

 THE GLOBAL CONTEXT

Internationalizing Higher Education: From Students' Journey to Strategy

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Internationalization is fundamental for all higher education institutions, nevertheless with its evolving and altering nature it was considered, until this moment, an uncharted territory. The impact of internationalization on higher education institutions is evident. To attain this impact, it is essential that higher education institutions chart the path and pave the way for effective internationalization strategies, policies, and actions. To foster an internationalized campus, stakeholders are to be upskilled, and internationalization elements to be modified and adjusted according to the institution's community and culture. These adjustments will allow institutions to compose the appropriate internationalization strategy, meet institution's goals and objectives, find best approaches to reflect on their own rationales, and adopt the most apt practices for implementation.

There is no one-size-fits-all framework for internationalization. It depends on numerous factors that change from one institution to another. These factors range from demographical, geographical, and cultural dimensions all through degrees and programs offered, student journeys, and cost-revenue models.

This article provides an outlook on internationalizing higher education institutions' concept definitions, rationales, approaches, activities, and applications. It also proposes a framework for the institutions' internationalization through students' journey. Finally, it discusses the potential enrollment management practices that contribute to the institutions' internationalization.

Literature Review

Definition

Various institutions use the term internationalization narrowly to refer to the number of international students and staff. However, the term is broad and entails other aspects that demand effort and attention from institutional leaders as it affects the institutions tremendously. As early as 1995, Knight and de Wit wrote that “there is no simple, unique or all-encompassing definition of internationalization of the university” and that it is not “helpful for internationalization to become a ‘catch-all’ phrase for everything and anything international.” These statements emphasized clearly that higher education leaders are required to modify their own institution’s internationalization processes and widen their views to perceive internationalization categories other than international students, faculty, and staff.

The definition of internationalization kept evolving; adjustments were added; and new rationales, approaches, and strategies were included to the internationalization concept itself to suit its broad nature. At this phase, international, intercultural, and global dimensions were included in internationalization definitions and the purpose of internationalization was also clearly articulated.

A definition proffered by Knight in 2003 states that internationalization is “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.” De Wit, *et al.* in 2015 added to Knight’s definition “...in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.” Later in 2018, Knight and de Wit wrote “that notion is probably even truer now” and “internationalization has become a very broad and varied concept, including new rationales,

approaches, and strategies in different and constantly changing contexts.” Also, Hunter, *et al.* (2022) analyzed the higher education internationalization concepts and definitions and offered a critical overview stating that “the concept of internationalization continues to be refined and revised, and theories and definitions adjusted to match new and evolving understandings.”

Nowadays, internationalization of higher education is a highly strategic practice in universities across the world, driven by different rationales and purposes. Higher education internationalization is concerned with integrating an international, intercultural, or global dimension to the institution, to enhance not only the quality of education and the lifelong learning

objective but also leveraging the mindset of the higher education community to be trans disciplined and intercultural competent. These dimensions influence all areas of the institution, as internationalization is meant to be integrated into the institution’s policies, “teaching, research and service functions” (Knight 1994). By

focusing on the curriculum and learning outcomes, internationalization in higher education becomes less predominantly focused on mobility. This would ensure internationalization for all and not for the mobile minority. By doing so, higher education institutions would contribute to bridging the gap between rhetoric and reality by providing an overarching purpose to internationalization. This would also encourage institutions to reflect more on their own rationales (Hunter, *et al.* 2022).

Rationale

It is a requisite for higher education institutions “to go beyond the rhetoric of internationalization and purposefully to reconnect it to academic values; to consider internationalization in the widest context of the institutional mission and indeed the very purpose of higher

It can thus be said that such internationalization is not merely an aim itself, but an important resource in the development of higher education towards, first of all, a system in line with international standards; secondly, one open and responsive to its global environment.

QIANG 2003

education—and to pursue these aims through clear strategies and strong (international) alliances” (Hunter and Sparnon 2016).

Universities across the world are interested in internationalization as a strategy to meet the demand for better quality of education; however, internationalization arrangements vary greatly depending on institutions’ context. As mentioned by Qiang in 2003, internationalization has several rationales and roles to increase institutional competitiveness, change organizational culture, and reform higher education systems (Shin and Harman 2009). Scott (1992) identifies seven imperatives for global education: economic competitiveness, environmental interdependence, increasing ethnic and religious diversity of local communities, the reality that many citizens work for foreign-owned firms, the influence of international trade on small business, the fact that college graduates will supervise or be supervised by people of different racial and ethnic groups from their own, and national security and peaceful relations between nations. Warner (1992) proposes three different models: competitive model, liberal model, and social transformation model. The rationales adopted in this article are Knight (1997), followed by Qiang (2003) rationales, which were clustered into four groups: political, economic, academic, and cultural/social.¹ They detailed them as follows (Condette and de Wit 2023):

■ **Academic:** The academic rationale is principally linked to the goal of achieving international academic standards for both teaching and research. The underlying principle is enriching the quality of education and enhancing academics through encouraging greater internationalization across teaching, research, and service activities and by centralizing it to the mission. As internationalization, if central to the mission and not a marginalized endeavor, is con-

templated as a tool that adds value to the quality of education and helps learners exchange knowledge and acquire attributes to succeed in today’s world.

■ **Cultural and Social:** There is a dire need for improved intercultural understanding and communication. This understanding will reason:

- The internationalization of a nation’s education system through the acknowledgement of cultural and ethnic diversity within and between countries.
- Internationalizing the teaching and learning experience of students in undergraduate and graduate programs through enhancing intercultural relations and communications and equipping them with cross-cultural knowledge and skills (Knight 1997).

Accordingly, higher education’s role is eminently valuable in integrating intercultural learning. Intercultural learning is defined by Harvey 2018 as the process of developing one’s intercultural competence, which involves increasing the complexity with which one experiences cultural difference. This is very much a developmental process. It requires not just learning about another culture or cultures, but developing understanding and skills that can be applied in a wide variety of intercultural experiences (Haug and Jacobs 2023).

■ **Economic:** The economic rationale, by many, is a direct response to the market forces associated with the economic dimension of globalization. On one hand, the economic rationale underlies efforts aimed at developing the human resources/capital necessary for the nation to stay internationally competitive; on the other hand, it tackles efforts geared toward increasing the institution’s income by providing education abroad or attracting more foreign students.

Knight (2004) stated that higher education is considered an export product and a way to develop the necessary human capital for the local workforce. Student mobility is hence recognized as a way to gain profits from international students’ tuition

¹ It should be noted, albeit briefly, that while academic, cultural, and political rationales are based on an ethos of cooperation, the economic one is based on an ethos of competition. Apparently, there is a gradual, yet visible, shift since the second half of the 1990s toward what is called by Van der Wende (2001) “a shift in paradigm from cooperation to competition.” Still, this “did not exclude the continuation of cooperative elements.” It is necessary that institutions observe both these overarching rationales—cooperation and competition—to internationalize higher education whilst ensuring that no one rationale dominates the other.

fees and related expenses. While there are numerous higher education institutions functioning as non-profit organizations, finances are essential in keeping the institution running. However, it is immensely important to be alert that, as Jones (2020) states, “Mobility needs to be seen as adding value to an internationalized curriculum, not as the focal point of internationalization efforts.” This reemphasizes that internationalization is not a goal in itself, but a means to enhance quality, and that it should not focus solely on economic grounds.

■ **Political:** According to Knight (1997), “Internationalization contributes to enhancing the reputation and prestige of a country on the global and regional stage. Higher education is used as a soft power tool, or ‘knowledge diplomacy’. Student mobility and faculty collaborations create stronger bonds between countries.” He also added: “Education, especially higher education, is often considered as a form of diplomatic investment for future political and economic relations. For example, scholarships for foreign students who are seen as promising future leaders are considered to be an effective way of developing an understanding of and perhaps affinity for the sponsoring country. This affinity may prove to be beneficial in future years in terms of diplomatic or business relations. (Knight 1997, 9)” (CHEI 2023, ch. 22; Qiang 2003).

According to de Wit, Hunter, Howard, and Egon-Polak (2015), it is essential for internationalization to evolve into a more comprehensive, more intentional, and less elitist (for all students and staff) process, less focused on mobility and less economically driven, with the goal to enhance the quality of education and research and make a meaningful contribution to society.

Approaches to Internationalization

To implement the internationalization rationales briefed in the previous section in a higher education institution, approaches to internationalization were developed. The term “approaches” in literature was used by several authors (Aigner, *et al.* 1992; Arum and Van de Water 1992;

TABLE 1 ➤ Approaches to Internationalization

Activity	Promotion of activities such as: ▶ Curriculum ▶ Student/staff exchange ▶ Technical assistance ▶ International students
Competency	Development of students, faculty, and staff’s international and intercultural: ▶ Skills ▶ Knowledge ▶ Attitudes ▶ Values
Ethos	Developing the international dimension of the institution by creating a culture that values and supports: ▶ International and intercultural perspectives and initiatives ▶ Institutions principles and goals
Process	Integration of an international/ intercultural dimension into: ▶ Teaching, research, and service ▶ Organizational policies and procedures.

De Wit 1995; Knight 1994, 1996, 1997) and was used in reference to the promotion and implementation of internationalization programs adopted by higher education leaders. There are four different approaches used to describe the concept of internationalization (Qiang 2003). Table 1 summarizes the categories and the elements of each approach as mentioned by Qiang.

Activities and Applications

Efforts must be exerted to engage stakeholders in entrenching internationalization in the institutions’ policies, planning, and processes. By doing so, the institution can be both successful and sustainable. The community members are expected to be reluctant to engage in the internationalization procedures, as studies show that administrators and faculty at colleges and universities are apathetically responding to the calls to further their internationalization efforts (Schoorinan 1999). To engage stakeholders, higher education leaders are required to lead by example and take the first step. They should follow that by advocating for policy change, articulating the benefit, and emphasizing the

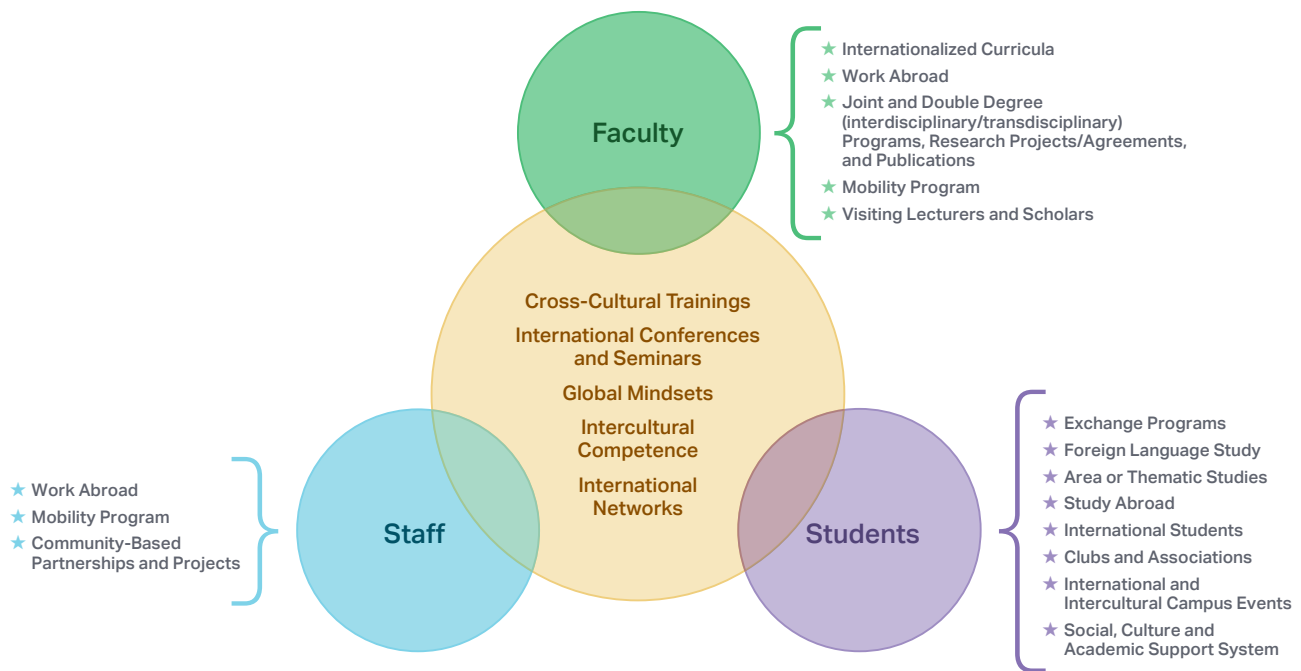


FIGURE 1 ► Internationalization Activities

strategies “with empathy, clarity, and reason” and to equip the stakeholders “mentally, psychologically, and physically” to involve the community in the internationalization processes (Hassanein 2022).

Prior to implementation, it is important for leaders to take the initiative by implementing some of Qiang’s (2003) “Organizational Elements of Internationalization:

- Express their commitment to internationalization.
- Involve faculty, staff and students in the discussions and decision-making process.
- Clearly articulate rationale and goals for internationalization.
- Recognize international dimension in mission statements and other policy documents.
- Allocate budget for supporting internationalization.
- Integrate internationalization into institution-wide and departmental planning, budgeting, and quality review systems.”

Subsequently, faculty, staff, and students will be encouraged to take part in the institution’s internationalization process, strategy development, and implementation.

According to Vught and colleagues, internationalization in higher education is seen to include several activities and processes such as: The transnational mobility of students and staff, internationalization of curricula and quality assurance, interinstitutional cooperation in education and research, and the establishment of international university consortia. Furthermore, there has been strong growth in the cross-border delivery of education, leading to a substantial market in export and import of higher education products and services (Van Vught, *et al.* 2002; Kreber 2009).

To engage in the internationalization process and apply the approaches to internationalization faculty, staff, and students will get involved in diverse and common activities. The following section summons the Van Vught, *et al.* 2002 internationalization activities (shown in Figure 1) after categorizing them according to the higher education key player.

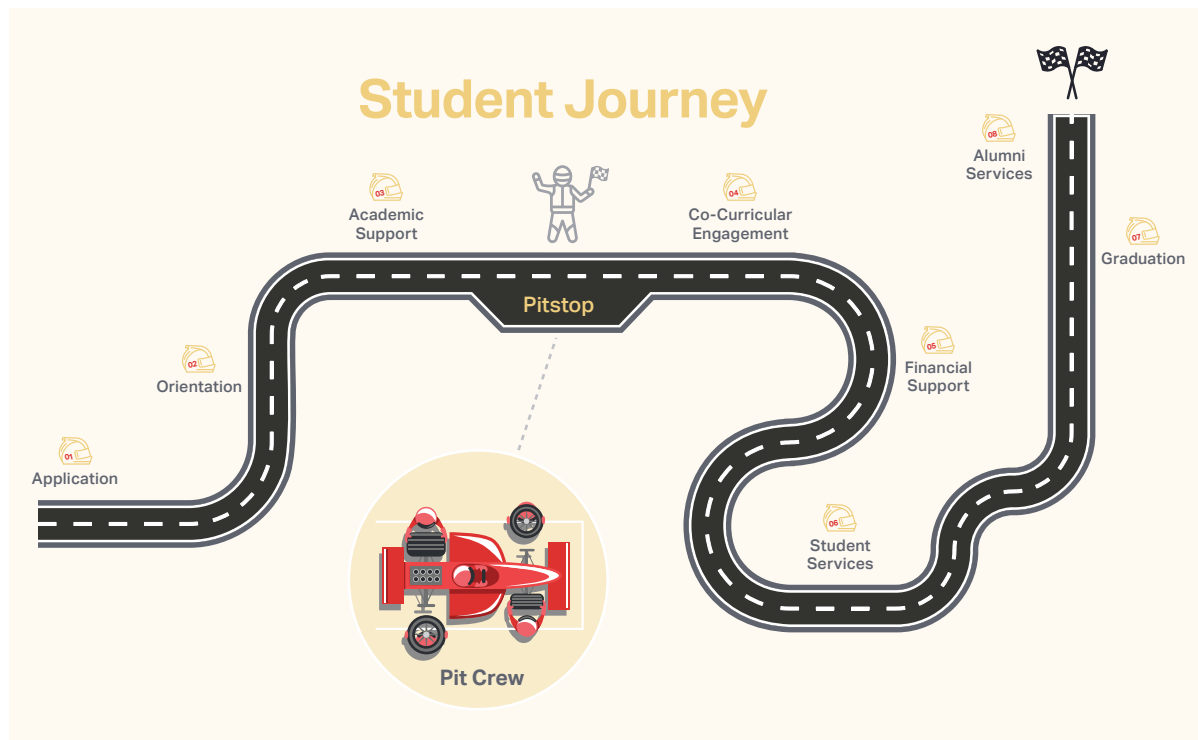


FIGURE 2 ► Students' Journey—Raceway

TABLE 2 ► Internationalization Framework throughout the Students' Journey

Step	Activity	Pit Crew Key Player	Strategy and Approach	Targeted Objective(s)	Rationale	Key Performance Indicator (KPI)
Application	► Recruitment	► Faculty ► Staff	Pursue: ► International students ► Different demographics ► Composition of international students ► Diversity in institutions of higher education where prior degrees were earned.	► Expanding and improving international student enrollment	► Academic ► Economic	► % of national vs. international students ► % of students with different demographics ► % composition of international students by nationality ► Presented institutions diversity
	► International student orientation ► General student orientation	► Faculty ► Staff	Conduct themed orientations: ► International: With knowledge about the culture, what to expect and how to deal with it ► General: To encourage (local and international) students to engage and interact with each other in a multicultural setup	► Expanding and improving international student enrollment	► Academic ► Cultural and Social	► Number of international students attending orientation ► Number of students attending orientation

TABLE 2 ► Internationalization Framework throughout the Students' Journey

Step	Activity	Pit Crew Key Player	Strategy and Approach	Targeted Objective(s)	Rationale	Key Performance Indicator (KPI)
Academic Support	► Cultural components	► Faculty	► Internationalizing curriculum ► Maintaining international standards for quality of education ► Proposing new joint programs and Interdisciplinary degrees ► Creating liberal arts education	► Internationalizing the institution in general	► Academic	► Number of internationalized curricula/courses ► % of international standards maintained in the programs ► % of curricula internationalized ► Number of joint programs formed. ► Number of interdisciplinary degrees in the institution ► Number of policies, decisions, and actions taken towards liberal arts notion implementation and its effectiveness.
	► Interculturality	► Faculty	► Conduct (for students, staff, faculty and the whole community) interculturality: ► Awareness campaigns ► Engagement and implementation events ► Training and workshops to build an interculturally sensitive campus and interculturally competent members. ► Creating Global mindsets	► Internationalizing the institution in general	► Cultural and Social	► % attendance of these events ► Surveys to measure the Implementation of intercultural sensitivity attitudes on campus. ► Questionnaires and campus monitored engagement events to evaluate the global mindsets
	► Fellowships	► Faculty ► Staff	► Merit and need based fellowships for international students. ► Discipline specific fellowships (especially interdisciplinary degrees) for all students.	► Growing and improving student mobility ► Internationalizing the institution in general	► Academic	► % of students benefiting from the fellowships
Student Services	Student Grants: ► Study abroad ► Conferences ► Research Faculty Grants: ► Research ► Joint publications	► Faculty ► Staff	► Exposing local students and faculty to international setups. ► International experience abroad ► Joint research and programs ► International collaboration ► Promotion for co-supervision with local and international faculty in partner universities	► Growing and improving student mobility ► Expanding and improving research	► Academic ► Cultural and Social ► Political	► Number of faculty and students benefiting from the grants ► Number of published research ► Number of citations ► Number of joint research conducted. ► Number of awards/promotions received

TABLE 2 ► Internationalization Framework throughout the Students' Journey

Step	Activity	Pit Crew Key Player	Strategy and Approach	Targeted Objective(s)	Rationale	Key Performance Indicator (KPI)
Graduation	► Degree completion ► Successful experience to be shared	► Faculty	► Maintain the graduation balance within the set study period. ► Graduates from different: ► Cultures ► Disciplines ► Joint programs ► Demographics	► Expanding and improving international student enrollment	► Economic	► Completion time ► Completion rate ► Exit survey to measure their satisfaction with internationalization aspects in their journey and intercultural awareness ► The advantages/benefit of joint/interdisciplinary programs
	► Diversified alumna body	► Staff	► International Partnerships ► Interdisciplinary market	► Growing and improving international partnerships	► Economic ► Political	► Number of international partnerships ► Number of partnerships with diverse marketplaces

Internationalizing Students' Journey

The internationalization strategy elements vary from one institution to the other. Nevertheless, most strategies are focused on mobility, short-term and/or long-term economic gains, recruitment and/or training of talented students and scholars, and international reputation and visibility (CHEI 2023, chapter 1). For each of these strategies there are objectives. And by examining professionals within the international offices from the United States and Canada, QS (2019) revealed in its report “How North American Universities are Approaching Internationalization” that the top five key objectives of those surveyed who do have an internationalization strategy are as shown in Figure 3A (on page 57).

Evidently to reach these objectives, internationalization approaches and tactics have to be implemented in each step of the students' journey. Hassanein (2022) illustrated “.... the students' success journey as a raceway, where the team's collective effort in offering support to students, in every step of the journey, is like the pit crew (faculty and staff) who offers car maintenance and the racer reassurance promptly, efficiently, and effectively throughout the race, to ensure a successful and safe finale.” The journey shown in Figure 2 includes eight steps. In Table 2, the internationalization strategy demonstrated includes activities, pit crew team in

charge, approach, targeted objective, rationale, and key performance indicator (KPI) for each of the students' journey steps. The KPIs are used as a measurement tool for value and effectiveness. It is noteworthy to mention that measurement of value and effectiveness was identified as the biggest challenge of the five challenges stated by QS (2019) in the report (*see* Figure 3B, on page 57).

The Framework: Internationalizing the Institution through the Student Journey

Higher education institutions may find internationalization implementation overwhelming; to assist with that, the next section details the four indispensable activities to start with: internationalization of curriculum; intercultural competence; global mindsets; and joint programs, partnerships, and collaborative research and publications.

Internationalization of Curriculum

As previously mentioned, internationalization is “...the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen and Jones 2015). Curriculum refers to “...all the activities, experiences, and learning opportunities (that is, the entire teaching and learning environment) that

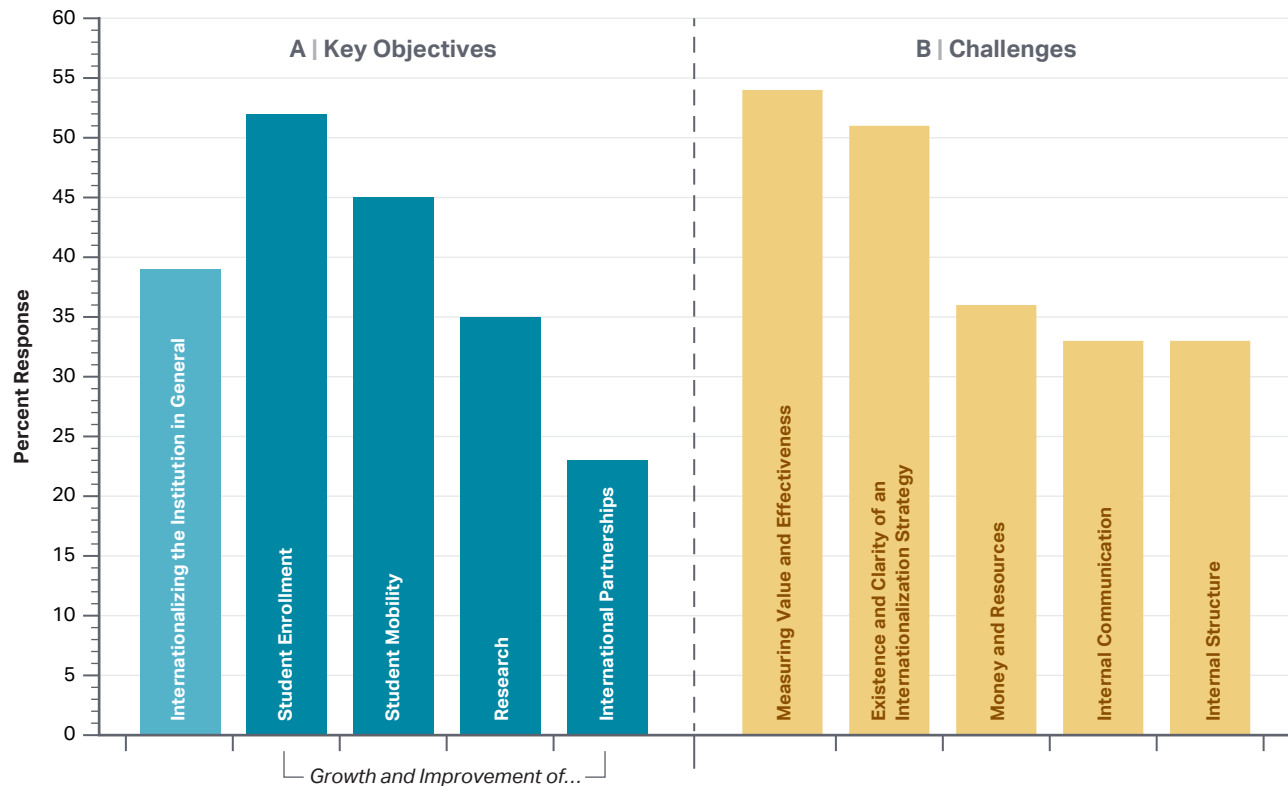


FIGURE 3 ➤ Top Five Internationalization Objectives and Challenges

students, academics, administrators, and support staff are part of. The curriculum involves the entire institution and all the intended (and unintended) messages conveyed to students while they are studying in our programs and on our campuses” (Kreber 2009). Accordingly, internationalizing the curriculum involves, as mentioned by Leask’s (2015), the “incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support service of a program of study,” extracurricular activities and on campus events.

Development

To internationalize the curriculum and make it internationally relevant and sensitive to intercultural issues, faculty and staff skills should be leveraged. The following are examples of the developmental practices and skills needed for higher education leaders to offer and develop:

- Engage faculty in the institution’s internationalization discussions.
- Identify the messages the institution aims to convey to students, and the means of conveying it.
- Develop transparent policies and visions, with both short-term and long-term plans.
- Assist in designing and remodeling courses.
- Raise awareness of internationalization and interculturalism to fully integrate it into the curriculum.
- Select appropriate intercultural contents and pedagogies.
- Create new internationalized/intercultural courses.
- Integrate intercultural aspects in current courses despite the field of study, such as game design, writing, and entrepreneurship.
- Add internationalization objectives to the courses.

- Develop new assessment techniques to evaluate the internationalization outcomes
- Guide educators to visualize their educational purposes and pedagogies from an international point of view.

Alerts

Educators are demanded to be aware not to internationalize curricula in a superficial way just to make it appealing to international students or to only go with the internationalization flow.

Intercultural Competence

Student diversity enriches graduate students' experiences and leverages their intercultural sensitivity levels

HASSANEIN 2020

Cultures are considered “networks of knowledge consisting of learned routines of thinking, feeling, and interacting with other people...shared... among a collection of interconnected individuals who are often demarcated by race, ethnicity, or nationality; used to form the common ground for communication among members; transmitted from one generation to the next...” (Hong 2009). Internationalization facilitates a closer connection between cultures, thereby increasing mutual understanding and developing the next generation of global citizens. However, to be able to develop the connection between cultures, intercultural sensitivity, “the ability to discriminate and experience relevant cultural differences” (Hammer, *et al.* 2003), levels must be leveraged to pave the way to intercultural competence, “the ability to think and act in interculturally appropriate ways” (Hammer, *et al.* 2003), community.

Development

To incorporate the intercultural awareness into the community and adopt a multicultural attitude sensitive

to and appreciative of cultural diversity, the following practices and skills development are necessary:

- Allow international and local faculty, students, and staff from different cultures and backgrounds, and/or with different abilities, to speak out about the cultural aspects of their own personal experiences and share the similarities and differences.
- Offer workshops to discuss cultural diversity, how to be sensitive to it, and how it enriches personalities.
- Follow up with the stakeholders on how they develop their intercultural competence.
- Conduct self-reflection and self-development seminars. These seminars are to be adapted to match different personalities and help them connect more deeply with their own humanity, express themselves easily, and develop their intercultural sensitivity. Example: writing seminars, meditation and free talk, design thinking, and game designing.
- Raise awareness among all faculty, students, and staff of diversity and intercultural sensitivity issues.
- Conduct campus-wide discussions, events, and training for all faculty, students, staff, and the whole community.
- Review institutional strategic and enrollment planning to integrate intercultural components into the university's general strategy.

Alerts

Leaders have to maintain the balance as some members will voice against, resist, and deny interculturality while others will take it extremely and may forget to preserve their own cultures.

Global Mindset

By implementing the above-mentioned internationalization strategy, and integrating it in different processes, all higher education constituents, faculty, staff, and students will be upskilled to contribute to the internationalization process, be interculturally competent,

and support others to be competent as well. They will also transform into world citizens with global mindsets who accept, adapt, and integrate other cultures while respecting their own. Global mindset doesn't only refer to individual mindset but also to organizational mindset. Lane, *et al.* 2009, defined global mindset as "the capacity to develop and interpret criteria for personal and business performance that is independent of the assumptions of a single context and to implement those criteria appropriately in different contexts." To develop and utilize a global mindset in an institution, clear goals are to be set, and all stakeholders are to collaborate using concrete, systematized problem-solving techniques to reach these goals and find solutions to work jointly, with other partners, on the greater picture. (Rickmann and Dennis 2023)

Development

To reach the individual and institutional global mindset, numerous activities are necessary to be conducted. These include:

- Communicate internationalization goals clearly, and specify the role of the community members.
- Offer design thinking workshops to work on the internationalization implementation strategies and to reach solutions collaboratively.
- Assist the members (especially those with different cultures/abilities) to overcome alienation from their internal worlds and foster a more globalized sense of responsibility.
- Conduct training and events to encourage members to overcome any barriers to empathy, create a genuine commitment, and develop the global mindset.
- Develop staff technological skills to advance in enhancing the institution with a global mindset.

Alerts

While developing the global mindset, it is key that leaders be cautious not to overwhelm the community and affect their mental and psychological health.

Joint Programs, Partnerships and Collaborative Research and Publications

As the interdisciplinary mindset is key to navigate the new era, it would be effective to build collaboration between faculty from different disciplines. Getting faculty engaged in multidisciplinary projects would enhance their experience, allowing them to feel the empowerment of multicultural backgrounds and diverse skills and how all disciplines complement one another. Accordingly, they will be conscious of the positive impact of interdisciplinary mindset and guide and inspire their students to dive into the transdisciplinary world

HASSANEIN 2022

Internationalization of higher education has been traditionally seen as a conduit for sharing knowledge across borders, becoming open to different perspectives, and ensuring that students and staff (academic and administrative) learn through international collaboration. Faculty's interdisciplinary mindset and the collaboration between faculty members in the same institution has to be maintained. Furthermore, partnerships and international collaborations are necessary to internationalize teaching and research; build international curriculum; and enhance students' learning journey to assist them in developing a global mindset and acquaint them with the knowledge and skills needed in this era.

Development

To build partnerships and joint programs, efforts must be exerted to encourage faculty and staff and keep them engaged. Below are some of these efforts:

- Conduct international partnerships.
- Offer staff, faculty, and students exchange programs.
- Offer cross-departmental training.
- Create new interdisciplinary programs.

TABLE 3 ► Internationalization Strategies and Practices across the Enrollment Management Assessment Phases

Assessment Phase	Strategy
Enrollment Projections and Recruitment	Conduct multicultural events to show the interculturally accepting environment to attract: ▶ international students with different cultural, educational, and ethnic backgrounds; ▶ national students from different demographic areas, sectors, and social backgrounds; and ▶ students with different abilities.
Admission	Follow up with accepted applicants to encourage them to join the institution through showing success stories for international students and their enriching journeys at a multicultural friendly inviting environment.
Financial Support and Funding Opportunities	Allocate budget for: ▶ integrating internationalization into the institution's policies and strategic plan; ▶ internationalizing the institution; ▶ funding students who contribute to the internationalization process; ▶ conducting international partnerships; ▶ offering students support grants to allow them to conduct research, attend conferences or study a semester abroad; ▶ offering faculty support grants to conduct international research and publications with international faculty from peer institutions; and ▶ funding the evaluation and the implementation of new internationalized and interdisciplinary programs, curricula, and research projects.
Students' Journey	Welcome interculturally competent environment to encourage students to complete their degrees through: ▶ making international students, scholars, staff, and faculty feel at home and integrate new cultures as they wish for; and ▶ allowing local students, scholars, staff, and faculty to be interculturally competent and respect diversity while preserving their own cultures.
Retention	Retain international students through: ▶ personalizing their journeys according to their cultural backgrounds and intercultural sensitivity levels; ▶ offering mental and psychological support during the internationalization integration process; and ▶ developing intercultural competence skills and knowledge. This will: ▶ boost the quality of education and academic success rates; ▶ improve international students' academic experience; ▶ strengthen the image of the institution and the country worldwide; and ▶ improve the labor market in the top sectors.

- ▶ Encourage students to study courses from different disciplines that count toward their degree completion.
- ▶ Encourage faculty to conduct transdisciplinary research and publications.
- ▶ Collaborate with other faculty from local and international institutions.
- ▶ Host international conferences
- ▶ Reward co-supervision with local and international faculty from partner institutions.

Alerts

Educators are obliged to be careful not to get overwhelmed with joint programs and partnerships to the

extent that they undermine the in-depth discipline program components.

Enrollment Management Internationalization Strategies and Practices

The following segment illustrates the potential enrollment management strategies to contribute to internationalizing higher education institutions. Table 3 illustrates these strategies in regard to “the enrollment management assessment phases enrollment projections and recruitment, admissions, students’ journey, retention, and financial support and funding opportunities” (Hassanein 2022).

Conclusion

Higher education institutions are increasingly called upon to internationalize. Internationalization with its true essence has to be visualized by each and every member of the community. By doing so, buy-ins will be assembled, and their contribution will be guaranteed. Consequently, building an internationalized campus and implementing the internationalization strategy will be ensured.

The intertwined goals of internationalization must be considered. Leaders should not ignore any of these goals at the expense of another. They have to be alert that while embracing internationalization with its multifaceted and ever-evolving characteristics, it is important to maintain the balance between the different rationales. This balance will allow internationalization to impact the institutions not only economically and politically but also academically/intellectually and socially. Meanwhile, administrators need to embrace the valuable effect of internationalization on upgrading the community's mindsets and upskilling them with lifelong learning techniques, as this will create trans-disciplined intercultural competent citizens with global mindsets.

It is a requisite that higher education internationalization be designed as a component of the university's strategies with a systematic/planned approach. It is the

institution's responsibility to prioritize internationalization goals and identify needs, rationales, and activities to build an internationalized social cultural immersive environment. Although goals of internationalization vary from one institution to another, they must include broad objectives such as: knowledge and skills of staff and students, knowledge production and dissemination, and cultural integration.

Within this dynamic era, leaders must be flexible and agile, as practices need to be revisited and adjusted regularly with a fresh critical eye, where needed. Partnerships to identify internationalization priorities, strategies, action plans, practices, and models are fundamental. It will allow universities to gain insights to revisit their own strategies and gain ideas from local and international institutions' models and best practices.

To ensure a smooth transition to an institution's internationalization, there is a need to persuade the stakeholders of the benefit of delving into new realms. This would also decrease their resistance and reduce the burdens on their wellbeing and mental health. Education leaders ought to take care of themselves and their community's wellbeing, and offer regular support to assist faculty, staff, and students to endure these changes and be sentient and satisfied with its benefit.

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About the Author



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