>
<td>55</td>
<td>32</td>
</tr>
<tr>
<td>Internationalizing curriculum at home.</td>
<td>62</td>
<td>55</td>
<td>70</td>
<td>61</td>
</tr>
<tr>
<td>Faculty research opportunities abroad.</td>
<td>64</td>
<td>32</td>
<td>54</td>
<td>36</td>
</tr>
<tr>
<td>Strategic research partnerships with institutions, government, companies abroad.</td>
<td>78</td>
<td>61</td>
<td>56</td>
<td>46</td>
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</tbody>
</table>
**Matrix of Internationalization Scale and Scope Options**
(Adapted from the University of Nottingham)

<table>
<thead>
<tr>
<th>Scope: Single mission</th>
<th>Scope: Multiple Missions</th>
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<tbody>
<tr>
<td>Small Scale</td>
<td></td>
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<tr>
<td>(1) Single mission focus impacts small numbers – e.g. enrollment-limited joint degree.</td>
<td>(3) Multi-mission involving teaching, research, service in one or a very few academic units.</td>
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<tr>
<td>Extensive Scale:</td>
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<tr>
<td>(2) Single mission e.g., internationalizing the entire undergraduate curriculum..</td>
<td>(4) Internationalizing synergies across teaching, research, service broadly across academic units.</td>
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**POLICY ISSUES: Should the Institution...**

1. “Force” toward quadrant 4 (A few wide and deep collaborations)? Clearly the interest among comprehensive institutions
2. Force all efforts to fit institutional strategic priorities?
3. Seek a mix of projects/efforts across all quadrants?
Decision Makers and Sources of Influence Under CI?

Under comprehensive and strategic internationalization.....

- Who should you talk to or negotiate with in institutions and

- What criteria will be applied in deciding whether “to do business” with you?

Talk/negotiate with the wrong people, you get wrong answers!
Extending the Leadership Team for CI. Who will be involved in decisions

- Comprehensive internationalization is not possible if the responsibility of the international office alone.
- Success requires multiple points of leadership and building effective partnerships across the campus.
  - Leadership from the top, the middle, and the base.
- Extending the leadership team is a key responsibility of top leadership, the SIO, and/or other CI leaders.

Implication: To whom do you market/talk?
Who Wants What from CI: Lenses Filter Diverse Interests and Accountability Criteria

Research Questions and Assessment Criteria

- Institutional Leadership
- Funding & Regulatory Bodies
- Students (& Parents)
- External Constituents
- Faculty
- Public Policy Frameworks
Different Constituents Will View the “End Game” Through Different Lenses

- **Institutions and Leadership**: Reputation building; rankings; revenue potential; enhance institutional capacities; service to constituents, advancing core values, etc.

- **Students**: Prepare me for a global environment; jobs and careers; learning that is both relevant and interesting; connections for life.

- **Faculty**: Opportunities for research, publication, funding, improve teaching/learning; personal reputation and standing.

- **Communities and Governments**: Solve problems, create global market opportunity and workforce ready graduates.
Link CI to Intellectual Outcomes

- Learning outcomes.
- Research/scholarship outcomes.
- Community service, problem solving and outreach outcomes.
- Strengthening curricula and research priorities.
- Sustained institutional capacity building.
Build Support Through Integration

Many will see CI as in competition for scarce resources. There aren’t enough new funds available to virtually any institution to fully or even substantially undertake an ambitious CI effort.

The main alternative is through reallocations and “dual purposing” of existing resources
Examples of an Integration (Dual Purposing) Strategy

- Adding new courses does not have to be the principal means of internationalizing the curriculum.

  **Augment existing courses:** One can add global, comparative, and international content to existing courses and modernize pedagogy.

- Build on existing institutional research priorities and thrusts.

- Build on existing faculty research interests.

**Implication for “suppliers:”** Understand what the “buyer” has and wants to build on or augment.
Different Institutional Paths

Institutions differ widely. Differences are shaped by:

- Missions, values and priorities.
- Starting points and what is possible.
- Ways of operation.

IMPLICATIONS:

- There is no “best” way to internationalize. The best model for any institution is the one that fits its missions and circumstances.

For “suppliers” one implication is the need for product diversification and differentiation.
Institutional Strategic Planning Priorities

- Academic Quality
- Reputation and Rank
- Financial Health
- Diversified Revenue
- International Reach
- Access
- Service to Community
- Research Portfolio

Internationalization (Examples)

- In/Out Mobility
- On-Campus Curriculum
- Research Opportunities
- Development Abroad
- Revenue Generation
- Global Reputation
- Global Partnerships

Benefits All

The Short Run and Long Run
Factors Involved in Populist Reactions to Globalization

- Anti-immigration and Xenophobia,
- Nationalism and sovereignty.
- Trade-inspired job dislocations,
- Perceptions of disparity over globalization’s consequences: elites benefit; non-elites harmed or shut out.
- Resurgent inward-focused populism,
- Distrust (or irrelevancy of established leadership who seem to benefit from globalization. (making room for the demagogue).

Globalization and Internationalization are Often Confused as Synonyms

**Globalization** is about the forces (political, economic, social, cultural, knowledge and problems) crossing borders almost unimpeded.

- The “invasion” of the global impacting the local cannot be effectively controlled through concepts such as the nation, sovereignty, and home-culture protectionism.

**Internationalization** is understanding, mediating and helping to negotiate global phenomena.

- Understanding and building productive relationships across national boundaries.
Our Failure

“Inward Communication” About Internationalization

- We speak mainly to the converted in conferences such as this (to ourselves and in an echo chamber)
- We are less effective or not at all with the large numbers of others in our societies who are
  - Not a part of higher education.
  - Who see themselves as pawns in the global soup.
- Our growing responsibility is to consider how higher education internationalization can mediate the local and the global for the entirety of societies.
  - Some believe H.E. is the only institution left to mediate the local and the global.
Potential Solutions Reside in H.E.’s 3rd Mission

- Commitment and action to public education, scholarship, problem-solving, and policies to encourage a more inclusive internationalization to address both faces of globalization.

- Predictions:
  - The internationalization of higher education will continue to move forward, despite a more conflicted environment, perhaps with some speed bumps.
  - Internationalizing the 3rd mission will become more important under a CI model of internationalization.
Tensions from the Interaction of These Factors: The Role of Public Diplomacy at Home and Higher Education Internationalization

- As higher education is pulled more and more into cross-border activity, do the public begin to wonder also if their higher education systems at home remain in service to THEM and THEIR best interests?

- The public and policy makers want greater accountability from H. E.

  - Have we documented the outcome benefits of H. E. internationalization?
The Big Issues for Every Institution.

- Preparing students and societies for a global environment.
- Connecting teaching/scholarship to global sources of talent and ideas.
- Diversifying funding
- Enhance institutional capacity in a cost effective manner.

*Pressure will be on partners and “vendors” to help with these!*
3. Emergence and Strengthening of a Global Higher Education System and Market
Driver 1

Globalization of Nearly Everything

Local conditions are increasingly tied to global conditions (and vice versa) in:

- Economies, markets, employment
- Communicable disease
- The environment
- Conflict, peace, justice and human rights

- Sources of ideas and cutting-edge knowledge
- “Brain circulation” and global competition for talent
Driver 2

Rapidly Expanding Global Higher Education Capacity and Demand

Increases Competition and

Opportunities for Collaboration in Higher Education, Strengthening Everyone
Driver 3

The High Cost of Cutting Edge Education and Discovery

Few Institutions Can Afford It on Their Own.
Shifts in Global Research and Education Capacity, and Where you Find Partners

Shifting Pathways to Cutting Edge Scholarship and Education
Changing Global Higher Education Capacities and Patterns

Educational capacity.

“Seats” (places) (100m, 250m, **300m + or more**)

The growth is mostly in Asia, Latin America, and Africa

**Mobility:**

2.4m, 4.5m, 8.1m OR **12m+** depending on what is counted.

Models---diversifying (short, long, active-learning, multiple),

Multi-directional talent flows and collaborations.

From brain drain to **brain circulation and brain competition**.

Proliferation of “provider” competitors
Expanding Global Middle Class and Consequences

Global middle class population will be about 4.9 billion by 2030—based on World Bank data.

Caveats:
- WB definition of middle class
- Secular stagnation

Consequences:
- Massive increases in global demand for higher education.
- Governments cannot afford enough new places.
- Private pay: higher costs to families.
- If paying more, customers demand more, and “shop around”—including across borders.
### Percent Proportion of Global R&D Expenditures (2015 country shift in categories)

#### 2016 NSB Report

<table>
<thead>
<tr>
<th>YEAR</th>
<th>EU</th>
<th>N.A</th>
<th>S, S.E, Cent Asia</th>
<th>S.A., C.A., Carib</th>
<th>M.E.</th>
<th>AFR</th>
<th>AUD NZ</th>
<th>Other</th>
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<td>27</td>
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<td>2015</td>
<td>22</td>
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<td>42</td>
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<td>17</td>
<td>10</td>
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First Tier: US, China  
Second Tier: Japan, Germany  
Third Tier: S. Korea, France, Russia, UK, India  
Fourth Tier: Taiwan, Brazil, Italy, Canada, Australia, Spain  

Note: Central Asian data includes the Russian Federation
China forecast to exceed Europe in 2019
China Forecast to exceed USA in 2023

Source: NSB 2016, Battelle, 2014
Publication Co-Authorship

Two-thirds of all world S&E articles were co-authored in 2010.

- Coauthored domestic (grew 50%)
- Coauthored international (grew 300%)

Scientific knowledge production is shifting from
- Individual to group
- Single to multiple institutions
- National to international teams

Citations drive reputation; international co-authored more frequently cited.

FOCUSING ON MOBILITY ISSUES
Over-Arching Mobility Forecast Variables

1. Increased global demand for higher education will impact access, price and quality in ways similar to other globally traded services and products.

2. More students will study at home, more will take degrees abroad and more will incorporate non-degree education abroad into their home programs.

3. There will be growth in supply, diversification of options, greater competition, pressure to control costs and raise quality, and constant pressure to innovate and be responsive.
Shaping Future Directions of Education Abroad and Exchange

- Shifting student/family motivations and aspirations
- Growth in global higher education seats and mobility
- Shifting inter- and intra-regional trade routes
- Institutional Policies and Prerequisites
- Money and markets
- Public Disinvestment, growing middle class expenditures,
  - Increased cost sensitivity and “shopping around.”
Higher Education Institutional Policies and Prerequisites for Mobility

- Making it Count—Curricular Integration
- Making Room for it—Curricular Reform
- Making it Valued—Administrator/Academic Leadership
- Making it Worthwhile—Documented Outcomes
- Making it Safe—Health, Safety, Security
- Making it Affordable—Cost Control and Support
- Making it Fit—Widen Options for a Diversified Clientele
Why is Cost Control Important?
The US Example
(Coming to other markets near you?)

- A majority of students (55%) are on financial aid.
- A majority of students (70%) work during the term.
- Study abroad usually results in foregone income.
- Strategy: shrink the marginal costs of education abroad compared to staying at home/on campus.
- The non-traditional student is becoming the norm.
Who Will Compete Well in Student Flows?

• Reputation, reputation, reputation
• Cost competitiveness
• Innovation in pedagogy/models
  • Mixed models of learning and programs
  • Introduction of active learning models
  • Just-in-time delivery of emergent subject matter
• Country/location of “interest”
• Flexibility and innovation.
Building Cross Border Partnerships and Collaborations
To Identify and Build Institutional Collaborations/Partnerships Across Borders

Emphasize

- Likelihood of achieving valued outcomes/results.
- Fit at the program level (rather than necessarily the institutional level (the problem of ranking schemes))
- Prospects for mutual gain/benefit.
- Real and stable commitments beyond what is on paper (e.g., the MOU).
Do We Have the Right Partner(s)?

- Are institutional cultures and values **Compatible** enough to forge a partnership,
- **Flexible** enough on both sides to adapt where needed,
- **Open** to learning from the outside?

- Will there be **stability** in commitments at institutions?
Mutuality?

- Shared vision of desired outcomes
- Mutual contribution
- Documentable benefits for both institutions
  - **Symmetric** (similar benefits e.g., straight exchanges, project grant and research collaborations leading to shared funding/revenue).
  - **Asymmetric** (the benefits are defined and operationalized differently for members).
Examples of Asymmetric Benefits

“Equilibrating” the value of different benefits.

- Undergraduate study abroad support in one direction, banking “credits” for graduate degrees in the other.

- Research and publication opportunities for faculty from institution “X” and community capacity building and problem solving at institution and community “Y.”

- Developing markets for community “X” products and access to valued products by community “Y”