Higher Education
Internationalization Reform

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Brain Drain

Are we putting our best efforts to prepare our best students to leave the country?
Setting the Context
International Student Mobility Trend

- 2025: 8 M projected
- 2011: 4.3 M
- 2005: 3.0 M
- 1995: 1.7 M
- 1985: 1.1 M
- 1975: 0.8 M

Source: OECD Education at a Glance, 2013
Distribution of foreign students in tertiary education, by region of origin, 2012. Source: OECD
African International Students

Top Destinations
• South Africa
• France
• UK
• US
• Germany

Top Senders
• Morocco
• Nigeria
• Algeria
• Zimbabwe
• Cameroon
International Students from Kenya

- US
- UK
- Australia

- 3 out 100 Kenyan workers are “Skilled”
- Kenya’s skilled emigration rate is up to 40%
- Evidence of “Brain Waste”
- Good News: Evidence of Brain Drain Decline or Flattening
Emergence of Regional Hubs

• More students staying closer to home

• Between 1999 and 2012
  – Arab States, increased from 12% to 26%
  – Central and Eastern Europe increased 25% to 37%
  – Sub-Saharan Africa increased 18% to 28%
    (UNESCO, 2014)

• Lower costs, improved quality, cultural familiarity, family, etc.
Changing Tides

- Regional agreements
- South-South initiatives
- North to South investments
- Global Dialogues (24 intl ed associations)
  - “Gaining commitment on a global basis to equal and ethical higher education partnerships”
Why Does Educational Migration Matter?
$24 Billion Contributions to US in 2013/14

64% of international students (81% of undergraduates) rely primarily on personal and family funds to pay for their studies.

Source: US Dept of Commerce
Fields of Study

- **STEM, 42%**
- **Business & Management, 22%**
- **Social Sciences, 9%**
- **Fine & Applied Arts, 6%**
- **Undeclared & Other, 17%**
- **Intensive English Language, 5%**

**STEM Fields**
- Engineering, 19%
- Math/Computer Science, 10%
- Physical & Life Sciences, 8%
- Health Professions, 4%
- Agriculture, 1%
Earned Doctorates Physics in US

Earned Doctorates Engineering in US

Internationalization in Higher Education Benefits

- **Revenue**: Tuition, fees, local economy
- **Skill Shortages**: STEM, international scholars, prestige
- **Diversity**: Learning, representation
- **Global Competition**
US Dept of Ed

Internationalization Strategy

*Internationalization as a means to compete in a global economy*

- It is no longer enough to solely focus on ensuring that students have essential reading, writing, mathematic and science skills. Our hyper-connected world also requires the ability to think critically and creatively to solve complex problems, *the skills and disposition to engage globally*, well-honed communication skills, and advanced mathematics, science and technical skills. Such competencies will prepare students, and our nation, for a world in which the following are the reality. (US Department of Education, 2012, p. 2)
“The millions of people who have studied in the United States over the years constitute a remarkable reservoir of goodwill for our country, perhaps our most underrated foreign policy asset. To educate international students is to have an opportunity to shape the future leaders who will guide the political and economic development of their countries. Such students gain an in-depth exposure to American values and to our successful multicultural democracy, and they take those values back home to support democracy and market economies.”
US International Strategy

- Young African Leaders Initiative
- Young Southeast Asian Leaders Initiative
- 100,000 Strong in the Americas,
- J. Christopher Stevens Virtual Exchange Initiative (Middle East)
- US Study Abroad Office
Internationalization as Acquisitions, Mergers, and Synergy
Internationalization as Acquisitions

Country 1

Country 2
Acquisition Consequences

• National/cultural imbalances: Brain drain, national competition
• Human rights: Xenophobia, discrimination, violence
• Global patterns of inequality
Internationalization as Mergers

Country 1

Country 2
Limitations of Mergers

- Limited participation
- Temporary, short-term
- Can be disguised as acquisitions
Recruitment OR Services
Internationalization as Synergies
Acquisition
Mergers
Synergy
Synergistic (and Sustainable) Approaches

• Integration of International Students in Classrooms
• International Studies in Curriculum
• Ethical Partnerships Towards Sustainability
• Internationalization at Home (IAH) (alt. to study abroad)
• Global Competencies for All

HOW to Begin?
Power of Assessment

(Policies and Resources)
(Old) Outcomes for Students

• Graduation Rate
• Grades/Points
• Employment
New Outcomes for Students

- Global Knowledge
- Global Citizenship
- Cultural Awareness
- Foreign Languages
- International Networks
- Global Careers
- Intercultural Skills
The importance of intercultural skills to organizations (by country)

Source: Telephone/faceto-face surveys of public sector, private sector and NGO employers responsible for employment decisions. Base: Brazil (n=43), China (n=40), India (n=40), Indonesia (n=40), Jordan (n=40), South Africa (n=40), UAE (n=44), UK (n=40), US (n=40)

Note: Because of rounding and/or exclusion of “don’t know” responses, percentages may not add up to 100%.
Contributions that education can make to improving intercultural skills as seen by employers (top suggestions from employers)

- Teach communication skills: 37%
- Encourage/require foreign languages: 32%
- Encourage/require studies overseas: 27%
- Develop international research partnerships: 24%
- Teach leadership skills: 23%
- Encourage/require classes on international subjects: 21%
- Bring in international faculty/students: 21%

Source: Telephone/face-to-face surveys of public sector, private sector and NGO employers responsible for employment decisions. Base: Global (n=367)
Beyond the Money Grab

- Local Students: Becoming Global
  - Global competencies
  - Global careers
  - Global citizenship

- International Students: Becoming Local
  - Local networks and friendships
  - Local engagement
  - Local application
Beyond the Money Grab

• Short-term: Building a Base of Trust
  – Identifying informants
  – Insider knowledge
  – Referrals

• Long-term: Sustainability and Growth
  – Partnerships and networks
  – New professional careers
  – Setting new agendas
Internationalization to Where?

• Acquisitions, Mergers, or Synergy?
• What is “international”? 
• Role of African countries?
• Whose interests are being served? At who’s expense?
• How will we determine internationalization “success”? How can we improve?
International Student Survey

• Survey of international student motivations, experiences, learning
• Role of countries in the South
• Institutional reports
  – Future strategies and recruitment
  – Institutional policies and planning
Survey Items

• Demographics
• Motivations & Expectations
• Educational & Social Experiences
• Intercultural Skills
• Learning Outcomes
• Satisfaction
• Future Goals
Value-Added Education (aka I-E-O)

INPUT
Student Demographics and Background
(i.e., SES, h.s. GPA, past experiences)

ENV’T
Student Experiences
(i.e., attended class, meet with professors)

OUTPUT
Student Outcomes
(i.e., GPA Graduation)
In Conclusion...
Educational Migration in a Global Society

• Increasing international students
• Increasing partnerships
• Need for ethical partnerships and exchanges
• Internationalization as synergy
• Power of assessment
• Internationalization at home (Combatting Brain Drain and Brain Waste)
Thank you!

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