

# FORUM

MEMBER  
MAGAZINE

*Discussing international education*

## INTERNATIONALISATION FOR ALL

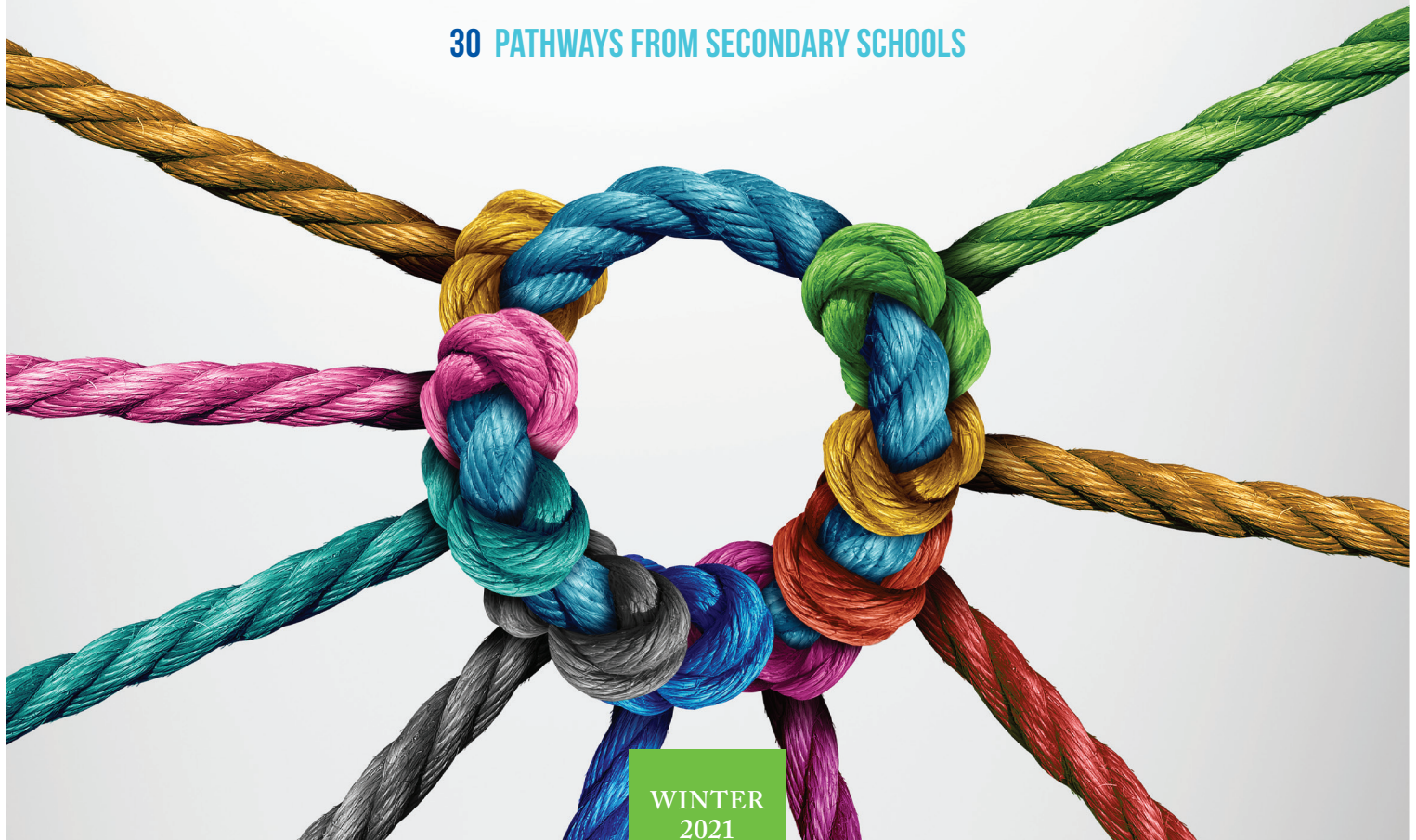
### DISTRIBUTED LEADERSHIP IN INTERNATIONAL EDUCATION

06 FRESH PERSPECTIVES AND INCLUSIVE MODELS

15 STUDENT-LED INTERNATIONALISATION AT HOME

18 IN CONVERSATION WITH MELANIE AGNEW

30 PATHWAYS FROM SECONDARY SCHOOLS



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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  
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# 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 Zdravc**

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.

# BACK EDUCATORS TO BOOST INTERNATIONALISATION FOR ALL

When it comes to integrating internationalisation in the curriculum and ensuring internationalisation for all, the true impact of our efforts is being fully committed to supporting our educators. As the key players in creating purposeful and inclusive internationalisation, educators need to be properly equipped with expertise, resources, research and policy supports.

With the COVID-19 crisis almost in our rearview mirror, it is time to rethink internationalisation policy, practice and research. Recent years have shown the importance of encouraging a sense of global connectedness and responsibility in our next generation of global citizens. Moreover, we have seen the possibilities of online forms of learning and the tremendous importance of educators in providing high-quality education.

Over the past few decades, higher education institutions across the world have been striving to offer their students international learning experiences. Besides traditional student mobility – typically only accessible to a small minority of students – different forms of internationalisation have emerged that are more inclusive and sustainable. Even before the pandemic, an increasing number of institutions shifted their focus towards Internationalisation at Home<sup>1</sup> in order to offer international and intercultural learning experiences to a much greater number of students.

Educators have been identified as key players in this process. However, integrating internationalisation in the curriculum and aiming to bring internationalisation to all students cannot depend on experimentation and the enthusiasm of a select group of internationally minded educators. Purposeful and inclusive internationalisation requires a substantial body of educators who are equipped to identify, design and facilitate internationalisation practices that are tailored to their specific student populations, disciplines and educational contexts.

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**Educators need to be equipped with the expertise to design and facilitate interventions with a clear purpose**

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To integrate internationalisation into the curriculum and bring internationalisation opportunities to all, educators need to



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be supported with expertise, resources, research and policy.

#### EXPERTISE

With the closer integration of internationalisation into the curriculum, educators need insight into the international and intercultural dimensions of their field to specify what their students actually need to learn. First and foremost, educators need to explore what it means to be internationally and interculturally competent in the specific context of their graduates' discipline, labour market and society.

After defining clear goals for their internationalisation efforts, educators need the knowledge and skills to create concrete learning outcomes and purposeful teaching and learning interventions to achieve them. Professionalisation activities such as workshops can support educators in addressing the question of how to engage and support their students in developing specific competencies. In some cases, this may be a short or long-term mobility experience. In other

cases, a collaborative (online) project, international classroom or international case study may be better suited. In short, educators need to be equipped with the expertise to design and facilitate interventions with a clear purpose.

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## Commitment comes when leadership fully understands the value of internationalisation to the core of higher education

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#### RESOURCES

Besides expertise and opportunities for professionalisation, educators need the resources to internationalise their education, especially in terms of time and support.

Higher education institutions increasingly see the value of using online tools to engage students in collaborating across borders. Educators and curriculum developers must be allowed time and space within their regular tasks to carefully develop internationalisation activities.

In other words, commitment is needed from the leadership and policies are needed to support educators in this work. Commitment comes when leadership fully understands the value of internationalisation to the core of higher education. Alternatively, this can be driven by ideologies or pressures related to policy demands, financial incentives or obtaining accreditation.

#### RESEARCH

To support lecturers in choosing different internationalisation practices, more research is needed to investigate what works and what doesn't, and for whom it is most effective. Only then can we choose to implement the most effective internationalisation practices in our curriculum to help our students develop international and intercultural competencies. One size doesn't fit all.

Research into Internationalisation at Home and international educational practices is evolving, but more quality empirical studies with strong experimental designs are needed to establish the impact, especially when it comes to implementing it on a large scale.

Empirical research studies into Internationalisation at Home are scarce.<sup>2</sup> A potential reason for this may be that developing experimental designs for assessing the impact of pedagogical interventions takes skill and time, and the conditions need to be accessible and

available to researchers in order for them to be able to carry out such experiments. Researchers and educators should connect and collaborate with one another. Furthermore, more encouragement and support for lecturers to research their own international educational practices are needed to realise the true impact of our internationalisation efforts.

#### POLICY

Last but perhaps most importantly, policies can be used to set up an environment in which universities are softly pushed to implement, support and measure the impact of internationalisation activities. Insti-

the programme pays little attention to Internationalisation at Home in the broad sense, even though this offers so many opportunities to give all European students the chance to acquire international and intercultural skills. Erasmus does involve some virtual exchange, but internationalisation for all requires a much larger, more structured and impactful approach. The European Commission should inspire and support educators around Europe to implement intercultural competencies as learning outcomes for all graduates, regardless of whether it is mobility or Internationalisation at Home that is used to reach them.

and tomorrow. To rethink our internationalisation practices as a community of practitioners, we need to ask ourselves the following questions:

- How can we provide educators with the time, space and expertise to develop purposeful and inclusive internationalisation activities for students?
- How can educational researchers build a base of evidence to support educators in the implementation of effective internationalisation activities?
- How can national and European policies be used to push and measure the implementation of internationalisation for all?

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## Policies can be used to set up an environment in which universities are softly pushed to implement, support and measure the impact of internationalisation activities

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tutional internationalisation policies may be influenced by national governments and education ministries, international treaties or financial schemes such as the Bologna treaty or the Erasmus programme, and demand from students or industry.

Governments could include internationalisation in accreditation or financing requirements. With regard to inclusive internationalisation, a comparative study has shown that national policies for study abroad often pay little attention to inclusion.<sup>3</sup>

At the European level, on the other hand, the Erasmus programme has inclusion as an important objective. Yet

#### THE NEXT STEPS

There is a lot of potential to widen the impact of internationalisation and make international learning available to all. The pandemic opened new pathways by providing online forms of international experience. It is clear that educators are central to this endeavour.

However, in order for educators to effectively integrate internationalisation activities into their curriculum, their practice needs to be supported with expertise, resources, research and policy. Only in this way can internationalisation increase its impact and equip all our students to thrive in the globalised world of today

Only by engaging educators, educational leaders, researchers and policymakers to explore these questions can we take the next steps towards offering effective internationalisation practices for all students.

— MARLOES AMBAGTS-VAN ROOIJEN,  
ADINDA VAN GAALLEN, SIMONE HACKETT  
AND SUZAN KOMMERS

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