

NELSON MANDELA
UNIVERSITY

The Higher Education & Society Colloquium

Internationalisation as a connector or divider
of global and local interaction

Friday 17 August 2018,
Nelson Mandela University, North Campus Conference Centre





INTRODUCTION

Universities are often perceived by many as ivory towers disconnected from the communities and the rest of society. It can be argued that internationalisation is a bubble within the higher education ivory tower, often even further distanced from the 'real world'.

Are we engaging, connecting and integrating with the societies we are part of? How do we break out of the bubbles and silos? How do we think differently about higher education and internationalisation and their roles in making the world a better place while being immersed and engaged with the 'real world' around us? How to link the local and the global in practice? How to link the academia, policy makers and society?

This colloquium will critically debate higher education's role in the society – the immediate surrounding, the country where the university is located, as well as the region and the world. The colloquium will also discuss the future roadmap for higher education and higher education internationalisation in a world full of polarization, uncertainty and division.

2018 FAMILY WEEK COLLOQUIUM

The 2018 Family Week Colloquium signals the end of an era for Nelson Mandela University's internationalisation journey. When I was appointed the founding Director of the International Office in 2000 at the then University of Port Elizabeth, one of the goals set by the university council was to:

Integrate an international dimension into the core business of the university through internationally focussed education-related activities, technical assistance and cooperation with the university's publics and international students, staff and institutions.

The first document developed to guide internationalisation of the university did not only provide for an agenda to internationalise the university but also provided a long term vision that attempted to link the university with the world and hinted that it should be developed into a space that would provide intellectual leadership in higher education and its societies. This was clearly stated in the last paragraph of the first Internationalisation Policy document:

The dawn of a new era in the political history of South Africa coincided with the awakening of the network society that is dominating the social reconstruction of world history. This new emerging global social order has fundamentally altered the way in which higher education institutions conduct business.



The establishment of a network of global links between the university and other institutions and the subsequent interaction between staff and students should enrich individual experiences and also fundamentally change the way in which we interact with the network society.

A further development of the university's internationalisation footprint was the introduction of the Colloquium Series on Internationalisation. From the outset the broader society was integrated into the debates and the topics discussed.

This year is no different and it is envisaged that this colloquium would provide new insights into what would be demanded from higher education institutions to become the spaces that translate the global to the local and vice versa.

May this colloquium be a memorable event that will provide the necessary vision and guidance to those that will be tasked to continue the internationalisation journey, here and elsewhere. This is a journey that asks from universities to continuously re-invent themselves. The colloquia in the past eighteen years provided the necessary guidance to a future where internationalisation of Nelson Mandela University can only flourish and continue to provide leadership to local and global communities.

Dr Nico Jooste

Senior director: Office for International Education
Nelson Mandela University

THE COLLOQUIUM SERIES

AN ATTEMPT TO DEBATE THE LOGIC OF A CHANGING HIGHER EDUCATION LANDSCAPE

The Colloquium Series on higher education internationalisation was a direct result of the early realisation that internationalisation in South Africa around the year 2001 was focusing mainly on operational matters. It was a normal higher education response to a lack of systems, processes, frameworks and policies governing internationalisation. The leadership at what was then the University of Port Elizabeth realised that it needed to engage at a different level about internationalisation. This meant inviting and engaging more than just the management and professional staff in the space. It was clear that the academic project needed to occupy the centre stage. The development of the Colloquium Series envisaged the creation of a space where professionals working in the internationalisation field, together with academics, could meet, debate and innovate around the common theme of higher education internationalisation.

We stated in the first colloquium publication that the colloquium was intended to be the first of a lasting engagement between higher education practitioners and academic staff as well as other interested people on the topic of internationalisation of higher education institutions in the 21st century. It was also envisioned to provide a quality space for all role players in higher education.

During the first colloquium it was recognised that the internationalisation functioned in a space where the

concepts and definitions needed to think afresh to ensure that it remained relevant to the university of the 21st century.

The Colloquium Series that commenced its journey on 26 August 2004 as part of the first international partners week at the University of Port Elizabeth (the Family Week) focused on debating issues, challenges and possibilities in higher education internationalisation. In 2005, the colloquium had as a topic the internationalisation of the curriculum, followed by the 2006 colloquium that explored the characteristics of an internationalised university. In 2007 we explored the interplay between internationalisation and multiculturalism and in 2008 we debated the rankings and their relationship to internationalisation.

From 2010, both the Family Week and Colloquium became biennial events. The 2010 Colloquium - Benchmarking Across Borders - was introduced with the following welcoming message:

What became clear during the discussions at all the previous colloquia is that higher education internationalisation needs in-depth debates that question and guide. It needs to be recognised that internationalisation as a higher education practice and scholarly activity needs to move from a pioneering paradigm to a more stable institutional environment. Theories and globally accepted practices should become the fundamental drivers of internationalisation. In the pioneering phase, individuals set the

agenda to develop internationalisation to become institutionally driven and founded in globally accepted and theoretically founded principles. We, however, need to accept the fact that one of the fundamental characteristics of internationalisation is that it would always be in the forefront of higher education change. We will never reach the final answer and need to 'live the question' with innovation, based on theoretical principles, as one of its main features.

In 2012, the colloquium became more than an academic space for discussions about internationalisation at universities. That colloquium was a catalyst for the first global dialogue on the future of higher education internationalisation. The colloquium focussed on setting a new agenda for internationalisation with the colloquium topic being The Future of Internationalisation of Higher Education. The colloquium took a decision to challenge all the major organizations involved internationalisation globally. This ultimately led to the Global Dialogue on the Future of Higher Education Internationalisation, held in Port Elizabeth in January 2014.

The 2014 colloquium debated the role of institutional partnerships that culminated in the popular publication Higher Education Partnerships for the Future. Finally, the 2016 colloquium focussed on the commodification and commercialisation of higher education and internationalisation.

From the above, it is clear that the colloquia on internationalisation have over the years provided a global platform for discussions and debates of the full spectrum of internationalisation. This colloquium aims to do the same.





Dr Nico Jooste

Senior Director, Office for International Education, Nelson Mandela University

Dr Jooste is the Senior Director of the Office for International Education at Nelson Mandela University. He has been in this position since July 2000. He was responsible for the development of the office as a self-funding entity. During this time international student numbers grew from 130 in 2000 to 1500 in 2018. The comprehensive internationalisation has been implemented during this period as a strategic imperative of the university. Dr Jooste is involved in the re-thinking of higher education internationalisation globally and as such has helped arrange the Global Dialogue on the Future of Higher Education Internationalisation, held in January 2014 in Port Elizabeth, South Africa. He is the former President of the International Education Association of South Africa (IEASA). From June 1998 to June 2000, he was the Executive Director of the Eastern Cape Higher Education Association. He was the Deputy Registrar Academic from January 1993 and acting Registrar of the University of Fort Hare from January 1995 to December 1996. Dr Jooste was also a lecturer and senior lecturer in the Department of History and Economic History at the University of Fort Hare from February 1982 to February 1992. His areas of specialization are the Eastern Cape history and international relations of South Africa during the Cold War. He has published widely on South African history as well as on higher education management and presented numerous papers at local and international conferences on both topics.





Professor John K. Hudzik

Michigan State University, United States; NAFSA Senior Scholar for Internationalisation

John K. Hudzik is a Professor at Michigan State University (MSU) in the United States and NAFSA Senior Scholar for Internationalisation. He was MSU Dean and Vice President of International Programs and Global Engagement 1995 to 2010, and Acting University Provost in 2005. He is a past President and Board Chair of NAFSA—Association of International Educators, as well as past President of the Association of International Education Administrators. He serves on numerous policy boards and publishes frequently on internationalisation, including *Comprehensive Internationalisation: Institutional Pathways to Success* (Routledge, 2015) and *Comprehensive and Strategic Internationalisation: Lessons Learned and Prospects* (NAFSA, 2018). He is a frequent speaker at global conferences and a leading consultant on strategic institutional planning for internationalisation. He is recipient of several national and international awards for his work. He is chair of CHEI Internationalisation Centre, at Università Cattolica del Sacro Cuore, Milan and a member of the advisory committee of the Unit for Higher Education Internationalisation in the Developing World at Nelson Mandela University, South Africa. He is also a member of the strategic internationalisation grants review committee for STINT in Sweden.

Higher Education Civic Engagement for Local and Global Society

Professor John K. Hudzik

This paper considers accusations and resulting implications that higher education institutions have disengaged from service to the societies in which they are located. Concern is registered most acutely with respect to local societies (town/city/region). Finding a balance among local, national and global societal engagements is an allied concern. Several factors arguably contribute as causes, including: commodification, global ranking schemes, expansion of global higher education capacity and quality, globalisation in general, and sub-optimized design of higher education's community engagement 'third' mission. The relationship between higher education internationalisation and civic engagement in local and global contexts is also assessed.



Professor Vivienne Lawack

DVC: Academic, University of Western Cape, South Africa

Professor Vivienne Lawack is the Deputy Vice-Chancellor: Academic at the University of the Western Cape (UWC), South Africa. In this capacity she is responsible for the academic project at the university. Before moving to the UWC, she was Executive Dean: Faculty of Law at the Nelson Mandela Metropolitan University (2008-2015). Professor Lawack worked for the South African Reserve Bank (2002-2006). She was a member of the drafting team on the National Payment System Amendment Act. Between 2007-2008, she was appointed as Senior Legal Counsel by Strate Limited, South Africa's central securities depository. Professor Lawack was also the President of the South African Law Deans Association (2010-2015), member of the Small Claims Court Advisory Board (Port Elizabeth region), chairperson of the School for Legal Practice (Port Elizabeth), member of the National Task Team on the LLB curriculum, member of the South African Judicial Education Institute Council and independent chair of the Trentyre Empowerment Trust (until December 2015) and a board member of AVBOB Mutual Assurance Society (until December 2017). She is currently the chair of the Cape Higher Education Consortium Board. She is also a member of the editorial panel of the South African Mercantile Law Journal and on the editorial board of The Annual Survey of South African Law.

The Interconnectedness Between Higher Education, Internationalisation and Society

Professor Vivienne Lawack

Much has been written on the role of higher education and its connections and engagement with the society. In South Africa, community engagement is considered to be the third core mission of public higher education institutions. The connection between internationalisation of higher education and engagement is less explored. This paper engages with three aspects: Firstly, that higher education cannot be a-contextual and that how it engages with society should be through integrated scholarship, as opposed to a 'soup kitchen' form of community engagement. Secondly, universities play a transformative role in society and by ignoring this, we do so at our peril. The experience and lessons learnt from the #FeesMustFall protests in South Africa are briefly explored. Finally, universities on the African continent can play a 'translator' role of the global to the local. If we are serious about producing locally and globally engaged graduates and conducting research that is locally rooted but globally relevant, this translator role provides a way of re-thinking how internationalisation can be harnessed to give effect to the 'translator' role. The paper ends with a brief case study of internationalisation and society by a South African university and its institutional partner from the United States and makes some recommendations for future research.



Professor Hans-Michael Trautwein

Professor of International Economics, Carl von Ossietzky University of Oldenburg, Germany

Hans-Michael Trautwein is Professor of International Economics at the Carl von Ossietzky University of Oldenburg, Germany. He also serves as Director of the Centre of Transnational Studies (ZenTra) of the Universities Bremen and Oldenburg, and as President of the European Society for the History of Economic Thought (ESHET). Professor Trautwein's research interests comprise theoretical, empirical and historical studies of monetary integration and financial markets, transnational governance, and the evolution of macroeconomic thinking, in particular along the lines of Wicksell, Keynes and Schumpeter. He has published widely in international journals and collected volumes. His books include *A Short History of Economic Thought* (written together with Bo Sandelin and Richard Wundrak), *Thought on Economic Development in China* (edited with Ying Ma), and *Peripheral Visions of Economic Development* (edited with Mario Garcia Molina). He is also a managing editor of the *European Journal of the History of Economic Thought*.

Challenges of Transnationalisation for Higher Education

Professor Hans-Michael Trautwein

The world is currently changing through social and economic relations that dissolve the boundaries of nation states. Transnational companies, supply chains and cross-border networks organize an increasing share of world production. Markets have outgrown systems of national regulation and international policy coordination. Private companies and other non-state actors set new standards of governance. The internet, cross-border mobility and migration change mindsets and public discourse. Such trends of transnationalisation affect the academic world in various ways. They compel us to rethink the political mantra that investment in higher education always pays off, both for individuals and the society, and protects against the disruptions wrought by technological change and globalisation. In many countries, academic unemployment is high or rising and skill premia on academic qualifications stagnate or fall. As transnational production increases the trade in tasks, even highly qualified people are no longer safe from having their jobs offshored or income reduced. Perceptions of pressures from global competition fuel fears of social decline, hostility towards immigrants and anti-intellectual sentiments.

Transnationalisation implies tendencies of global standardisation and local specialisation that pose

challenges to higher education. One type of response is the transnationalisation of higher learning itself, for example by oligopolisation in the global markets for scientific journals, textbooks and accreditation, or by the transformation of leading universities into value chains with foreign campuses and distant learning. This type is oriented towards the exploitation of economies of scale, hence towards global standardisation. An alternative type of response is the formation of university networks which, in the best cases, make cooperative use of their mix of local specificities to provide their students and researchers with bridge-building capacities that make for comparative advantages in transnational contexts. This presentation aims to contribute to a discussion about how the “Mandela family” network of universities could work towards that end.





Dr Lisa Foss

Vice President for Planning and Engagement at St. Cloud State University, Minnesota, United States

Dr Lisa Foss is the Vice President for Planning and Engagement at St. Cloud State University (SCSU), Minnesota, United States. In her role, Dr Foss leads SCSU's strategic planning, assessment, accreditation, analytics and institutional research, university communications, and community engagement offices and serves as a senior advisor to the University President. She was a 2015-2016 American Council on Education Fellow with the City University of New York, studying transfer student success and large scale system change. She completed the Harvard Graduate School of Education's Management and Leadership in Higher Education Institute in 2010. Her research interest is the areas of student success analytics and institutional and system-level change management in post-secondary education. She holds a PhD in Educational Policy and Administration – Higher Education from the University of Minnesota and a Masters of Business Administration and Bachelor's Degree in Mass Communications from St. Cloud State University.

Strategic internationalisation as a dimension of Stewardship of Place

Dr Lisa Foss

The call for a more thoughtful and connected approach to institutional internationalisation has grown in volume and urgency. Critics of internationalisation driven solely by a desire to improve international rankings, to serve privileged students and institutions, and to respond to enrolment pressures call for a different approach. Specifically, they call on the international higher education community to think beyond the typical drivers and typical institutions to make internationalisation more connected and relevant to their regions and to be more intentional about serving the interests of those students who are traditionally underserved by traditional internationalisation approaches.

Within the US higher education system there exists a classification of public institutions that have as part of their distinct mission and responsibility to serve the states and regions in which they reside. These institutions have come together and developed a shared commitment to Stewardship of Place – a concept that is being championed by the American Association of State College & Universities (AASCU), and defines four key areas of stewardship at state colleges and universities: civic engagement, primary and secondary schools, community and economic development, and internationalisation in

order to make a profound difference in the future well-being of the communities they serve. This paper explores in more depth the internationalisation dimension of the Stewardship of Place commitment and provides a case study of one AASCU institution that has developed a framework to guide its internationalisation efforts to align with and reinforce its Stewardship of Place commitment. The framework is built upon an approach to international strategic partnership development that is guided by: profiles of students within the region; programmatic connections to international experiences; global influences that are impacting the region; and patterns of trade or industry that connect the region to the world.



PROGRAMME

MORNING SESSION

- 08:30 - 09:00 Arrival, registration, tea/coffee
- 09:00 - 09:15 **Introduction**
- 09:15 - 09:45 **Higher Education Civic Engagement for Local and Global Society.**
Prof John K. Hudzik - Michigan State University, United States; NAFSA Senior Scholar for Internationalisation
- 09:45 - 10:00 Response
- 10:00 - 10:20 Facilitated discussion
- 10:20 - 10:50 TEA/COFFEE BREAK
- 10:50 - 11:20 **The Interconnectedness Between Higher Education, Internationalisation and Society**
Professor Vivienne Lawack - DVC: Academic, University of Western Cape, South Africa
- 11:20 - 11:35 Response
- 11:35 - 12:00 Facilitated discussion
- 12:00 - 13:15 LUNCH

AFTERNOON SESSION

- 13:15 - 13:45 **Challenges of Transnationalisation for Higher Education**
Professor Hans-Michael Trautwein - Professor of International Economics, Carl von Ossietzky University of Oldenburg, Germany
- 13:45 - 14:00 Response
- 14:00 - 14:20 Facilitated discussion
- 14:20 - 14:40 TEA/COFFEE BREAK
- 14:40 - 15:10 **Strategic Internationalisation as a Dimension of Stewardship of Place**
Dr Lisa Foss - Vice President for Planning and Engagement, St. Cloud State University, United States
- 15:10 - 15:25 Response
- 15:25 - 15:45 Facilitated discussion
- 15:45 - 16:15 **Summary and conclusion**
Dr Nico Jooste, Senior Director: Office for International Education, Nelson Mandela University, South Africa

