

CIHE  
Perspectives  
No. 19

# Innovative and Inclusive Internationalization:

Tessa DeLaquil, Maia Gelashvili,  
and Rebecca Schendel  
Editors



CIHE Perspectives No. 19

# Innovative and Inclusive Internationalization

Boston College

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(Editors)

## CIHE Perspectives

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## FOREWORD

**I**t is our great pleasure to present the fourth annual **Proceedings of the WES-CIHE Summer Institute on Innovative and Inclusive Internationalization**, a joint initiative of World Education Services (WES) and the **Center for International Higher Education (CIHE)** at Boston College. Following the unfortunate cancellation of our 2020 Summer Institute, due to the COVID-19 pandemic, we were determined to hold the event as planned in June 2021. The Summer Institute has always been an in-person event, but – as we watched the global trends in the pandemic through the winter and spring of 2021 – we realized that





## Introduction

Aotearoa/New Zealand in its current form was founded on Te Tiriti o Waitangi/Treaty of Waitangi (the Treaty). Despite the ongoing discussions about its implications within a New Zealand context, it is accepted that partnership, participation, and protection are the key Treaty principles identified thus far, and they must

as a living document, is forward looking, and its principles are organically evolving as the Treaty is applied to new issues and situations (Te Puni Kōiri: Wellington, 2002). The Treaty, one could suggest, is in fact a cross-cultural partnership agreement between the Māori/Indigenous and the Crown/non-Indigenous. Central to the spirit of the Treaty are the concepts of mutual benefit and reciprocity, which underpins the principle of equal partnership (Te Puni Kōiri: Wellington, 2002). Hudson & Russell (2009) argue that the notions of reciprocity and mutual benefit are of paramount importance when operationalizing Treaty principles in research. They advocate for an outcome-oriented understanding of the Treaty principles rather than one that focuses on process/engagement. Their interpretation necessitates respect and recognition for indigenous cultural knowledge and traditions (including rights, cultural values, norms, practices, language), control over the extent of research involvement and process by Māori, active protection for Māori rights and ensuring real benefits to Māori groups in a fair manner (Hudson & Russell, 2009). In other words, all interactions require a genuine concern for both parties involved, the willingness to engage respectfully and in good faith, and to negotiate without subsuming each party's values, rights, and needs (Te Puni Kōiri: Wellington, 2002).

There is an increasing voice demanding cultural respect, acknowledgement of contextual problems resulting from dominance, validation of plural knowledge systems and the people of these systems,

collaboration instead of competition, and responsibilities to global communities when conceptualizing internationalisation (Buckner & Stein, 2020; Dawson, 2020; Healey, 2017; Hoey, 2016; Stein, 2016). The (re)interpretation of the Treaty principles is useful in the context of international education, as there is a growing appetite for ethical internationalization. For instance, Hoey (2016) suggests eight ethical principles for building a higher education partnership, affirming the significance of authenticity, equal partnership (outcome-focused), positive regard of difference, collaborative effort, and assuming a position of ignorance (i.e. non-expert). Lumby & Foskett (2016) also endorse the not-knowing stance and urge universities to adopt this view to negate cultural and epistemic dominance. de Wit, on the other hand, incorporates intentionality and impact/outcome into his definition of internationalization (de Wit, 2020).

These understandings depart from a process-focused position and highlight the human consequences of internationalization (Buckner & Stein, 2020; de Wit, 2020; Jiang, 2010; Lumby & Foskett, 2016). Coincidentally, the spirit of the Treaty mirrors this sentiment. One could infer that, at the heart of the Treaty, is the recognition of diversity, collaboration, and equality. Furthermore, while the Treaty deals with a New Zealand context specifically, the underlying spirit of the Treaty can be applied to New Zealand universities' internationalization efforts onshore and abroad, as the universities are both 'indigenous' and 'the other' simultaneously in this context. By applying the Treaty principles in academic exchanges and research, one could contend, a space is created for the exchange of knowledge(s) and ongoing dialogues for developing plural epistemologies and ontologies (Hudson & Russell, 2009). It paves the way for building solidarity and developing an 'ecology of knowledges', where multiple forms of knowing and knowledge coexist, to respond to the planetary issues (such as poverty, inequality, climate change) that confronts humanity (Dawson, 2020; Smith, 2012). Simply put, the spirit and principles of the Treaty provide an alternative discourse to the neo-liberal one, offering an inclusive model of thinking, being, and acting; collectively, this will empower New Zealand universities to work more effectively locally and globally.

## Conclusion

The Treaty is an active document. It demands actions: recognizing historical and current contexts (eg. social, cultural, political, economic) and devising solutions collaboratively. It has the potential to build an alternative truth through education – a humane and compassionate one – to the current neoliberal capitalist view. Internationalization is commonly accepted as a dynamic process where an international dimension is incorporated into the workings of tertiary education in response to globalization (de Wit, 2020; Jiang, 2010; Lumby & Foskett, 2016; Zha et al., 2019). Ethical internationalization, on the other hand, requires collective efforts, and a genuine desire, determination, and will, to empower all. In this sense, the spirit of the Treaty has much to offer New Zealand universities in their internationalization efforts, as it impacts on research, curriculum, intercultural engagement, and pedagogy.

Further, the notions of reciprocity and mutual benefit embedded in the Treaty can guide New Zealand universities to consider how they engage with their international partners (eg. institutions, academics, students) and progress in an ethical manner to avoid building "a thriving and globally connected New Zealand through world-class international education" (New Zealand Government, 2018) at the expense of those who are less privileged and/or historically subjugated. In return, New Zealand universities have the potential to lead in (ethical) international education and exemplify prospering through collaboration and diversity: "Nā tō rourou, nā taku rourou ka ora ai te iwi: With your food basket and my food basket, the people will thrive".

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nity limited to a few students and scholars – has been the main pillar of internationalization. In this context,

tives. Recommendations to overcome this barrier include tracking existing social engagement initiatives that overlap with internationalization efforts to strategically build on them.

Second, internationalization and social engagement should not be seen as independent and competing areas. Therefore, it is essential to establish better communication between the offices in charge of these areas to create synergies. Finally, these initiatives should be valued and recognized by institutional leadership and through policies of higher education institutions. Providing institutional support is fundamental to ensure that the integration between internationaliza-

of unprecedented change, searching for solutions that require international collaboration, internationalization will continue to be a strategic part of higher education. As some scholars have already stated, internationalization is not a goal in itself, but a means to a greater goal. It should be seen as a tool for positive change in both higher education and society. In that sense, addressing social engagement as part of internationalization strategies is a way to challenge current practices and the mainstream view of internationalization. In doing so, a move in the direction of more inclusive internationalization for all is inevitable.

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valuable to higher education institutions because, as a single signal, the goals allow universities to speak to both demands by conveying their quality and their intentions. For example, in a recent survey of 178 institutions, 65 percent reported that alignment with the SDGs had “positively influenced the image of the institution by showing its contribution to global and local wellbeing” (SDG Accord, 2020, p. 7). The Times Higher Education (THE) Impact Rankings clearly exemplify the signaling power of the goals as well, by making institutional behavior (i.e. alignment with the SDGs) a measure of institutional quality.

In addition to demonstrating institutional impact, the SDGs are a mechanism to capture new demand and funding streams (SDSN Australia/Pacific, 2017). This means that the SDGs can be useful for institutions jockeying for resources in a competitive global higher education marketplace, because those universities that successfully signal with the SDGs have the potential for financial gain. Therefore, the goals are a signal in tension, both in meaning and in use, as they represent contribution and competition.

This study turns to social cartography for its potential to visualize these tensions and contradictions (Stein et al., 2016; Andreotti et al., 2016) to explore the meaning of the SDGs in global higher education. Ultimately, this study will map how universities signal with the SDGs against different contextual factors, such as region, institutional ranking, and national wealth. This research contributes on two levels by providing data as to how the SDGs are being used by institutions, while also attempting to “link higher education with a diversity of perspectives about development” (Stein et al., 2019, p. 292) by representing what meaning institutions worldwide make of the SDGs.

## Methods

The sample was drawn from International Association of Universities (IAU) member institutions. The IAU was selected because its membership was considered more likely to engage with the SDGs, since the IAU has direct ties to the UN as “the voice of global higher education to UNESCO,” and also launched a “global cluster” focused on achievement of the SDGs (International Association of Universities, n.d.). Additionally, the IAU bills itself as the most globally representative university association, which was appealing for this project. (It is

important to note that institutions must pay to join the IAU, which is a limitation to its representativeness.)

IAU member webpages were searched for SDG content. Webpages are data repositories, while also a form of marketing to internal and external stakeholders. Thus, they are an ideal site to investigate how institutions infuse their own meaning into the SDGs and signal that meaning outwards. Every IAU member webpage was searched, using both search engines and institutional search functions, for explicit SDG content.

Those institutions without SDG content were excluded from the sample, as were institutions whose content was not in English or could not be easily translated into English. SDG content in English by non-English medium institutions suggests that the content is targeted to a specific audience and reinforces the notion that the SDGs are being used as a signal. In all, 96 institutions in 46 countries were included in the sample.

The totality of each included institution’s SDG-related online content was reviewed and numerically coded by two reviewers across six institutional priorities (equity, recognition, internationalization, engagement, environmental, modernization) and five institutional functions (research, education, service, operations, and entrepreneurial). The priorities represent the values that institutions attached to the SDGs, while the functions represent the specific types of institutional activities that are linked to the goals. Ratings considered both the level at which SDG-related content was present (e.g. strategic plan versus a singular activity) and the extent of the SDG-related content (e.g. detailed information versus a passing reference). Webpage content was considered for multiple linkages. For example, SDG content on the webpage of a research unit investigating anti-pollution measures would receive a rating on the environmental and research indicators, but if the language of the webpage linked anti-pollution measures to environmental justice, then it would also be rated on the equity indicator.

This paper represents a first step toward the study’s goal of social cartography. Ultimately, the numerical codes will be used as coordinates to map institutions across the indicators. At this stage in the study, the indicator scores have been evaluated to discover points of tension and alignment in the way institutions signal with the goals.



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institutions, the ability to learn, collaborate and devel



the recruitment of highly qualified foreign faculty. Other internationalization strategies include a strong emphasis on global publication, widespread use of international benchmarking, a significant increase in the percentage of courses taught in English, and capacity building through cross-border education.

These results show that internationalization helps reinforce the capacity of China in terms of educational offerings and human resources for its higher education system. Transnational agreements and partnerships developed by foreign universities and Chinese institutions are encouraged in order to facilitate the transfer of knowledge between foreign and local educational institutions. Simultaneously, China's migration policy promotes the temporary mobility of students and scholars, while encouraging the return of its nationals who have left to study or to complete their education abroad, so as to prevent massive brain drain and, indeed, to promote brain gain and brain circulation.

These award-winning institutions see themselves as part of the global academic community and develop the necessary infrastructure to support comprehensive internationalization (Hudzik, 2011). Chinese research universities are key points of international contact and involvement linking the Chinese higher education system with the larger global knowledge community. In Rogers' (2003) terms, they are early innovators who are rewarded for their success in internationalization. In this sense, the National Teaching Achievement Awards (2009) (a)19.160, the 2010 award of innovation





Jones, 2018) focuses on students and staff who do not travel. However, the above-mentioned examples of exclusion lead us to consider not only non-mobile students and staff, but also the inclusion of international students and staff who have moved to our campuses. Most universities have embraced an increase in IFMs, but that is a vacuous strategy by itself. As Altbach and Yudkevich (2017) mention, IFMs are the drivers of international consciousness at universities, and a more systematic approach towards their satisfaction and integration is required.

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## Implementing an Inclusion and Diversity Policy in a Ghanaian University: Prospects and Challenges

Paul Kwadwo Addo & George Abisah Blankson





Limited resources (staff training and scholarships), favoritism and political affiliation were identified as major factors affecting the implementation of organizational policies related to diversity and inclusion.

## Conclusion

National regulatory policy exists to guide HEI inclusion and diversity policy, but institutional arrangements to comply fully are not in place to ensure efficient implementation, thus creating unnecessary challenges. Newly established institutions are not adequately supported to implement policies and systems for a smooth take-off.

## Recommendations

From the above, the study recommends the enforcement of policies at the institutional level. Institutions should be supported to develop a stand-alone, comprehensive policy for inclusion and diversity. This will assist in achieving the goal that all persons with the requisite qualifications and cultural backgrounds be included in the operations of the institution.

Strategic planning must also be adopted. Institutional policies are the bedrock on which the vision and mission of every institution are achieved. Planning to have the needed policies in place is critical for the continuous growth of every institution, especially new ones undergoing transitions, as observed by Aspvik and Aspvik (2017).

HEIs, especially in sub-Saharan Africa, must appreciate the unique role of inclusion in higher education governance and administration as postulated by Bratton and Gold (2017). Students as well as marginalized and minority groups are to be included in major decision-making (Addo, Asamoah, Nuako et al., 2021).

There is a need to put in place human resource planning to build capacity for all staff to appreciate inclusion, as observed by Luthans and colleagues (2015).

Policy evaluation is key to ensure effective implementation. Establishing systems to check whether policies are being achieved is pivotal. Society keeps evolving and therefore, constant reviews of policies and, in some cases, alignment of policies is essential to create resilient institutions.

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Over the last 20 years, protracted conflicts across the globe have fueled a tidal wave of forced displacement, pushing millions of individuals into extreme poverty and cutting off access to education, particularly at the tertiary level. Of the 26 million displaced individuals worldwide that are formally classified as refugees, only three percent have access to higher education (UNHCR, 2020). This lack of access contributes to a more challenging social and economic integration process once a displaced individual settles in a host country, the consequences of which can include extreme poverty and health issues (Arar et al., 2020; Baker et al., 2019; Schick et al., 2016; Łukasiewicz, 2017).

Given the Biden administration's recent proposal to raise the US refugee admissions ceiling to 125,000 by 2022 (Lee & Watson, 2021), the US higher education system must be prepared to address the challenges facing the growing population of displaced individuals that settle within our borders as refugees. One of the most significant challenges facing refugee applicants to higher education is the "information barrier" – the cultural, linguistic, and institutional obstacles that prevent refugees from accessing information about the educational systems in their host countries and supports available to students from refugee backgrounds (Shakya et al., 2010, p. 71).

Recent research on refugee internet-use and the success of online information-sharing platforms like IIE PEER (IIE, 2018) indicate that the internet is a crucial tool to help refugees circumvent these barriers. For example, a study by EER (IIE (t)6 (h)4 (e in)19 (g p)-8.9 (o)11 (p)yr" d t (s)5 (tm (p)7 (li--10 (ts )]TJg-ciadb(a)9 (-i ( (4 (t-inr)-6 (m)3 (a)19 (t)-5 (io)12 (n)]TJg0.001 )-3 (ac-9s f)-4(t cca)9 (n1g-0.03 (ug)8 (e)-4.9 (es cir)13 (e (5 (tlic)-3 (a)9 (r





is paper focuses on three sources of stress for international students in Nigeria, namely academic, cultural, and administrative. The paper also proposes recommendations for innovative approaches that might alleviate some of the stressful encounters faced by international students in Nigeria. This paper addresses one primary research question: How can Nigerian universities adopt innovative ways of alleviating international students' stress?

## A Review of Stress and Stressors Reported by International Students

International students experience stress at varying levels. According to Alharbi and Smith (2018), acculturative stress is one of the most frequent stressors reported in the literature. The psychological capacity of an individual, geographic origin, the nature of a society, the social attributes of a host people, and language fluency are some of the factors that determine the level of stress emanating from acculturation. For example, a study conducted by Rice and colleagues (2012) found that Indian students studying in the United States of America displayed a lower level of acculturative stress than their Chinese counterparts, for reasons linked to their familiarity with the Western culture as a result of their greater English language abilities. Academic, cultural, and financial stress have also been reported as a great source of stress that constitutes mental health concerns for international students (Yasuda & Duan, 2002).

Evidence from the literature also strongly suggests that host institutions can play a vital role in dealing with the sources of stress for international students (Agbeniga, 2017; Alharbi & Smith, 2018, Taylor & Ali, 2017).

## Methodology and Theoretical Framework



In the face of a rapidly changing and challenging external environment (Locke, 2021), unstable governmental support and rising xenophobia or even nationalism (de Wit & Deca, 2020), it can be challenging for higher education institutions (HEIs) to remain focused on internationalization. This article explores bottom-up reactions to internationalization-hampering phenomena that have occurred in the midst of such recent crises in the case of Poland.

### The View from the Inside

My study regarding internal factors in enabling internationalization was conducted in two stages. First, I analyzed the organizational intent and readiness of universities to support and promote internationalization and to set up the internal framework for its development. This was judged based on statutory and strategic documents and their content, and by applying the concept of multidimensional discourse analysis (Warnke & Spitzmüller, 2008) to the official development strategies of universities (Kristensen & Karlsen, 2018; Soliman et al., 2019).

Secondly, the perception of internationalization among the employees of the universities was analyzed by a self-designed online questionnaire. The questionnaire was filled out online by 1436 employees of seven universities of technology. The perception of internationalization was defined as a conglomerate of three elements: (i) awareness (what is considered as internationalization); (ii) motivation (what are the expected results from international activities and the level of satisfaction); and (iii) engagement (which areas of activity are considered as being international).

The discourse analysis results showed that, although all of the analyzed HEIs include international content in their development strategies, it was usually done in a very general way and was rarely followed by any explicit, specific internationalization strategies, making an impression of a rather spontaneous and not strategically deliberate approach.

This was well backed by the results of the employee perception study, showing high awareness of typical internationalization features (Sandstrom & Hudson, 2018) – such as the presence of international students, international student and staff mobility backed by European funds, and international research publications – and ignorance of the elements of internationalization at home (IaH) (Beelen & Jones, 2015). Elements of IaH included internal structures, trainings or regulations regarding internationalization, international student- and staff-friendly infrastructure, and internationally





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## **theoretical Framework**

The Systems Theory Framework of Career Development (STFCD) was initially developed to explore the adolescent career decision-making process. It has been gradually modified and extended to a range of student groups (Patton & McMahon, 1999). The STFCD is comprised of three key inter-related systems: the envi-

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# Virtualization of Internationalization: Inclusion for Global Learning?

Diego Henrique Alexandre, Emerson Nogueira Junior, Fabrício Pelloso Piurcosky, & Rodrigo Franklin Frogeri

**I**nternational experiences can help to improve graduate outcomes and employability. Students who study, work or volunteer abroad are often more likely to be hired into graduate-level jobs after graduation. However, only a small number of students can participate in



such as accommodation, food, plane tickets, and other expenses – are now having their first international opportunities with virtual internationalization programs.

We hope that this work can contribute to this topic's discussion and stimulate further research.

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## REGIONAL TRENDS AND INFLUENCES

### A New Dawn for Chinese International Student Mobility in the Post-Pandemic World?

Jing Yu

**I**nternational student mobility has been an important indicator for the scale and scope of internationalization of higher education, as well as a great contributor to global understanding among students and scholars from all over the world. While academic mobility is supposed to be multidirectional, there is no denying that the United States and China as receiving and sending countries are the

Another key finding is that the COVID-19 crisis re-orders the factors with which Chinese students and



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Brandenburg, U., & de Wit, H. (2011). The end of internalization.

Globalization shapes higher education, a field long considered as operating primarily in the national sphere. The impact of globalization is manifested to a certain extent in the construction of a global higher education “regime” or field. In this regime, a growing network of international organizations – which is partly dominated by university associations – supports a global higher education agenda (Zapp & Ramirez, 2019). University associations, particularly international ones, have grown rapidly since the 1940s (Bran-kovic, 2018). Among international university associations, a surprising number (58 or 59 percent) are regional university associations (RUAs), with their member universities located within a certain geographic region (e.g. Europe, Asia).

The existence of RUAs seems to be related to the phenomenon of higher education regionalization, commonly defined as the “process of building closer collaboration and alignment among higher education

## Preliminary Findings

A preliminary analysis of the nine regional university associations in Asia suggests three main categories of activities. Firstly and predominantly, RUAs in Asia aim at promoting student, staff, and faculty mobility among member institutions. Seven of the nine associations examined mention mobility schemes as part of their activities. Student mobility programs often aim at promoting mutual understanding and interaction among students in the region. Faculty mobility often aims at promoting an exchange of ideas through lectures and meetings. In the case of staff, the mobility programs are often aimed at enhancing institutional capacity.

Second, RUAs also aim specifically at promoting research cooperation, through organizing joint research groups, and publishing books and academic journals. For example, the Asian Association of Open Universities Journal publishes peer-reviewed articles on open and distance education. Another example is

the International Consortium for Universities of Education in East Asia (ICUE). ICUE organizes three research working groups to conduct joint research.

Third, RUAs organize themed conferences for networking and collaboration among their members and beyond. For example, the Association of Southeast Asian Institutions of Higher Learning organizes conferences to discuss major issues in Asian higher education. It is also not uncommon for RUAs to convene high-level presidents' summits to discuss issues in the field. For example, the Asian Universities Alliance conducts a Presidents' Forum every year to discuss issues pertaining to higher education in Asia, particularly in the context of the changing landscape of global higher education.

The above three types of activities map onto the view that meta-organizations aim at improving organization in the field to use (a, p)-5 (a)9 1sLRlabldn lthe o6s usa Itgr C

conferences, and research activities.

While the rationale of improving efficiency is dominant among the RUAs, RUAs also mention the importance of identity among their member universities, such that RUAs themselves seem to play a role in promoting or maintaining university identities. Two types of identity are common: universities as Asian institutions, and universities with identities associated with their mandates. For example, the Association of Christian Universities and Colleges in Asia aims at developing and maintaining the Christian character of their member institutions. Another example is the Asian University Alliance, which indicates that the alliance personifies Asian identity in the educational landscape through the strong collaboration among their member institutions. The emphasis on identity is in

# Legitimizing Kosovo's Higher Education Institutions? A Discourse Analysis of NGO Reporting

Nicholas R. Stroup

**I**s Kosovo's legitimacy predicated upon the legitimacy

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trust in universities, funded by the Soros-backed Kosovo Foundation for Open Society (KFOS). These organizations publish criticism of the higher education sector, particularly in relation to the lack of legitimate credentials of professors, the role of publications in disreputable academic journals used to justify faculty positions in national institutions, the lack of budgetary transparency, the university leadership's financial management practices, and conflicts of interest among KAA sta

Bache, I., & Taylor, A. (2003). The politics of policy resita.9 n7 trucythr ats6 7aont (t-79.7 ( i(t-79.7 (v)-.3 ( 1.1 (253 )]TJ23.7030 0 dm (n)TJ

**D**ue to the increasing importance of mental



**Table 1**

<b>Early Sojourn</b>	<b>Late Sojourn</b>	<b>Repatriation</b>
Oct 2017 – Nov 2017	Aug 2018 – Sep 2018	Dec 2018 – Mar 2019
Less than 03 months into the program	Nearly 09 months into the program	Nearly 03 months after returning to home countries
23 participants	19 participants	13 participants

### Findings and Discussions

There were four main findings. First, despite several 'plummetts', the psychological adjustment of international students followed a rising trajectory, showing the students' enhanced capability in managing psychological issues over time (see Figure 1). Second, three adaptation domains are interrelated strongly with each other, as suggested by many researchers (Young et al., 2017; Young et al., 2013). Four critical periods could be identified, namely the early, middle, and late stages of the sojourn, and the re-entry, which coincided with periods when the pressure of academic and socio-cultural adjustment was most intense.

In the early stage, participants rarely mentioned cultural shock and generally felt excited about the new cultural experience. However, academic adjustment appeared to negatively influence psychological well-being. Eleven students were overwhelmed by the requirements of study programs (e.g., workload). Some students were demotivated by the loss of their old social networks, theoretically known as 'social loneliness' (Weiss, 1973), as a student from Taiwan explained:

Well, to be honest, the first few weeks I was kind of struggling. "Why am I here?" [...] I had a job, I had a salary and I had good friends [at home].

**Figure 1**

The Psychological Adjustment of International Students in UK HE



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edge that some differences, in some new cultural contexts, may be present.

## Intercultural Communication

This project is located at the intersection of intra- and intercultural communication vis-à-vis international students and relationships back in their home country. International students are expected to have in common a great deal of “linguistic and cultural knowledge” with their family and friends back home (intracultural); however, despite this commonality, they may be living through experiences and living in cultural environments with no analogous context for their friends and family (intercultural; God & Zhang, 2019, p. 306). This can result in the student assuming responsibility for intercultural interpretation with intracultural relations, as they seek to describe their own identity changes, as well as the cultural environment informing their experiences abroad. Many common challenges for intercultural communication, such as language and communication style, are generally not assumed to be present when communicating with one’s close friends and family (Imamura & Zhang, 2014). However, it is important to recognize that the personal change that

Beyond personal changes, students may also sim-



mobility experiences have transformed people's identities, gender relations, behaviors and attitudes shaping their future life and professional trajectories (Brooks et

**Figure 1.**



In both instances, there are different degrees of transformation and development of capabilities, depending on the willingness, possibilities and previous capability set to engage with disorienting dilemmas. Individuals achieve different functionings, following different ideas of a good life and influenced by their community, background, cultural ties and family, but also by the lack of social and economic opportunities or unfreedoms (Robeyns, 2005).

These findings show how the CA framework provides a useful tool to explore the implications of the ISM experiences of CONACYT scholarship awardees. Transformative learning is not restricted to the different academic practices of international education, but also incorporates personal learning in everyday life. However, this transformation is possible through the interaction with different cultures in unfamiliar settings, where the preconceived paradigms are broken.

This transformation only occurs if the individual values that knowledge and considers that it will enrich their life. This framework can be useful to evaluate the long-term outcomes and contributions of outward

mobility programs in their particular contexts, linked to their national development needs and objectives. Moreover, it could contribute by helping to redefine and expand the vision and rationales of these programs, by focusing on the individual beneficiaries and the different ways in which they contribute to their societies.

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Gasper, D., & van Staveren, I. (2003). Development as freedom and as what else?

2007). This dynamic is likely to be even more complicated when multiple degrees are involved, as is the case with IDD programs.

However, this is unclear, as little empirical research has examined the influence of IDD programs on career

ability. However, because the studied program is intensive, its overwhelming workload put great physical and mental pressure on students and left limited time to search for jobs before graduation. It appears, therefore, that attending IDD programs can be an investment that includes both benefits and costs.

significant barriers when working in host countries. In this study, I found that when seeking jobs and working in the US, the participants' career outcomes are affected by many other issues. In other words, simply attending the dual degree program did not guarantee that participants would obtain desirable jobs. For example, participants' experiences suggest that US immigration policies limit their career choices, forcing them to select those employers who can sponsor H-1B visas. Additionally, their job satisfaction is related closely to acculturation to US society, so racial and gender discrimination also impacted participants' perceptions of their career experiences.

Given the complexity of professional development, neither HCT nor NRT can explain international student career outcomes completely. HCT assumes that the labor market is totally free and meritocratic, while ignoring the difficulties faced by international students. NRT focuses on the obstacles related to students' nationalities and cultural backgrounds, but fails to account for whether and how high-quality education might remove these barriers. To investigate the relationship between international mobility and employability, scholars and policymakers should conduct multi-framework analysis, and more conceptual lenses – such as the push-pull model and signaling theory – should be included.

Future studies could also improve the understanding of the impacts of IDD programs on international students' career outcomes according to the following aspects. First, researchers could apply quantitative methods, involving more students and examining the variables that shape their career outcomes. Second, comparative studies could be used to compare the career outcomes of international students who return to their home countries with those who remain overseas after graduation, investigating the values of degrees obtained from other countries. Finally, scholars could apply acculturation theory to explore the interactions

between the extent of international students' cultural adoption and their career outcomes.

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We use a series of linked workshops (collectively called a 'short course') for instructors to gain the necessary knowledge to implement and sustain change in these areas. We sought a multi-disciplinary approach of reflection, sharing, and action to help instructors describe and actualize tenets of internationalization in their teaching and learning practice (UNESCO, 2021). Without this, a small group of educators with strong internationalization backgrounds and internal motivation embed internationalization in their teaching practices, however this additional structure increases the circle of capable and informed faculty.

Curriculum actualized and experienced is a challenge, in any discipline or context, regardless of the challenges inherent in internationalization. The short course was purposefully designed to emphasize the 'how' we teach, not the 'what' we teach.



In conclusion, higher education institutions and their faculty need support in sharing facor

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The rise of nationalistic movements, Brexit, anti-immigration tensions, restraints of academic freedom, climate change and the global COVID-19 pandemic are but a few current examples affecting and shaping the Internationalization of Higher Education (IoHE). Due to these, among other, factors, a shift from internationalization abroad (mobility of students, academics, staff, and programs) toward a more ethical and qualitative approach presented by the concept of internationalization at home (IaH) is today “more urgent than ever” (de Wit & Altbach, 2020, p. 44).

The contemporary definition describes IaH as “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments” (Beelen & Jones, 2015, p. 69). IaH aspires to make internationalization endeavors more inclusive and provide the benefits that arise from internationalization to all students, irrespective of whether or not they choose to study abroad (Almeida, 2018; Beelen & Jones, 2015).

Although most higher education institutions (HEIs) acknowledge the importance of IaH, in practice, IaH remains simply rhetoric at many HEIs (Marinoni, 2019). The reluctance of HEIs to implement IaH reflects the complexity of this task. As Killick and Foster (2021) state, “embedding global literacy in the mainstream curriculum is probably the most challenging process... and this may be why, it remains the most neglected area of internationalization” (p. 14). Moreover, this process requires a comprehensive IaH strategy supported both by top-down and bottom-up approaches (Van Gaalen & Gielesen, 2016) and the involvement and cooperation of several stakeholders (Beelen, 2018). However, the paucity of such cooperation and connection among stakeholders is often described as one of the frequent obstacles experienced by

HEIs impeding IaH advancement.

This article offers a possible way forward for HEIs struggling to implement a comprehensive IaH strategy by describing how Appreciative Inquiry can be used as a method for enabling stakeholder participation in an organization-wide process to build a strategic, co-created vision for IaH.

## Method and Design





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## DIRECTIONS FOR FUTURE RESEARCH

# Methodological Nationalism and American National Identity in Higher Education Research

Marissa Lally

As institutions of higher education participate in internationalization, scholars have a responsibility to challenge the assumption that nations should be the natural unit of analysis in research. Higher education is an industry that increasingly relies on international partnerships and transnational organizations, and is subject to decreasing financial support from national governments (Altbach, 2016). However, despite increasing global interdependence, universities continue to identify and serve their students and communities along primarily national lines (Buckner, 2019; Friedman, 2018). Understanding and challenging the concept of methodological nationalism provides a conceptual framework through which it might be possible to create more innovative and inclusive internationalization policies and practices.

This paper examines the concept of methodological nationalism and aims to understand how its application in higher education research reinforces national

identity in the United States context.

### Methodological Nationalism in American Higher Education

Higher education research contributes to the construction of national identity through methodological nationalism (Shahjahan & Kezar, 2013). Methodological nationalism describes an assumption that social processes occur within nation-state boundaries and that those nations reinforce unequal power relationships (Beck, 2007; Shahjahan & Kezar, 2013; Vasilev, 2019). Such a myopic focus can lead to a tendency to attribute the rise of the modern world and all its features to the existence of nation-states (Chernilo, 2011). It can also be highly problematic, in terms of equity, as scholars who engage in methodological nationalism, without challenging it, tend to automatically privilege national identity and national interests (Shahjahan & Kezar, 2013). Methodological nationalism is not exclusive to

higher education research, but its presence in the field of higher education sometimes influences policies that contribute to national identity construction (Buckner, 2019; Shahjahan & Kezar, 2013). Furthermore, Stein (2016) asserts that the national container, i.e. the nation-state to which scholars' imaginations are often limited, prevents higher education researchers from considering ethical problems in internationalization beyond the national level. Tannock (2007) supports a similar view, arguing that scholars' limited imaginations with regards to the national boundary undermine the potential for academic collaborations that transcend national boundaries and benefit the global community, rather than only citizens of one nation.

The United States serves as a relevant case by which to understand how methodological nationalism can reinforce national identity, due to the country's he-

undermined by globalization because of the rise in nationalism after September 11th, 2001, and the election of Donald Trump in 2016.

It is also possible to observe an institutional commitment to national identity in the American context. For example, research on American identity in higher education shows that educational practices like student mobility and foreign language education play a role in students' encounters with their national identity (Batterton & Horner, 2016; Turnbull, 2017; Zhao, 2019). Faculty at American universities tend to practice methodological nationalism in their research and teaching practices in ways that reinforce national identity.

### Going Beyond Methodological Nationalism - Areas for Future Research

There are several areas for future research that may challenge methodological nationalism in innovative ways. One such gap in the current research is faculty perceptions of and experiences with national identity. Although some studies have examined how researchers approach national identity in the activity of research itself, little research has been conducted on faculty members' perception of their responsibility toward constructing national identity. This research could illuminate the factors that influence a researcher to prioritize national identity over global interests, as some of the current literature suggests (Buckner, 2019; Friedman, 2018; Tannock, 2007). These studies might also explore critical approaches to understanding societal power structures that are replicated within a university setting.

Another area of research could examine the USA's participation (or lack thereof) in transnational harmonization or cooperation processes in higher education, through the lens of national identity. The literature may benefit from an examination of which American identity qualities, i.e., values of American liberalism, ethnoculturalism (Schildkraut, 2014), Whiteness (Cabrera, 2018), and colonization (Ken, 2010), play a role in US history of transnational cooperation in higher education. Considering the history of transnational cooperation through a critical lens may provide new insights to scholars and practitioners towards the practice of inclusive internationalization.

## Conclusion

The discussion of American national interest vs. global goodwill continues to be urgent, as the world races to manage the COVID-19 crisis, the United States experiences a shift in political power, and universities continue to prioritize internationalization. Scholars and practitioners therefore need to understand how their participation in the construction of American identity impacts students' experiences and the production of research. Understanding how centering the nation state as the only relevant unit of analysis can both reinforce unequal social power and exclude social processes that occur outside of those boundaries is key to the achievement of this goal. This area of study can therefore contribute to more responsible scholarly and educational practices, moving forward.

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## CIHE Perspectives

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