

# INTERNATIONALIZATION OF HIGHER EDUCATION: LIMITS AND OPORTUNITIES

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## **Abstract:**

*In the present research we aimed to study how the subject "Internationalization of higher education" was approached by various authors in articles, conference and symposiums or publication in specialized magazines. The question that motivated this research was "How much are the researchers interested in Internationalization of Higher Education?". We searched and we used articles published from 2010 until 2015. The research method was both quantitative and qualitative, and we used keywords combination for a more effective research. All the results were centralized in tables and charts for a better observation of the development in this research field.*

**Keywords:** *internationalization, higher education, tertiary education, universities, college, faculty framework, case study.*

**JEL Classification:** *I23*

## **Introduction:**

This paper tries to capture the interest of researchers on "internationalization of higher education."

The internationalization of higher education has become a topic recently discussed worldwide.

We started from the idea that scientific and technological progress in the last two to three decades have facilitated the growing use of means of mass communication at a level that goes far beyond each country. The information is transmitted easily and simultaneously can be intercepted anywhere in the world. But, citizens thought to be passive and just receive information is not enough and so appeared the increasing mobility of people, wich led to an unprecedented intensification between different social entities, political, economic, cultural, etc. internationally. This effervescence which some call globalization, internationalization others call it could not bypass the university.

In other news, we should mention that the internationalization of higher education is a term not only our time. If we make an excursion while we see how this institution, university, was born about 920 years ago, Bologna, and then spread to other cities around the world as an intercultural space where students and teachers come from different parts of Europe sought has been known (Pricopie, Nicolescu, p.5).

But what is specific to our time and make the subject internationalization of higher education is a new look and new dynamics of its facets. Regarding the dynamics of internationalization, we see an unprecedented intensification of mobility in higher education, promoting programs taught in foreign languages, diversification the types of international cooperation in order to ensure a certain degree of convergence of public policies in education top.

Internationalization requires a revolutionary development in higher education. Currently in the world there is an increasing demand for higher education, and for lifelong education. In current conditions, are countries where traditional institutions cannot cope. It requires a comprehensive student training to cope with the global requirements of employers.

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Universities must "adopt various plans, policies and strategies to internationalize education, in order to match global requests" (Mitra, 2010, pp. 340-353). Higher education and science have become key factors for society development "(Voroshilova, 2015, pp.1-8).

For example, in Russia, the internationalization and globalization of higher education have the most important impact on ensuring quality management. "The mobility of faculty and students are the basic factors for state accreditation of universities in Russia and an important indicator, showing academic success and prestige"(Voroshilova, 2015, pp.1-8). Most universities have made sacrifices to provide students twinning and international mobility.

## 2. Research methodology

The research methodology consists systemic and comparative analyzing of the researched subject, depending on the purposes and objectives. This research is based on different databases, uses different methods in order to provide a theoretical and practical explanation.

In the paper were used mathematical and statistical methods, such as: classification, synthesis, comparative analysis of results, and graphical representation of events.

The research of economic phenomena can have scientific resonance if we use mathematical and statistical tools, and it is always accompanied by a healthy analytical deductive logic.

Qualitative nature of the work is given by the scientific observations. However, favorite character is the quantitative research. This is given by centralizing research articles written in the field followed by us.

Based on the results we made tables, on which we built graphics, commonly used as a quantitative research methods, their main advantage being that are easy to interpret and understand.

For the research we used combined techniques of documentation, from studying literature in the field, to analyzing the international articles written in the field.

We say that the work has a logical technique, given that after we established our research theme we used a series of steps preceding the desired result. We used the date base B-on.

For the first we have established a number of ten keyword combinations (Table no. 1) that we used as search engines and we have achieved a number of results from where we had to extract the most important and relevant articles related to our subject „internationalization of higher education”.

**Table no. 1**

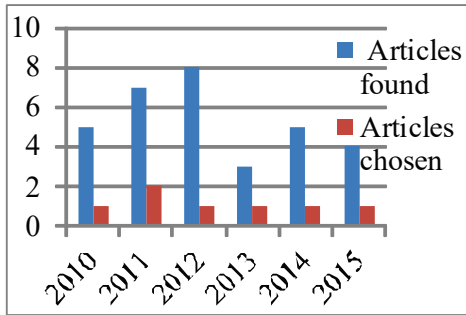
<b>Keyword combinations</b>	
internationalization tertiary education	internationalization universities case study
internationalization highereducation	internationalization faculty case study
internationalization universities	internationalization faculty framework
internationalization college	internationalization college model
internationalization college case sudy	internationalization universities model

The steps followed were, reading the article, analysing the aproached theme and a new selection of articles for choosing the most important of them.

Using these chronological steps helped us in achieving the desired results and highlighting them in the next part of the research.

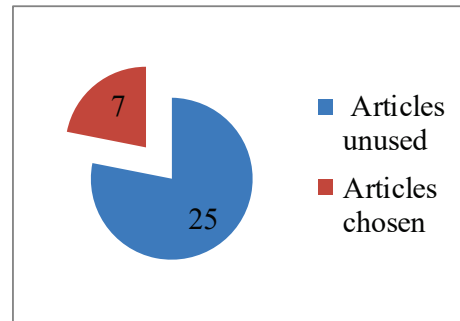
## 3. Results and comments

Using the first words combination, "Internationalization tertiary education" we obtained the following results, as shown in Graphs no. 1 and 2.



**Graph no. 1**

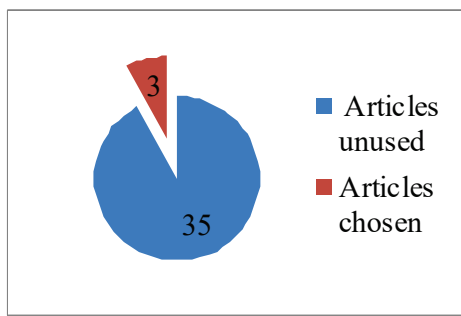
**Internationalization tertiary education**



**Graph no 2**

As shown in Chart no.1 using the keywords "internationalization tertiary education" it conducted to 35 results, and the biggest number of results is in 2012. It is noted an upward trend for research on this subject in the period 2010-2012, after which we noticed a decline in interest on the research subject. After an analyse of the second graph we can see how only 22% of the items found our research subject.

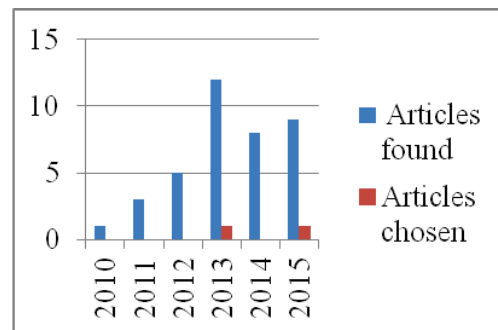
The results obtained by using the second group of keywords "internationalization higher education" can be seen on the following charts:



**Graph no. 3**

**Internationalization higher education**

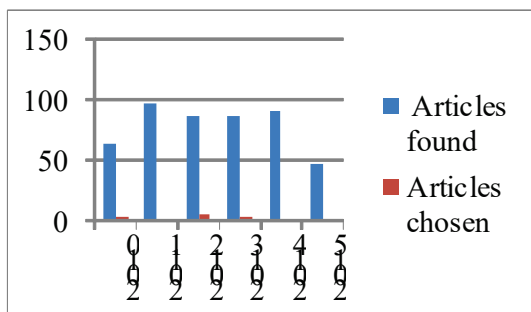
**Graph no. 4**



We notice in Chart no. 3 a growing interest for this subject in period 2010-2013, which is actually the culmination of research in the field and in the period under review, followed by a slight decrease of interest in 2014 and an increase in 2015.

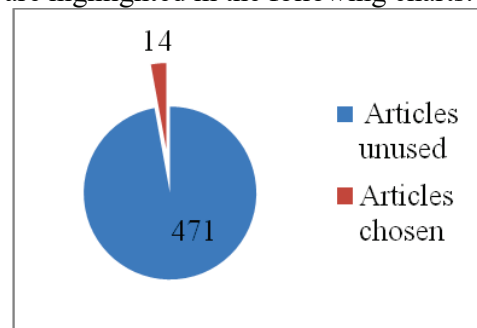
On the other hand, in the Chart no. 4 it is noticed how, out of 38 articles found in the analyzed period using the keyword group "internationalization higher education", only 8.6% answered our research question.

The results of the third keywords combination are highlighted in the following charts:



**Graph no. 5**

**Internationalization universities**

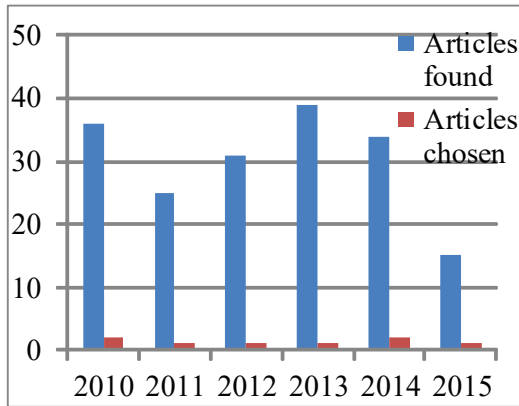


**Graph no. 6**

If we make a brief analysis of research on the internationalization of higher education, we see that using the keyword group: "internationalization higher education" we can find a total of 485 articles, more than 100 of them being from 2011.

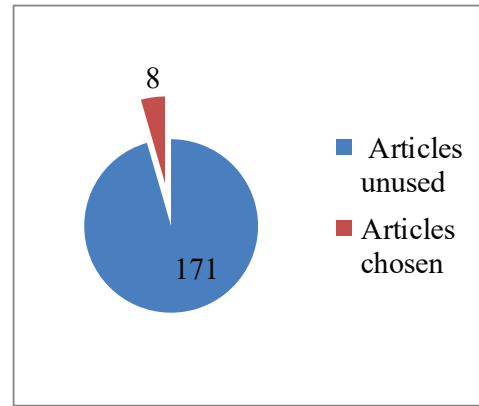
Research evolution shows a tendency to increase with a decrease by half in 2015. In the graph no 6 it can be seen that we chose 14 items, about 3% of those found.

Another group of keywords, the fourth "Internationalization College" can be explained in the following chart:



**Graph no. 7**

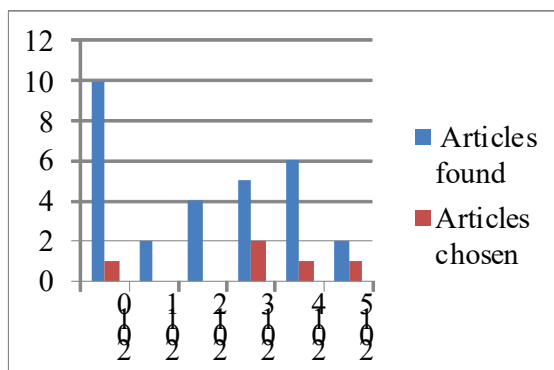
**Internationalization college**



**Graph no. 8**

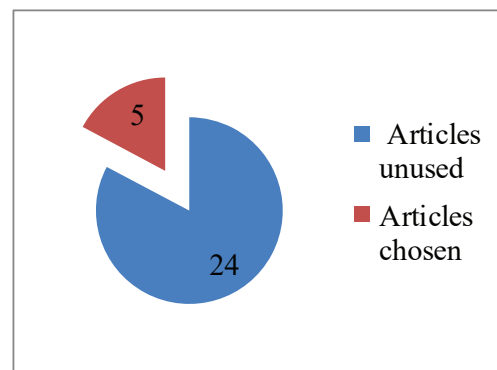
The results shown in the graphs above show that the number of items in the period 2010-2015 is increasing, and we selected eight articles that we consider relevant to our research, out of a total of 179.

The fifth keyword group "internationalization college house study" used in the research shows a culmination of research in 2010 followed by a big decline, which is trying to recover starting from 2012 to 2014, and in 2015 it returned to 2011 levels, as shown in the following charts:



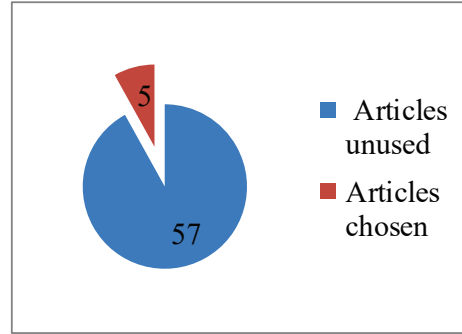
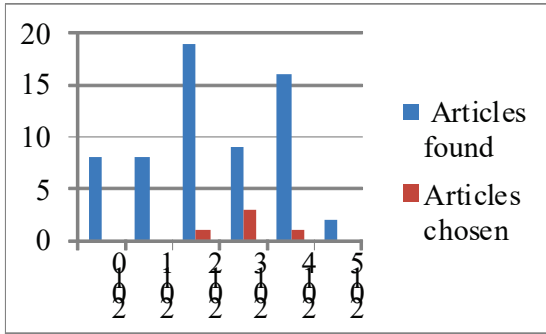
**Graph no. 9**

**„Internationalization college case study”**



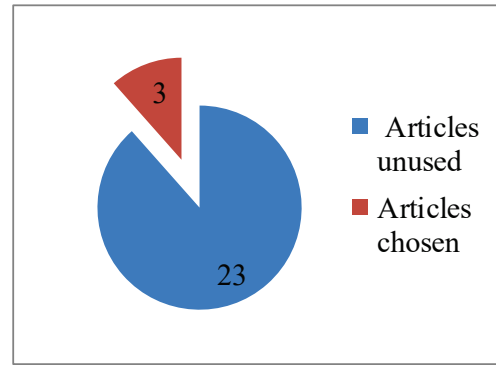
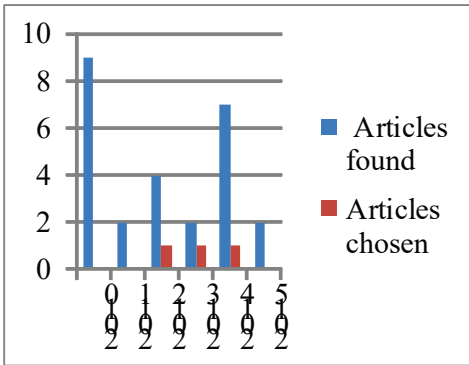
**Graph no. 10**

Using the keywords "internationalization Universities case study" we noticed a growing interest in the topic during 2010 - 2012, 2012 stands to be the most prolific year in terms of research on internationalization of higher education, then we see a decline in 2013, followed by 2014 when the number of articles on this topic was doubled. The results can be seen in the following charts:



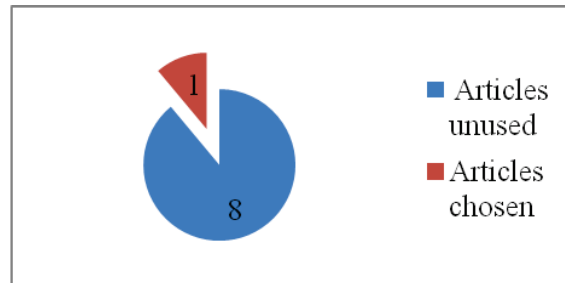
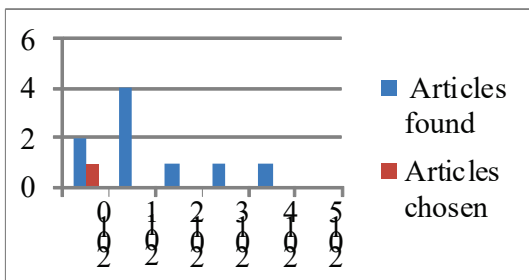
**Graph no. 11 „Internationalization universities case study”      Graph no. 12**

Regarding keywords "faculty internationalization case study", following graphs show that most articles were found in 2010, yet we have not selected any article from that period. We consider that they are out of our research area.



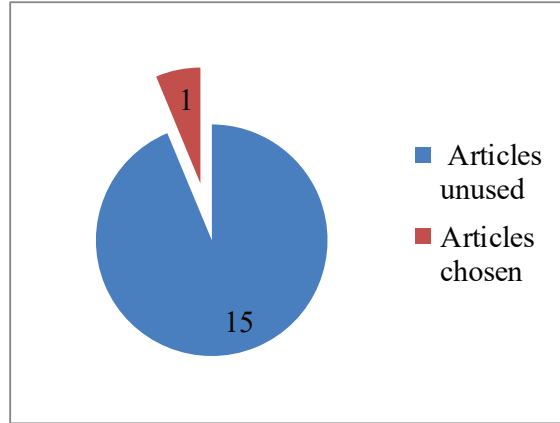
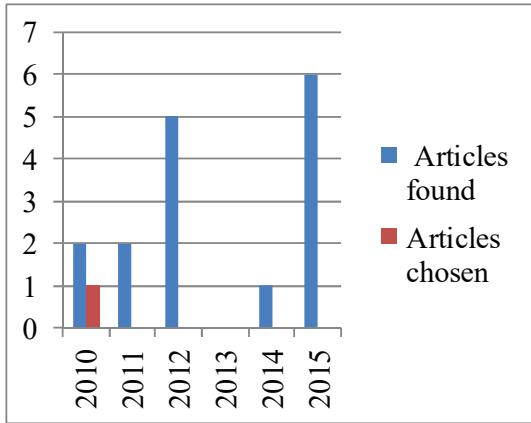
**Graph no. 13 „Internationalization faculty case study”      Graph no. 14**

As can be seen using this keywords results are modest and we selected only 3 articles. For keyword group "internationalization faculty framework", as can be seen in figures no. 15 and no. 16 results are more modest than those obtained previously. We found 8 articles from which we extracted only one.



**Graph no. 15 „Internationalization faculty framework”      Graph no. 16**

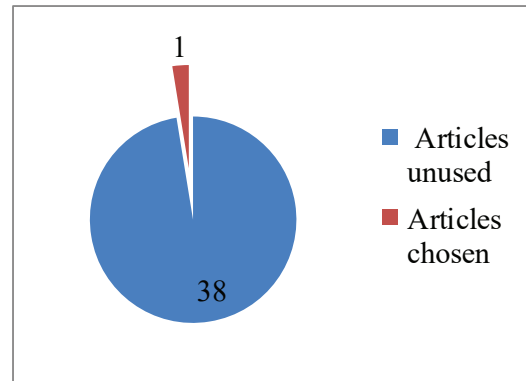
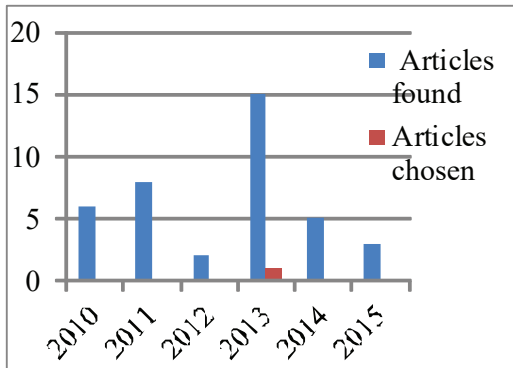
Another group keyword "internationalization college model" shows the following situation:



**Graph no. 17** „Internationalization college model” **Graph no. 18**

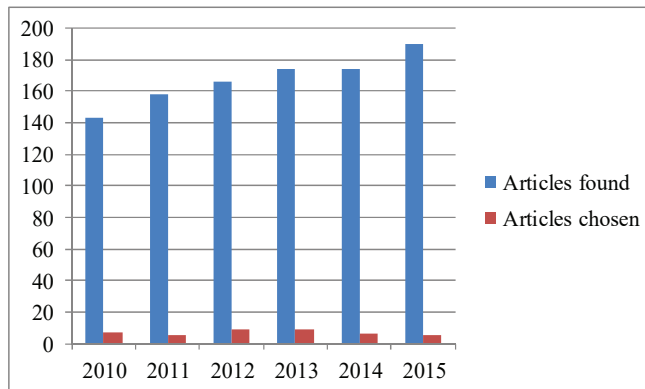
We see in the chart above as a number of articles in the period is increased, exception being 2013, the year we did not find any articles using this search engine and 2014 when the number of articles was quite low, but the surprize occurred in 2015. Even though we found 16 articles we considered that only one should be chosen and analysed.

The last keyword group was "internationalization universities model" where we found 39 articles in this period and we selected again only one article.



**Graph no. 19** „Internationalization universities model” **Graph no. 20**

We followed an evolution of the articles by years found and selected, using the ten groups of keywords. The results can be observed in the graph no 21:



**Graph no. 21** The evolution of research about the „internationalization higher education in the period 2010-2015”

The results showed an increasing trend of research in this period. As shown in the graph above during the period analyzed overall we found 1005 articles, of which we chose as relevant to our research only 34.

In the following we extract a series of concepts with regard to internationalization, globalization, internationalization of education, mobility of faculty and students after we analyzed article by article.

Moreover, we note that approximately 4 % of the items have significance for our research and we conducted a brief analysis of the selected articles to see the concepts of the authors about internationalization.

Internationalization has attracted the attention of several researchers over time, but in the present research we will stop at the period 2010 - 2015. Among the chief researchers of this topic we mention: Hui-Lin Hung, Eunsook Hyun (2010), Subrata Kumar Mitra (2010), Jarle Trondal (2010), Cynthia Miller-Idriss and Elizabeth Anderson Worden (2010), Nick Adnett (2010), Sue Saltmarsh and Teresa Swirski (2010), Rui Yang and Fang-fang Qiu (2010), Xiaoping Jiang (2010), Glen A. Jones, Anatoly Oleksiyenko (2010), Sheila Trahar and Fiona Hyland (2011), Gavin Sanderson (2011), Shaozhuang Ma, Virginia Trigo (2011), Mahsood Shah and Chenicheri Sid Nair (2011), Santhi Ramanathan, Seethalechumy Thambiah, Kavitha Raman (2012), Chen Linhan (2012), James Otieno Jowi (2012), Andrea Bernhard (2012), Ana Mosneaga and Jytte Agergaard (2012), John D. Palmer, Young Ha Cho (2012), Gavin C. O'Connor, Kent A. Farnsworth, Mary E. Utley (2013), Erlenawati Sawir (2013), Sue Pattison & Sue Robson (2013), Young Ha Cho, John D. Palmer (2013), Dorothy I-ru Chen, William Yat Wai Lo (2013), Peter Garrett and Lidia Gallego Balsà (2014), Miri Yemini, Vered Holzmann, Dalia Fadilla, Nazeem Natur and Anat Stavans (2014), Helen Haijing de Haan (2014), Hannah Rose Mendoza and Tom Matyók (2014), Jacqueline Stevenson (2014), Anna A. Voroshilova (2015), Ian Crawford and Zhiqi Wang (2015), Ane Larrinaga and Mila Amurrio (2015), Gifty Oforiwa Gyamera (2015), Olivier Bégin-Caouette, Véronique Angers, Kimon Niflis (2015).

Thus, we have focused on article written by Subrata Kumar Mitra (India, 2010) beginning from the research question: "What are the needs and demands of Internationalization in Indian Higher Education?". And we get the result that "India Needs Bigger investment Needs for Higher Education and to open the boarder for foreign universities". Also relevant is the article wrote by Jarle Trond (Norway, 2010) that tries to answer the question "How are patterns of internationalization among academic staff at Universities?". The conclusion of his research is next "Collaboration between university leadership and academic staff is a key condition of internationalization".

Nick Adnett aims "The import of Higher Education from poor or Developing Countries" and concludes that "The economic gains from the Internationalisation of Higher Education are distributed unevenly between developed and developing countries" (Adnett, 2010, pp. 393-409).

Saltmarsh and Swirski consider that the academic mobility is on a high level in Australia and is also supported by the government (Saltmarsh, Swirski, 2010). Also, Rui Yang concludes that "Their Australian experience and all their connections with their country is linking China more closely to the international scholar community" (Yang, 2010, pp. 291-301).

In New Zealand, Jiang considered that the universities have to revisit neglected social and cultural dimensions to support higher education services (Jiang, 2010, pp. 882-896).

The year 2011 is characterized by a number of 166 articles, of which we selected only 9 items, to use them in the present research. As a result of research done we observe how Sheila Trahara and Fiona Hyland (2011,UK) are asking "What are the experiences and perceptions of the people to be in a international environment?". They used qualitative research methods, better focusgrupul and get concluded that "people have the same opinions, with some differences. It is necessary to be create a truly international higher education landscape".

Also, Sanderson in his article tries to answer the question “How are patterns of internationalisation among academic staff at universities?” (Sanderson, 2011, pp. 661-676). This article has developed a framework that can be used by university teachers and academic developers to instigate reflection and discussion around the internationalisation of teaching. It is suggested that addressing seven foundational criteria – five from the profile and two arising from research on the Profile – could form the basis of good teaching practice in this area.

Shaozhuang Ma, Virginia Trigo (Portugal, China, 2011) have in their article “an overview of the internationalization of MBA education in China”.

Shah and Nair (2011, Australia) observe how higher education that survives only from student fees ends up closing many degree programs.

Santhi Ramanathan (2012 ) follows through research to answer the question “How is it perceived by the internationalization of higher education in Malaysia, which are efforts and how are they perceived these efforts?”. Authors conclude that “the degree of perception of the internationalization importance by malaesyan academicians is higher than the perception of the degree of internationalization implementation”.

Chen Linhan (China, 2012) tries to answer the question: “What are the consequences of internationalization of the higher education system in China?”. The author concludes that “the existence of international colleges is extremely significant in order to develop and cultivate human resources in China and to improve the quality of Chinese population”.

James Otieno Jowi (Kenya, 2012) asks “How has developed internationalization in Africa and what are its consequences on the African Universities?”.

It is a fight with the future. Internationalization and new issues raises many questions about the potential and the future of higher education in Africa, and if Africa is going to be a real player in the processes of knowledge worldwide. We observe also how researchers were interested in publishing articles that could really help those who are interested in internationalization.

For example, an author (Bernhard, 2012, 153-169) considered that the results of his study will help decision makers from higher education staff (administrators and researchers), quality assurance agencies, organizations, and other interested parties who are involved in quality assurance to familiarize themselves with different systems, approaches to quality assurance and to judge future developments in this area.

Analysis illustrated the way in which universities have formulated strategic interests in internationalization and in recruiting international students and accepts the importance of competing on the international market (Mosneaga, Agergaard, 2012, pp. 519-538).

Internationalization of teachers training is an effective way to meet the challenge of globalization, intercultural and international. (Be´gin-Caouette, 2012, pp. 568-583)

Competitiveness and investments are concentrated to principles for higher education in Asia. Asian excellence initiatives are already hunting for talent globally. Their ability to deliver supportive work environments and good infrastructure, and to offer agreeable salaries, makes them a formidable competitor to western institutions for the best people (Hou, et. all, 2012).

We observe in a study (Pattison, Robson, 2013, pp. 188-202) that british universities should translate internationalization as "academic development and intercultural skills".

“Internationalization or commodification?” is the question they asked themselves two researchers (Chen, Lo, 2013, pp. 33-41). They presents a case study of internationalization practices in Taiwan’s higher education, including international mobility, curriculum, design and administrative support. Foreign students tend to be with foreign students and Korean students with Korean students. Koreans, believed that the internationalization policy has surrendered the quality of university in favor of the number of foreigners, EMI courses, and publications in English.

Participants had a strong sense of having learned through their experience about other students and cultures and viewed them as being different but equally valuable.



Although drinking and partying are considered by international students as important aspects of social life in campus, these activities are usually prohibited in Taiwan's campuses and are not welcomed by the local students.

The experience of Madison Area Technical College has been a gradual but strategic effort that has drawn upon best practices in comprehensive internationalization.

The results of the research of art as the four institutions analysed are risk-averse, the main factors that we can influence the decision for the better are your reputation, prestige and international mobility. Also, an important role in the penetration of new markets they have international money and Government support.

The results of a research reveals that being a global citizen in an institution of higher education from Thai assumed to think, communicate and behave globally.

Education development international in Missouri colleges involved assume a total on the part of the Administration, but also to those involved in the educational process.

Erlenawati Sawir considered that "the international student is a cultural and educational resource for the academic staff for the purpose of applying the international curriculum" (Sawir, 2013, pp. 359-378).

### **Conclusions**

The conclusions that we have drawn by realization of this research have shown us firstly that Australia is the most developed country and it is also very well organized in terms of internationalization of higher education. It also attract many teachers to work there. As can be seen in our research Australia is the country of origin most articles on internationalization.

Based on the analysis performed, we can say that involves the internationalization of higher education, while a number of challenges but unfortunately a number of risks. The challenges of internationalization are, first, the ability to mobilize adequate financial and human resources to build sustainable public policies conducive to increasing internationalization of the campus. Although expressed generically, this challenge takes different forms in different states, namely universities different. Not all states go in this competition internationalization of your access line home. There are states that already have years of experience in this field, their policies in the university sector is linked to other policies promoting the language, culture, research centres, tourism etc. There are also varying degrees of political maturity on the understanding, ownership and support of appropriate public policies.

Turning now barrier, relatively fragile, the challenges and risks should be noted that, unfortunately, as the forms of internationalization of higher education are diversifying and witnessing the multiplication of the types of risk associated with this process.

If we look back about a decade, where countries of origin of international students, the most important risk was related to the possibility of losing by migration an important resource of human capital. For example, internationalization was seen then as a way through which the redistribution of global talent in most cases to the detriment of developing countries. Similar situations have encountered in developing countries now.

But if we look back we see how countries that were considered beneficiary or absolute winner of the internationalization process were subjected to acts of international terrorism.

Another conclusion that we pulled it is that, China has one of the strongest economies and over time could become a "global education center." Also, we found that a very important point of internationalization would be treating the foreign students as part of the community to make for a better integration.

Also, through internationalization we must not only understand international professors, international school programs, international curriculum but we should talk also about international culture and international social life.

We believe that in addition to this internationalization lesson that academic environment should learn it should be taught to every student. That is to be open to new

things, to acquire social, cultural, public and international academic experience.

We believe that nowadays is a fight with the future in terms of accommodation and the potential of developing countries to cope with academic internationalization of developed countries.

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