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Welcome to the session

Who owns internationalisation?

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Setting the scene

o Societal need for graduates with global mind-sets

o From ownership to responsibility: A three dimensional model engagement of staff in internationalisation

o Engaging leadership

o Engaging academic staff

o Engaging of professional service / administrative staff

o Commitment to action: key takeaways as food for thought.

Societal needs

Observation

- Increasing inequality within and across societies.
- Change (e.g. Climate change, Covid19. Geopolitical tension) primarily affect people at the bottom of the pyramid
- Young people ask for solidarity.
- At the coal face: social change is slow, HE lags behind

Need

- More local and global solidarity; more international collaboration
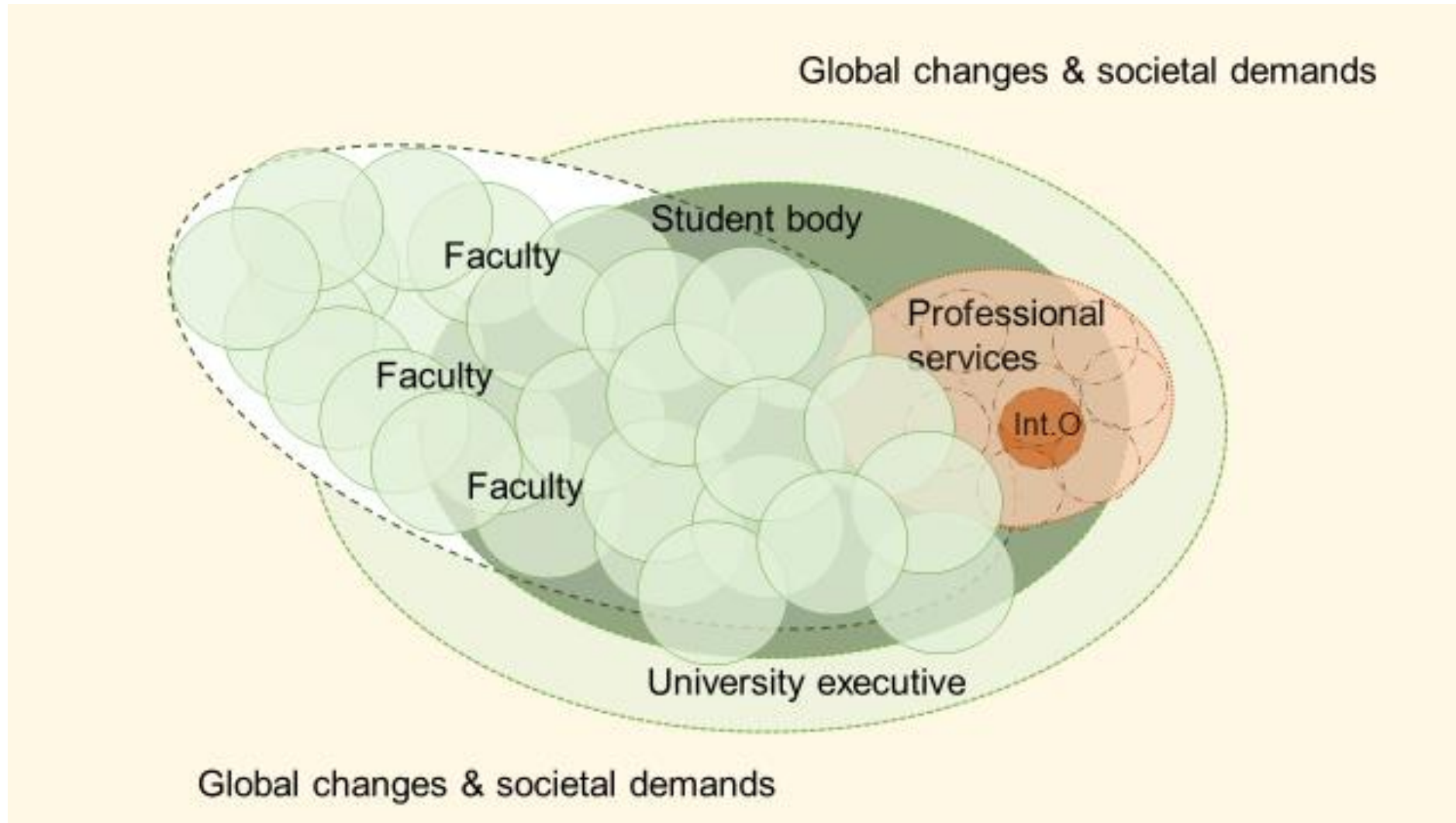- New type of graduates – globally minded - socially responsible

Opportunity

- Internationalisation: a pathway to a more sustainable, just and ethically responsible society

Critique

- What about the responsibility of HE here and now? Why wait for our students?

Three dimensional model of engagement

Responsibility of leadership

To spur transformation and engagement of all staff

- Critically reflect on the role of HE in society
- Recognise the university as a hybrid organisation
- Relate, facilitate, invest
- Go for growth in all staff and students and not only the economy
- Commit to action and set standards for internationalisation as a pathway to a more sustainable HE
- Identify, recognise and award different forms excellence and contribution

Move from being a leader to demonstrating and sharing leadership

We Have Met the Enemy and He Is Us: The Role of the Faculty in the Internationalization of Higher Education in the Coming Decade

Michael Stohl

This article argues that the chief challenge for developing and sustaining internationalization in the context of the challenges and opportunities of the 21st century is the engagement of the faculty.

Source: Stohl, M. (2007). We Have Met the Enemy and He Is Us: The Role of the Faculty in the Internationalization of Higher Education in the Coming Decade. *Journal of Studies in International Education, 11*(3–4), 359–372. https://doi.org/10.1177/1028315307303923

Academics are pivotal

So too, is their engagement

In short, academics are pivotal to the realisation of the goals of IoC, just as they are to the goals of I@H and comprehensive internationalisation. Hudzik (2011, p. 29), like Leask and Beelen (2009) argues, 'the most important variable in comprehensive internationalization is the faculty' [If they are not brought into the] process effectively, they may see this variously as an inconvenience, as interference in academic freedom, a challenge, and something distasteful'. Hudzik (2011) maintains that without faculty support and participation 'comprehensive internationalisation,' will not be realised. Similarly, Jones and Killick (2007) observe that cultural change of the type required to sustainably and organically nurture, grow and support an internationalised curriculum 'cannot be effected by university edict alone; it requires the creative utilisation of the imagination and agency of those who comprise the

Green and Whitsed, 2015

- **Poorly understood – Does it matter?**

- **Has been a low priority – Is it possible?**

- **Requires faculty engagement – Are we led?**

As one of the disciplinary academics among us put it:

"The concept is all very well, but how do I get started? I understand the idea but I can't see what's behind it. I can't find a direction. It's all too abstract, ideological even. It doesn't take you anywhere".

Green and Whitsed 2015, p. 3

Reconceptualizing how we think about academic engagement

Continuous change – Approaching the internationalization of teaching and research as an ongoing change process. E.g. www.equiip.eu – designing and teaching inclusive international programmes.

Sense making and change – communicating understandings in such a way that it provides stakeholders with 'workable clarity and values alignment'.

Developing paradox mindsets - a general term to describe the tensions individuals face due to the coexistence of conflicting demands. Paradox has also been described as tensions, dilemmas, conundrums, polarity, competing values, and contradictions.

Multimodal Messaging and communication strategies – a one size fits all approach is ineffective; if communication is poor and staff do not know and understand the reasons for the change and how it will effect them they will not engage in it. Involving faculty in conversations and negotiations

Professional Service Staff

• Ownership and administrative staff?
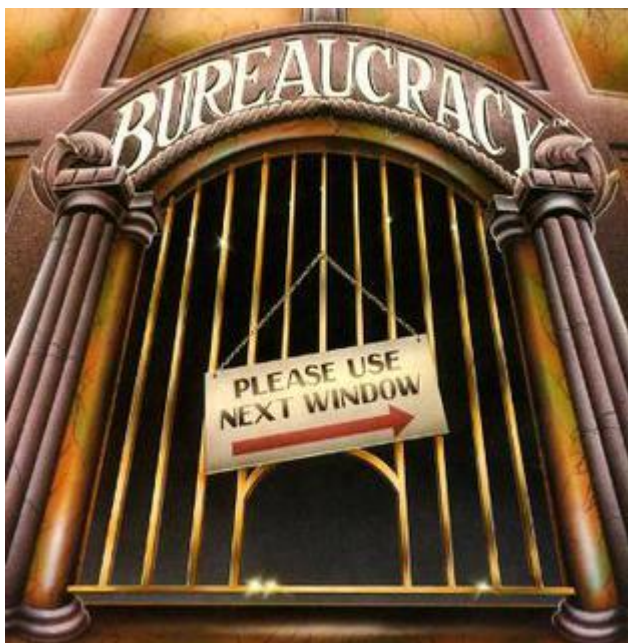
Administrative Staff

1. Have you really thought of truly engaging this stakeholder group?

2. What could they bring to it? Why involve them?

3. Have you really tried? How?

Administrative Staff

Research shows that excluding staff leads to poor decision-making, slow and unsuccessful change and demotivated staff

(Burnes, 2009; Macfarlane, 2005; Oreg et al., 2011)

Administrative Staff

Administrative Staff

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Administrative Staff

- Aware
- Included AS EQUAL PARTNERS!
- Ownership
- How to contribute

Take-aways

- Who owns Internationalisation?
  - ➢ Everyone!
- Do they know?
  - ➢ Let's find ways to get them to understand and to contribute... In partnership
- Intercultural communication & sustainability integrated in the curriculum
- Continuing professional development for all staff.
- We need a systems approach
- R.E.C.O.G.N.I.T.I.O.N
- Everyone can be a leader!

Leadership

What is *your* take-away?

Thank you!

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