



INTERNATIONALIZATION AND CATHOLIC UNIVERSITIES, WHY, WHAT AND HOW!



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Director Center for International Higher Education

La Salle Universities, Mexico, June 18 2018



CIHE

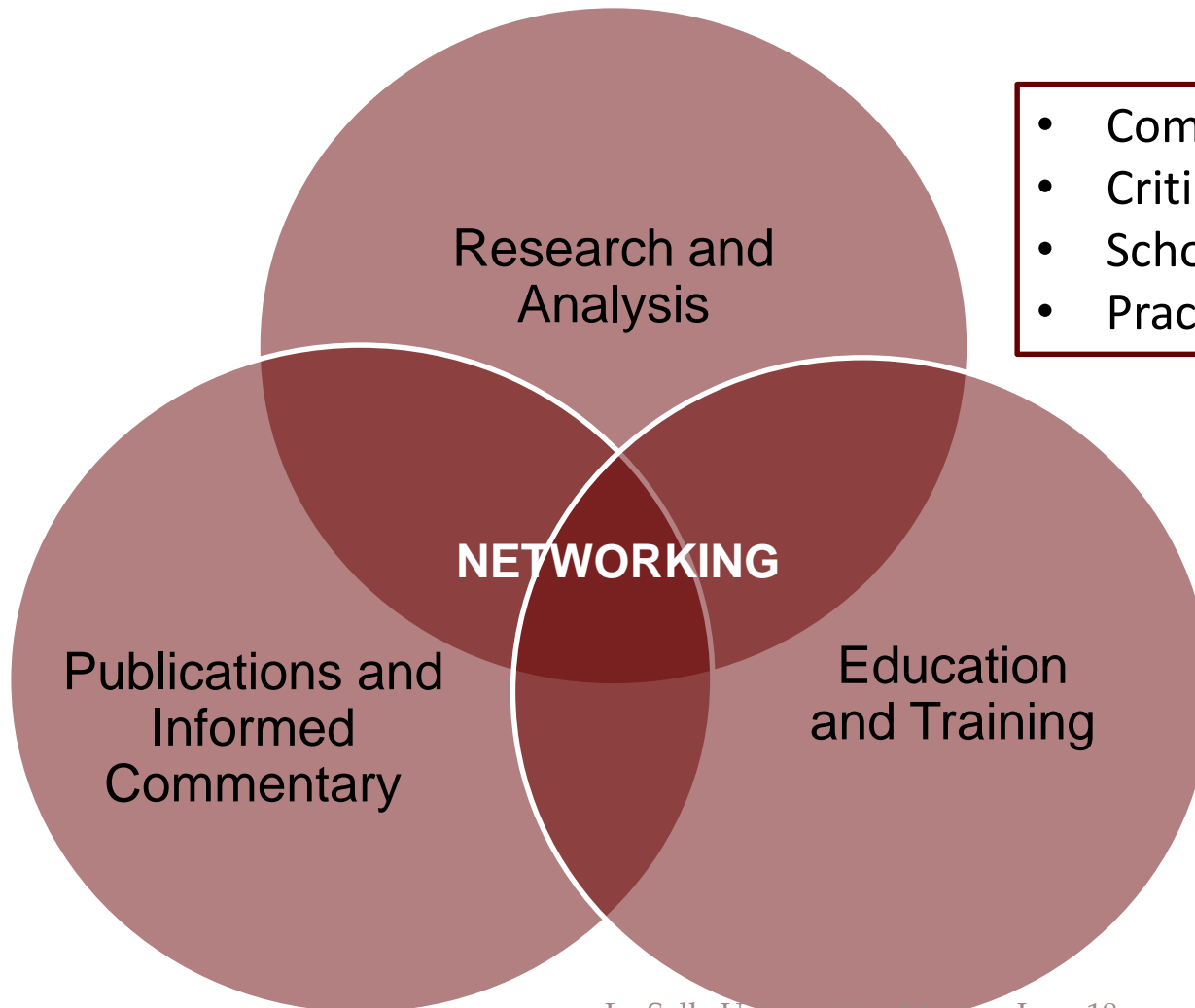
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INTERNATIONALIZATION OF HIGHER EDUCATION AS A CONCEPT AND STRATEGY

- A relatively *new* but *broad* and *varied* phenomenon
- Driven by a dynamic combination of *political*, *economic*, *socio-cultural* and *academic* rationales and stakeholders
- Impact on regions, countries and institutions according to particular context
- No single model that fits all



MISCONCEPTION ABOUT INTERNATIONALIZATION

- We consider internationalization too much as a goal in itself instead of as a **means to an end**.
- Internationalization is not more and less than a way to **enhance the quality of education and research and their service to society**.



KEY GLOBAL TRENDS IN INTERNATIONALIZATION

- 1. Growing importance of internationalization at all levels**
- 2. Trend towards increased privatization through revenue generation**
- 3. Competitive pressures of globalization, global rankings**
- 4. Evident shift from (only) co-operation to (more) competition**
- 5. Emerging regionalization, with Europe (in itself under challenge) often a model**
- 6. Numbers rising everywhere, with challenge of quantity versus quality**



Globalization of Internationalization

- “In the current global-knowledge society, the concept of **internationalization of higher education has itself become globalized**, demanding further consideration of its impact on policy and practice as more countries and types of institution around the world engage in the process.
- Internationalization should no longer be considered in terms of a westernized, largely Anglo-Saxon, and predominantly English-speaking paradigm.”

(De Wit and Jones, 2014)



INTERNATIONALIZATION POLICIES AND STRATEGIES

- **The Why**, based on Internal and External Context analysis
- The What
- The How
- And the **Outcomes/Impact**



TO ANSWER THE WHY QUESTION, CONTEXT ANALYSIS IS ESSENTIAL

- Context is both external: global, regional, national and local
- Context is also internal: by stakeholders
- Context analysis is essential for both strategy development and assessment of strategies

Defining key concepts of the What and How

- Internationalization of the Curriculum
- Internationalization at Home
- Responsible Global Citizenship
- Internationalization of Research
- University Social Responsibility
- Strategic Partnerships
- Internationalization of Higher Education



Internationalization of the Curriculum

- “Internationalization of the curriculum is the process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.”

(Leask, 2015)



Internationalization at Home

- “Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.”

(Beelen and Jones, 2015)



WHAT IS THE RATIONALE FOR IOC AND IAH?

- All students will live and work, as graduates in an increasingly interconnected globalised world
 - As professionals - economic beings
 - As citizens - social and human beings
- Solving the big problems of the world will require:
 - international and intercultural knowledge
 - intercultural communication skills and critical thinking
 - a commitment to ethical practice, global responsibility, local action



WHICH COMPONENTS FORM INTERNATIONALIZATION OF RESEARCH

- A clear institutional policy
- Related support systems and mechanisms
- International teaching and learning at the graduate level
- Short term mobility opportunities of scholars and doctoral students (visiting faculty)
- An open policy for the appointment of international scholars and doctoral students (hired faculty and phds)
- Development and support of international research networks, partnerships and projects
- Development and support for the international dissemination of research.



“UNIVERSITY SOCIAL RESPONSIBILITY” (USR)

- The contemporary world is facing many problems such as global warming, poverty, income disparities, refugees, aging populations, and new diseases.
- Obviously, how to solve these problems is a challenging task for leaders in the national, regional, and global contexts.
- As universities are commonly regarded as incubators for knowledge and solutions to promote quality of life, it is important to ask how universities can help to build a better world.
- In fact, it is the public expectation that universities should generate knowledge which can solve real-life problems which can eventually promote quality of life: SOCIAL DEVELOPMENT GOALS



STRATEGIC PARTNERSHIPS

- Quality, not quantity of MoUs count
- Look at each level (departments/centers, faculties, institution) what strategic partnerships are relevant
- Look at same level playing field to complementarity: each partner has to gain out of the relationship
- Multi-partner networks, small, can be useful
- Strategic partnerships include a package of actions, not single actions. Benchmarking is a key part of strategic partnership
- Invest in partner relations, look for sustainability, do not depend on external sources
- Partnerships are not for leaders only faculty are key actors



FOCUS OF NATIONAL AND INSTITUTIONAL STRATEGIES TENDS TO BE STILL ON

- **Mobility**
- **Short and/or long term economic gain**
- **Talent recruitment**
- **International positioning (rankings)**

Far greater efforts needed to

- **Incorporate approaches into more comprehensive strategies**
- **Focus on internationalization of the curriculum and learning outcomes to enhance quality of education and research**



A REVISED DEFINITION OF INTERNATIONALIZATION OF HIGHER EDUCATION

Reflects increased awareness that

- IoHE must become more inclusive and less elitist
- Mobility must become an integral part of the internationalized curriculum that ensures internationalisation for all

Re-emphasises that

- Internationalization is not a goal in itself, but a means to enhance quality
- Should not focus solely on economic rationales



Definition: Internationalization of Higher Education

- **“The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society”**
- **(de Wit et al, 2015, European Parliament Study)**

Identity and Internationalization in Catholic Universities

Exploring Institutional Pathways in Context

Hans de Wit, Andrés Bernasconi, Visnja Car, Fiona Hunter, Michael James and Daniela Véliz (Eds.)

Identity and Internationalization in Catholic Universities explores the relationship between Catholic identity, mission, and internationalization in Catholic universities of different types and located in different contexts. Internationalization is a key concern for universities working to achieve their goals in different regions of the world but without neglecting their identity. There are many universities that consider themselves related to the Roman Catholic faith and many other universities with Christian affiliations. It is well known that Catholic universities have unique missions, such as the formation of individuals inspired by a religious conviction to serve society and the church. That is why it is imperative to have empirical knowledge to help develop practical and effective policies on central themes such as internationalization, a fundamental part of many universities' developmental strategies, while paying special attention to each university's specific context. This book includes sixteen case studies from Latin America, the United States, the Asia-Pacific, and Europe, and also includes chapters on regional perspectives on Catholic higher education as well as more specifically Jesuit higher education, the global network of La Salle universities, and internationalization in the United States, Latin America, the Asia-Pacific region, and Europe.

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CATHOLIC UNIVERSITIES, IDENTITY AND INTERNATIONALIZATION

- Internationalization is a key concern for universities working to achieve their goals but without neglecting their identity.
- There are many universities that consider themselves related to the Roman Catholic faith—and many other universities with Christian affiliations.
- It is well known that Catholic universities have unique missions, such as the formation of individuals inspired by a religious conviction to serve society and the church.
- That is why it is imperative to have empirical knowledge to help develop practical and effective policies on internationalization—a fundamental part of many universities' developmental strategies—while paying special attention to each university's specific context.



GOAL OF THE STUDY

- Explore the relationship between Catholic identity and mission and internationalization in Catholic universities of different types and located in different contexts.
- Guiding questions:
 - What is the rationale for internationalization at Catholic universities? Is it mostly financial, social, academic, or identity driven?
 - Should students' study abroad experience have a Catholic identity and mission component to it?
 - How do Catholic institutions cooperate with other institutions? Is there an identity-based strategy behind the choice of partners?
 - What is the influence of context?
 - What is the role of associations of Catholic universities?



SCOPE OF THE STUDY

- The study involves sixteen case studies.
- Five from Latin America
- One from the United States
- Three from the Asia–Pacific region and
- Seven from Europe
- The study includes also chapters on regional perspectives on Catholic higher education in LA, Europe and USA
- More specifically on Jesuit higher education and internationalization in the United States, Latin America, and the Asia–Pacific region.
- A study on IALU, the global network of La Salle Universities
- The study is financially supported through a grant from the Luksic Fund, a fund of the Chilean Luksic family providing grants to stimulate cooperation between the PUC de Chile, Boston College, and Notre Dame University.



FINDINGS

- Other factors and contexts seem to be more important than the type of Catholic college/university
- Independent institutions tend to have a less explicit Catholic focus in their identity in connection to internationalization than others, but overall it is less of a factor, so differences in types are marginal
- Religious networks, IALU, Jesuit, etc. are present in internationalization, although IALU stronger than the Jesuit network
- IFCU and other associations still play a marginal role in linking identity and internationalization



CONTEXT IS IMPORTANT

- Context defines the relationship between identity/mission and internationalization in different ways
- Is the university settled in a Catholic environment or where Catholic religion is a minority? (Compare Sophia U. in Japan to St. Paul U. in the Philippines)
- Is the university a regionally/globally high ranked research university than the relationship is far more loose than in other cases (compare PUC de Chile to Alberto Hurtado, and Boston College/Georgetown U. to other Jesuit institutions in the US)
- Related, recently established universities are more explicit in their relationship than older established universities (compare Loyola Andalusia to Deusto)



CONTEXT

- In more secularized societies, the Catholic identity is less dominant than in other contexts (compare Tilburg to Lublin)
- In some cases (Tilburg/Milan/Australia) the Catholic identity is playing a limited factor, even less to not in internationalization
- There is some process taking place of rethinking and reestablishing the relationship between Catholic identity and internationalization in the current political climate of increased religious radicalization and intolerance



KEY FINDINGS

- The relationship between Catholic identity and mission on the one hand and internationalization policy and practice on the other hand is in general limited and more implicit and indirect than explicit and direct
- It is more present – although rather implicit – in Internationalization of the Curriculum than in Mobility and Partnerships
- There is a tension between the business/reputation models and the catholic mission model (example of financial aid to international undergraduate students, Boston College)
- Young Catholic universities consider their identity as a way to open doors to other Catholic partners; other institutions do not prioritize Catholic partners above others



KEY FINDINGS

- Catholic universities see an important role in Interfaith dialogue, maybe even more than in partnering with fellow Catholic institutions
- While the Catholic affiliation is a strong and explicit component of the universities' mission and identity, and the same can be said of internationalization, the two strands appear unconnected in most cases.
- Implicit values, such as social justice, human rights, are more present in their internationalization strategy than explicit catholic identity. A link between those values, and the SDGs might be a new focus!
- In essence there is a tension between catholic with a C or a c in the internationalization strategy!



POSSIBLE DIRECTIONS

- Delivery and outreach to underserved populations
- Specific education and outreach to refugees and displaced populations
- Curricular focus on pluralism and ‘religious literary’
- Addressing education challenges surrounding values in education and understandings of citizenship
- (Katherine Marshall, 2018)



THANK YOU



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