

**Title:** Home and Away: a whole institution learning experience of international perspectives in higher education

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### Session Learning Outcomes

By the end of this session, delegates will be able to:

- Understand the concept of comprehensive internationalisation
- Understand the key barriers and motivations for internationalisation of the key stakeholders in higher education: students, academic staff, administrative staff and senior management.
- Consider activities for whole institute change towards internationalisation
- Consider ways of embedding a concept of comprehensive internationalisation across their institution.

### Session Outline

For the past two decades internationalisation has grown in importance within higher education. There are key drivers for this such as advancements in communication and technology, increased mobility in the labour market, the rise of market liberalism, the movement and dominance of a knowledge economy, increased levels of private investment and decrease in public funding for tertiary education and life long learning. These drivers are set to increase and the consequences of each will become more and more complex (Knight, 2008; de Wit, 2011; Jiang, 2008; Healey, 2008). This session focuses on the evaluation of a change initiative to internationalise a university in the UK. The concept of a whole system approach to internationalisation is developed by Hudsik (2011) as 'comprehensive internationalisation' which he defines as 'commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research and service missions' of an institution. In order to implement the change towards comprehensive internationalisation, we developed an action research approach to actively involve all key stakeholders. The session describes how the change was managed including activities that were implemented, it discusses the analysis of a series of semi-structured interviews taken with participants from key stakeholders across the university and reports on two major achievements of the initiative: a change in the understanding of the term "internationalisation" and a greater clarity of how internationalisation can be embedded in policy and practice across the institution. The session then goes on to discuss how this change can be taken forward.

## **Session Activities and Approximate Timings**

The outline of the workshop is as follows;

20 mins Presentation followed by discussion

Questions could focus on:

1. What is comprehensive internationalisation and how can it be implemented across an institution?
2. What approach and activities can be used to initiate change across a whole institution?
3. What are the perspectives of key holders in higher education of internationalisation and globalisation?
4. How can internationalisation be embedded in policy and practice across a higher education institution?

## **References**

Healey, N.M. (2008) Is Higher education really 'internationalising'? *Higher Education*. Vol 55, pp333-355.

Hudzik, J.K. (2011) Comprehensive Internationalisation: From concept to action. NAFSA, Washington DC.

Jiang, X. (2008) Towards the internationalisation of higher education from a critical perspective *Journal of Further and Higher Education* 32 (4): 347-358

Knight, J (2008) *Higher Education in Turmoil. The Changing World of Internationalisation*. Global Perspectives on Higher Education. Rotterdam, Sense Publishers.