

FORUM

MEMBER
MAGAZINE

Discussing international education

INTERNATIONALISATION FOR ALL

DISTRIBUTED LEADERSHIP IN INTERNATIONAL EDUCATION

06 FRESH PERSPECTIVES AND INCLUSIVE MODELS

15 STUDENT-LED INTERNATIONALISATION AT HOME

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30 PATHWAYS FROM SECONDARY SCHOOLS



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PO Box 11189, 1001 GD Amsterdam, the Netherlands
TEL +31-20-344 51 00
E-MAIL info@eaie.org
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Editor Douglas Proctor
Publications Committee Douglas Proctor (*Chair*),
Jos Beelen, Han Aarts, Lucia Brajkovic, Ragnhild Solvi Berg,
Jacob Gibbons

Associate Director, Knowledge Development and Research
Laura E. Rumbley
Head of Marketing and Communications
Kellie Diepstraten
Editorial Coordinator Jacob Gibbons
Graphic Designer Maeghan Dunn

E-MAIL publications@eaie.org

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EDITORIAL

The Winter 2021 issue of *Forum* shines a spotlight on distributed leadership in international education. Recognising that internationalisation is pervasive and often framed as an institution-wide priority operating at multiple levels, the contributions in this issue seek to interrogate internationalisation actors outside the traditional international office.

In undertaking this exploration, the purpose was not to call into question the important leadership and coordination role played by an international office, but to highlight other sources of international engagement activity, including faculty, staff and students, noting that different drivers and barriers are often at play.

Research on internationalisation also points to the fact that understandings of internationalisation vary widely across an institution. Academic staff view international engagement differently depending on their field or discipline, and approaches to internationalisation of the curriculum are clearly shaped along disciplinary lines. Similarly, different narratives around internationalisation exist across the professional staff community.

Given these different drivers and multiple interpretations, it is not surprising that it can be hard to capture information and data about the more distributed forms of internationalisation, as they are driven less by formal strategy than by the individual commitment of staff and students.

Being aware that there is no 'one size fits all' approach to internationalisation in higher education, this collection of articles explores activities that might otherwise remain hidden or go unacknowledged within an institution. In so doing, we have sought to understand whether the distributed nature of international education activity reinforces and amplifies successful internationalisation.

The opening article, authored by Vicky Lewis, encourages us to challenge our as-

sumptions about leadership and delivery in international education. Based on detailed research into the international strategies of UK universities, Vicky looks beyond the pandemic to a future model of internationalisation which is distributed and empowering. A tangible example of such a model is presented by Samuil Angelov, who describes the establishment of a community of global actors among teaching staff to consider and respond to the needs of Internationalisation at Home.

Turning to the role of students, the steering group of the EAIE Expert Community *Internationalisation at Home* proposes a true partnership between academic staff and students in addressing the internationalisation of the hidden curriculum. Eve Court then describes a wide-ranging approach to inclusive internationalisation, where programmes and initiatives in global citizenship are delivered by way of the University of British Columbia's Global Lounge.

I am delighted that Melanie Agnew, Dean of Education at Westminster College in the USA, agreed to be interviewed for this issue. Having previously developed an organisational change model to understand cultural readiness for internationalisation, Professor Agnew shares her current reflections on distributed leadership and points to opportunities for academic staff to learn about internationalisation in the context of their discipline.

Keeping the role of educators front and centre, Marloes Ambagts-van Rooijen, Adinda van Gaalen, Simone Hackett and Suzan Kommers argue that we need to provide educators with the time, space and expertise to develop purposeful internationalisation activities for students. While time was not on anyone's side in the pivot from physical to virtual mobility in early 2020, Laurie Jensen, Nina Junterreal, Sarah Kagan and Maria White reflect on the changed leadership and coordination needs of online international programmes



in nursing and midwifery at the University of Pennsylvania. Not only did the mainstreaming of online programming require a more integrated leadership structure, but it changed roles and responsibilities too.

Looking at more long-term approaches to internationalisation in the curriculum, Juuso Loikkanen and Hanna Reinikainen describe an initiative to create a 'Studies in Internationalisation' module which enables students to combine otherwise disparate offerings across the institution under a single umbrella. Focusing then on the connections between secondary and tertiary education, Maureen Manning speaks about opportunities to create partnerships with secondary schools offering international programmes, thereby re-framing institutional efforts to attract international students by way of local pathways.

Closing out this issue, Tasmeera Singh outlines national and institutional approaches to internationalisation in South Africa, and points to how reshaped policies should enable international educators to focus on internationalisation for all.

With my thanks to fellow members of the EAIE Publications Committee Jos Beelen and Lucia Brajkovic who joined me in reviewing submissions; I hope that you enjoy reading this edition of *Forum*.

— DOUGLAS PROCTOR, EDITOR
PUBLICATIONS@EAIE.ORG

CONTRIBUTORS

Vicky Lewis

Founder and director, Vicky Lewis Consulting, UK

Vicky has studied and worked in France, Germany, Turkey, Cyprus and Thailand. After working as a freelance travel writer, her career in international education began when she settled in Wales as an International Officer.

Samuil Angelov

Lecturer and semester coordinator, Fontys University of Applied Sciences, the Netherlands

With a background in mathematics and computer science, Samuil's real passion is studying cultural differences. He has recently discovered a talent for cooking, especially recipes from different countries.

Ineke Huyskens

Project leader, Global acting coordinator internationalisation, Fontys University of Applied Sciences, the Netherlands

Ineke is an expert in international projects, collaboration and communication. She has polished and practiced these skills with concrete working and learning experiences all over the world.

Eveke de Louw

Senior international officer, The Hague University of Applied Sciences, the Netherlands

Eveke considers herself a 'product of Internationalisation at Home'. She believes students should be provided with meaningful international and intercultural experiences, whether abroad or at home.

Tanja Reiffenrath

Coordinator internationalisation of the curriculum, University of Goettingen, Germany
Tanja is a PhD-level expert of Internationalisation at Home and has studied in Germany and the US. In her free time, she loves exploring outdoors and teaching about local wildlife.

Eva Haug

Educational advisor internationalisation of the curriculum and COIL/VE, Amsterdam University of Applied Sciences, the Netherlands

Eva believes real learning can only occur by introducing diverse perspectives and realities. Her love for art is visualised on her skin with a tattoo of Frida Kahlo.

Alfonso Díaz Segura

Vice rector for internationalisation and digital transformation, University CEU Cardenal Herrera, Spain

Alfonso has a genuine interest in connecting people and providing opportunities for students to broaden their vision towards a global understanding of the world.

Katarina Aškerc Zadravec

Vice dean for quality, Ljubljana School of Business, Slovenia

Beginning her career in international education at the Slovenian Erasmus+ national agency, Katarina's expertise is in the implementation of Internationalisation at Home and internationalised curriculum.

Eve Court

Program advisor, Global Campus Initiatives, University of British Columbia, Canada

A former international student in Canada, Spain, Mexico, Poland, Austria and the US, Eve is an expert in Global Citizenship Education and Internationalisation at Home.

Marloes Ambagts-van Rooijen

Senior lecturer internationalisation and innovation, The Hague University of Applied Sciences, the Netherlands

Throughout her life, Marloes has observed how enriching it is to exchange perspectives with people who see the world through a different lens. She has recently taken up belly dancing.

Adinda van Gaalen

Policy advisor research, Inholland University of Applied Sciences, the Netherlands

Adinda studied and worked in tourism before transitioning her career towards internationalisation. She loves skiing and mountains, both reminders to her of the need to work harder to stop climate change.

Simone Hackett

Senior lecturer and researcher, The Hague University of Applied Sciences and Utrecht University, the Netherlands

Simone's motivation for initially starting to internationalise her courses was for her students to gain some of the same experiences she enjoyed when living and travelling abroad.

Suzan Kommers

Researcher, Nuffic, the Netherlands

Suzan believes that international experiences for students are essential to grow a feeling of shared humanity. In her work, she focuses on inclusive internationalisation and lifelong learning to inform national internationalisation policy.

Laurie E. Jensen

Assistant director, Penn Abroad, University of Pennsylvania, USA

Studying abroad as an undergraduate inspired Laurie's passion for international education. In her free time, she is working to earn her private pilot's license and hopes to one day become a flight instructor.

Nina A. Juntreal

Hillman scholar in nursing innovation, University of Pennsylvania School of Nursing, USA

Nina, who is also a professional organist, is dedicated to building community, increasing access and promoting equity in education. She is an advocate of the COIL model in her teaching.

Sarah H. Kagan

Lucy Walker honorary term professor of gerontological nursing and clinical nurse specialist, University of Pennsylvania, USA

Sara fell into international education in the mid-90s when asked to develop an exchange programme for nursing students. She was instantly hooked and international education is now a major component of her academic work.

Maria S. White

Advanced senior lecturer, University of Pennsylvania School of Nursing, USA

Maria was drawn to new ways of thinking about nursing education and nursing practice by working with students on exchange programmes.

Juuso Loikkanen

Coordinator of international affairs, University of Eastern Finland, Finland

With a PhD in systematic theology, Juuso is thrilled by the dynamic and challenging environment of international education. He works with master's degree programmes at his university.

Hanna Reinikainen

Coordinator and career counsellor, University of Eastern Finland, Finland

A keen interest in foreign languages and cultures fuelled Hanna's work in international education. She has a degree in English literature and runs a 'one-woman club' for Russian and Soviet literature.

Maureen Manning

Chief academic officer, Lingo Immersion, USA

Maureen's international education journey started at 16 on an exchange to Ecuador, and since then she has taught international programmes on four continents. She is also a vocalist and once serenaded a blind date which resulted in two sons and 20 years of marriage.

Tasmeera Singh

Principal international advisor, University of KwaZulu-Natal, South Africa

Tasmeera has worked in international higher education since 2000. She recently rekindled her love for poetry and had two poems published last year.

IN CONVERSATION WITH
**MELANIE
AGNEW**

JACOB GIBBONS
EAIE

Dean of Education at Westminster College in the USA, Professor Melanie Agnew has published, consulted, and presented extensively in the areas of education, leadership, global learning and organisational development and change. Her 'Cultural Readiness for Internationalisation' model, published in 2009, acknowledges organisational change as an imperative in the process of internationalisation. What's her take on distributed leadership in higher education and how does this translate to international education? Professor Agnew shares her reflections.

In your academic leadership role at a small university in the West of the USA, what does 'internationalisation for all' mean to you and to your colleagues in the School of Education?

MA: We are a small liberal arts college. In the School of Education, we have articulated global learning as one of our core values, so we try to embed that in much of what we do. We have many strategies to ensure global learning opportunities for our students, including collaborating with nations within nations. For example, we have a longstanding programme with the Hopi and Diné populations in southern Utah and in northern Arizona. Those in the Westminster School of Education are generally compassionate about intercultural, international and global learning and they assume enormous responsibility for preparing our students for the interdependent, interconnected world. When we do focus on global learning within our work, we generally tend to take a critical view of it. In other words, we critically examine who is served and for what purpose.

I believe in the inherent goodness of internationalisation, but I also take a critical view of it. Too often, global initiatives are started and implemented without a deep analysis of one's own assumptions, worldviews or ideology, which in turn raises the issue of ethics in internationalisation, which is a focus of my book. So that notion of being deeply unaware of your own ideology or assumptions, and the related

goals and aims of that, can really derail efforts, not just in advancing the work of internationalisation, but in remaining focused on the educational aims of internationalisation efforts.

I believe in the inherent goodness of internationalisation, but I also take a critical view of it

Many perceive that leadership in internationalisation and international education is stronger when it is distributed and multi-nodal. Do you agree with that view? And, if so, what are the general barriers to this type of leadership within higher education institutions around the world?

MA: Higher education is a complex system, which in and of itself demands models of leadership that are inclusive and collaborative. Complex systems are interconnected and interdependent, and they exist in a continuous dance of adaptation and change. In higher education, we of course have silos, but they exist in a nested system, interconnected internally between departments, units *etc.*, but also externally with the market and the state. An important role of higher

education is to address the world's greatest and most complex problems, like climate change, culture, identity, terrorism, sustainability, homelessness and so on. So, we have a complex system, working to address complex systems, and complex problems. And that's where things get very messy.

An important role of higher education is to address the world's greatest and most complex problems

Distributed leadership, in my view, has emerged from this complexity, presenting itself as a model of leadership that focuses on participation, consultation, involvement and collaboration. Leadership within this context is itself adaptive. I do believe it has great capacity to bring about internationalisation in that collaborative, consultative way – but it doesn't necessarily replace formal leadership. In many cases, several models of leadership are needed. But distributed leadership, of course, is a welcome and refreshing approach that we can use more frequently in higher education.

The possible barriers to distributed leadership include the multiple and divergent aims within higher education as I previously mentioned, along with multiple motivations, particularly when individuals are unaware or unwilling to recognise their own motivations. Collaboration

then becomes difficult, because it requires entirely new levels of willingness to listen, willingness to accept others' ideas, and to come together to problem solve.

In your view, where are the key gaps in internationalisation leadership? Are academic staff sufficiently involved? And what about students? Do you see national differences here, for example between institutions in a North American context and those in a European context?

MA: At this time, I think that the North American context is driven more by market demands, with a focus on instrumentalism and catering to the global knowledge society. And when we focus too much on market, we can jeopardise the focus on student learning. Having academics more involved can help to temper market demands and state imperatives, which admittedly are also very important. Administrators are generally responsible for budget, academics generally responsible for curriculum, so getting more academics involved can better balance the multiple aims of internationalisation so we do not lose focus on student learning, which as an institution of higher education, we better get right.

Many academic staff are engaged in internationalisation in interdisciplinary ways, while others understand it and articulate it along disciplinary lines. That said, one of the gaps, generally speaking, is providing academic staff opportunities to learn about internationalisation in the context of their discipline. It's really important, because what it looks like in engineering is different from how it looks

in humanities, medicine or social work. It's different in terms of what counts as knowledge, how it is developed, choices in pedagogical practices, in the assessment of student learning, *etc.* Providing them more opportunities will help to set the direction in terms of some of the goals that we want to achieve, and helping them understand what it means across disciplines is really important to solving complex global issues. Additionally, students must be more involved as the next generation of leadership. Failing deliberate involvement of academic staff and students, as well as a critical examination of motivations, can result in internationalisation drift.

Recognising the imperative of organisational change in response to internationalisation, you previously developed a 'Cultural Readiness for Internationalisation' (CRI) model. What are your reflections on the CRI model today? If you redeveloped it in 2021, how might it look different?

MA: The Cultural Readiness for Internationalisation is an organisational change model that is designed to guide and support the process of internationalisation. I think the model as it's designed is quite solid, but I have given deeper thought to it as it relates to how different ideologies, worldviews and related unexamined assumptions shape goals, strategies and outcomes. The CRI model itself does not necessarily look different in 2021. However, using the model in consideration and assessment of the multiple ideologies and underlying assumptions, creates a readiness and value congruence in what



an institution says they do (mission) and what they actually do (actions). This important value congruence can determine the extent to which internationalisation efforts are successful. So, internationalisa-

The key message about using distributed leadership and doing it well is creating a culture of trust and respect

tion, as a complex phenomenon, requires a critical examination of competing ideologies, assumptions, and motivations and what is learned from this examination can be powerful in creating cultural readiness to internationalise, which includes deeper

understandings and more strategic actions related to the why, what, and how of internationalisation.

In the book on leading internationalisation which you are preparing for publication, what will the key message be in relation to distributed leadership? And do you foresee that leadership needs in internationalisation are changing or adapting in response to new circumstances?

MA: The key message about using distributed leadership and doing it well is creating a culture of trust and respect as foundational to problem-solving. Certainly, consultative, participatory, and collaborative aspects in leadership practice are important for identifying, defining and solving problems. So the more perspectives and technical expertise that we can get on a particular issue, the more robust the work can be.



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AUG

Return to in-person learning: 5 strategies for success

The sudden move to online education during the pandemic presented a slew of challenges for higher education institutions and students alike – and the transition back may be just as challenging.

<http://ow.ly/KU6V50Gxcso>



09
SEP

Overcoming loneliness in a people-centred career

Despite its emphasis on building connections, internationalising the higher education institution can be lonely work.

<http://ow.ly/mYhf50Gxc5G>



19
OCT

3 approaches to promoting virtual mobility in higher ed

When universities develop virtual mobility formats as a complement to physical mobility, they enable more students to gain international experience. Discover three ways to approach it.

<http://ow.ly/tRFj50Gxc4o>

EAIE PODCAST



11
AUG

Alexander Clark: A student perspective on European Universities

The European Universities Initiative is rapidly giving rise to new university alliances – but how are students helping shape them? Alexander Clark, President of the Student Board of the Una Europa alliance, shares his experience.

<http://ow.ly/56p150Gxcw3>



08
SEP

John Delap: Working at the crossroads of access, equity & inclusion

Welcoming students of all walks of life into higher education is complex, multi-faceted work. John Delap, Diversity and Inclusion Project Analyst at Princeton University, joined the EAIE podcast to discuss progress made so far and the work yet to be done.

<http://ow.ly/gYcm50Gxcvf>



13
OCT

Bojana Ćulum Ilić: Advancing community engagement

Today's global challenges demand that higher education engage with the communities it serves. Professor Bojana Ćulum Ilić of the University of Rijeka discusses just how to do that, and how to embed community engagement in education and research.

<http://ow.ly/2q3e50Gxc4A>



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