



HIGHER EDUCATION INTERNATIONALIZATION: A SUBSERVIENT REACTION TO GLOBALIZATION?

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INTRODUCTION

Internationalization of higher education as a process has moved from the margins to the core (Collins & Davidson, 2002).

- For many universities, that is their primary focus area and is also the primary revenue stream.
 - Overseas campus operations and incoming international students became their major source of working capital.
 - Even locally focused small-scale colleges have made it a point to introduce in their courses and degree offerings elements of the international context (Djan and George, 2016; Hudzik, 2014).
 - Campuses have begun to be branded as cross-culturally sensitive spaces, with physical evidences of these coming sometimes even in the form of architectural designs brought in from abroad.

Mainstream scholarly support for internationalization came in the form of the argument that it would significantly enhance institutional agility and competitive advantage for the participating universities (Mahani & Molki, 2011; Shima & George, 2014).

- Backed by this and similar ideas, education institutions have grown entrepreneurial beyond their traditional business operations, in seeking overseas linkages (Van der Wende, 2007).

HOW PROFIT FOCUSED INTERNATIONALIZATION IS KILLING UNIVERSITIES

Universities that founded their business models around profit maximization from international expansion did so at the peril of certain time-immemorial values that once defined education.

Structural internationalization while culture remains very *anti-international*

With their profits, they invested heavily in marketing and attractive physical infrastructure.

- Star professors were hired only keeping in view their ability to churn out research papers.
 - Paid them financial incentives to publish and thereby boost institutional ranks.

In other words, they *pawned “the soul for the flesh”*.

- In this process, they killed many traditional universities that were purposed around humanism.
- Alienated domestic students even as they failed to assimilate international students.
- This made the 21st century question even the rational of universities!
 - Not denying technological revolution is another factor leading unto this.

A HASTY RESPONSE TO GLOBALIZATION?

Is internationalization driven by the need to positioning a university's knowledge in a global framework and linkages?

- Or, is it merely an excuse to increase revenues by means of recruiting more students?

Are the university administrators taking over academic decision making away from faculty and placing the existence of universities at the whims of global forces?

- Many educators believe that globalization should not be allowed to dictate the objectives or directions of the internationalization of higher education.
- Universities should not be internationalizing their campuses and curricula in a hasty and imprudent manner, just because globalization implies so (Altbach, 1998; de Witt, 2002; Huse'n, 1990; Weick, 1976; Stromquist, 2007).
- There is an increasing number of calls for universities to see internationalization as a means of self-realization rather than as a financial means of existence (Seeber, Cattaneo, Huisman, & Paleari, 2016).
 - The soul of a university is in its global linkages (Cattaneo, Meoli, & Paleari, 2016).
- There is a heightened awareness that partnerships have to grow in scope and complexity and that mere volume in terms of student numbers or short-term revenue is not enough (Yang, 2018).
- In marketing theory, profit is often conceived as a byproduct of good practices (George, 2017).
 - A rather limited number of higher education leaders, although of late, too, began to see investments in international relations this same way.

Internationalization of universities should contribute to globalization

- Internationalization should not be subservient to globalization
- Internationalization should be a catalyst in influencing the direction of globalization

WE NEED A NEW CLASS OF UNIVERSITIES

Universities need to reengineer themselves, fundamentally.

- Most of our universities were originally created for the local market and then then incrementally adapted themselves to find their fitness in the global marketplace.
 - Human capital development for national competitiveness to the same for international competitiveness
 - Stuck at Stage 2 of the internationalization process (See diagram)!

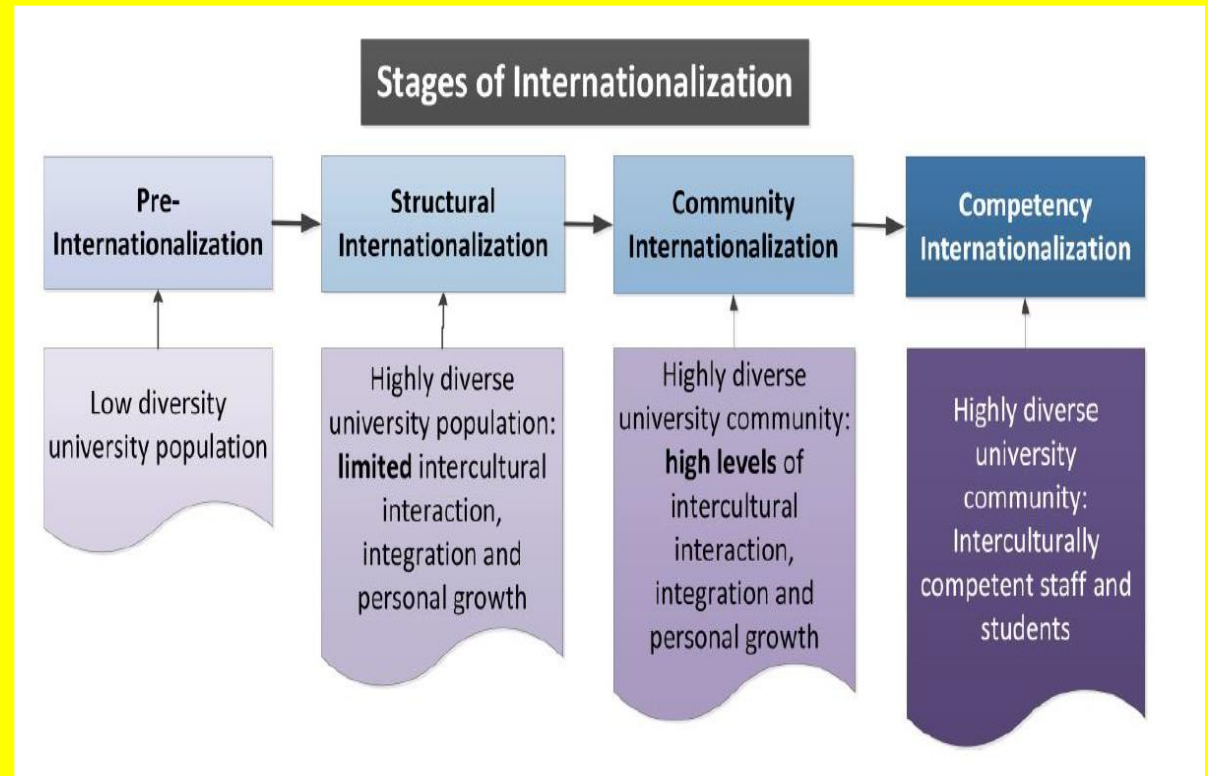
What we need are universities *originally built* for the global arena, based on widely accepted global values.

- These universities could then backward integrate themselves to adapt to the nuances of individual marketplaces
- Find roots in the global and then branch into the locale(s)

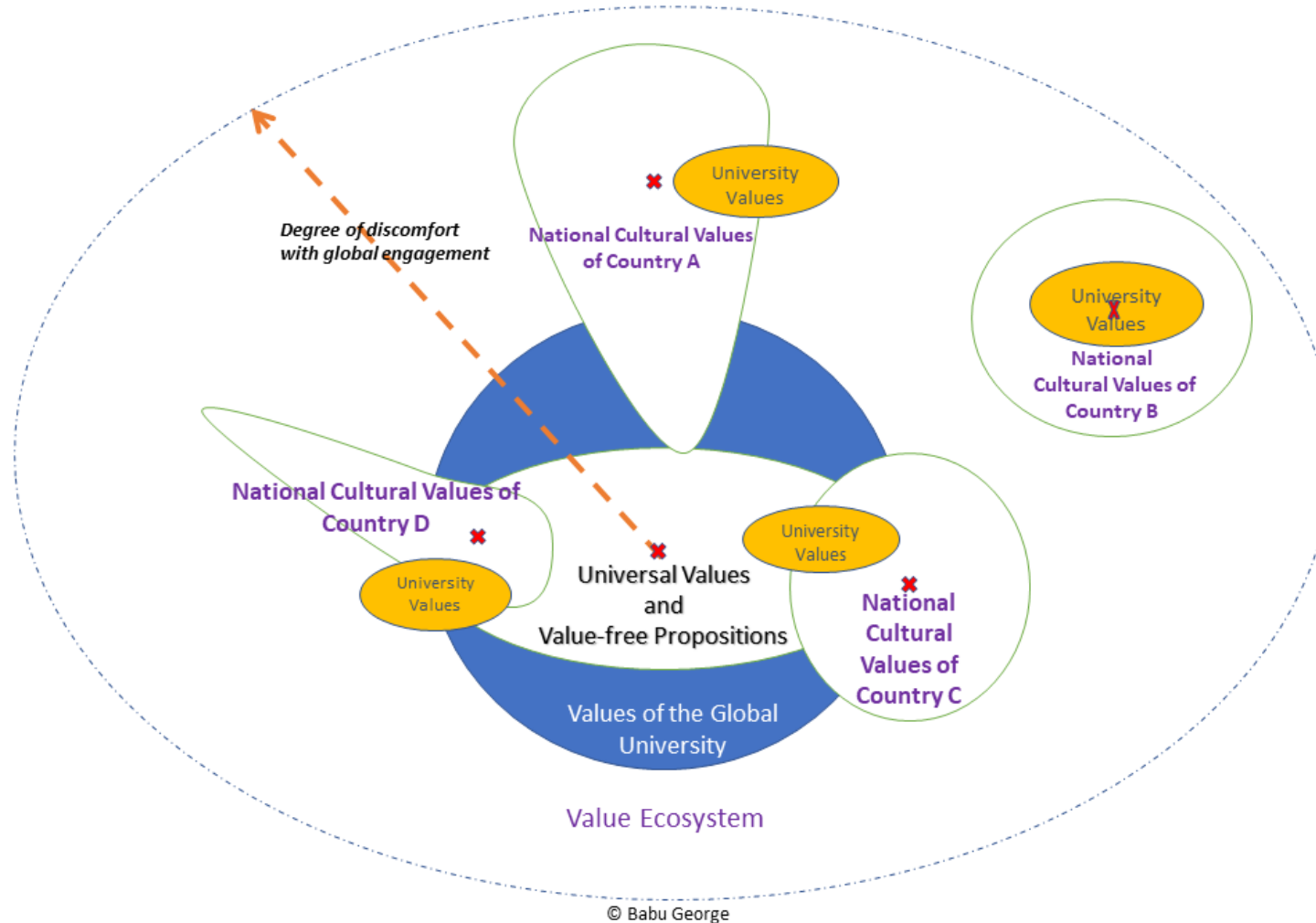
Globalize based on your values, before globalization globalizes you according to its whims and fancies.

We cannot hope to 'kill' the existing universities to achieve the above.

- Rather, develop within them, an international entrepreneurial super-order ecosystem that is fundamentally driven by global considerations yet flexible enough to adapt to local gradations.



VALUE BASED GLOBAL ENGAGEMENT IN HIGHER EDUCATION: A CONCEPTUAL MODEL



Notes:

1. The “center of gravity” of each national cultural value system is represented by an ‘x’.
2. Within each national culture, the value system of a sample university is represented with a small oval.
3. Engagement for the Global University becomes more challenging, as a national cultural value system drifts away from the universal value core – except when a university in an outlier value system does independently align better with universal values.
4. The value boundaries of the Global University may be stretched, in order to increase global partnerships – but, at some point, undesirable effects will begin to mitigate any gain.

FURTHER THOUGHTS FROM THE PANEL?

Let's Educate for a New Global Tomorrow!