The Internationalization of Higher Education

Dr. Elizabeth Buckner
Ontario Institute for Studies in Education, University of Toronto
November 3, 2017
Internationalization: “the integration of international, intercultural or global dimensions into the goals, functions and delivery of education” (Knight 2008, p. 10)
How are HEIs around the world adapting to the imperative to internationalize?
Data

• 4th Global Survey on Higher Education Internationalization
• Conducted by International Association of Universities
• Year: 2013
• 1,308 HEIs
• 132 countries
  o 44 HEIs from Canada
• Covers every world region
Tremendous Growth

<table>
<thead>
<tr>
<th>Category</th>
<th>2003</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internationalization Policy or Strategy</td>
<td>33%</td>
<td>63%</td>
</tr>
<tr>
<td>Institution-Wide Strategy</td>
<td>42%</td>
<td>81%</td>
</tr>
<tr>
<td>Office or Team</td>
<td>40%</td>
<td>76%</td>
</tr>
<tr>
<td>Budgetary Provision</td>
<td>32%</td>
<td>55%</td>
</tr>
<tr>
<td>Monitoring and Evaluation Framework</td>
<td>33%</td>
<td>61%</td>
</tr>
</tbody>
</table>
Types of Internationalization

Internationalization

Instrumental
Research-Oriented
Internationalization at Home
Regional Differences - Benefits

Among Top Three Benefits - % of HEIs

- **Canada**
  - Enhance Awareness: 36%
  - Improve Research: 34%
  - Revenue Generation: 9%

- **Europe**
  - Enhance Awareness: 24%
  - Improve Research: 43%
  - Revenue Generation: 3%

- **Middle East and Africa**
  - Enhance Awareness: 18%
  - Improve Research: 54%
  - Revenue Generation: 1%
Towards 2030

University of Toronto has a global outlook:

- To give U of T students international work and study experience to broaden their world view
- To create global leaders with the capacity to adjust to international realities
- To foster international partnerships
- To attract the best international students and faculty to U of T

Regional Differences - Programming

Among Top Three Programs - % of HEIs

- **Canada**
  - Outbound Mobility: 23%
  - Recruiting: 35%
  - Research Collaboration: 17%

- **Europe**
  - Outbound Mobility: 21%
  - Recruiting: 18%
  - Research Collaboration: 18%

- **Middle East and Africa**
  - Outbound Mobility: 12%
  - Recruiting: 12%
  - Research Collaboration: 24%
Global Inequalities

Recruiting Fee-Paying Students is Priority

- Non-Anglophone Core: 14%
- Anglophone Core: 57%
Regional Differences - Risks

Among Top Three Risks - % of HEIs

Canada: 21% Benefit Wealthy, 17% Dependence on Intl Students, 2% Brain Drain
Europe: 17% Benefit Wealthy, 6% Dependence on Intl Students, 8% Brain Drain
Middle East and Africa: 19% Benefit Wealthy, 5% Dependence on Intl Students, 17% Brain Drain
Global Trend with Regional Variation

- Global Trend: High rates of incorporation into HEIs
- "Empty vessel" that many programs get attached to
- Significant variation: profiles, rationales, and actors
- Regional and institutional differences in what internationalization means, its perceived benefits, how it is practiced, and risks
- Unequal: private HEIs and those in Anglophone core countries are more likely to engage in instrumental internationalization (for revenue generation and prestige)
How can we internationalize in line with values of equity, shared benefit, social responsibility, and respect for global diversity?
Thank You!

email: elizabeth.buckner@utoronto.ca