



MULTICULTURALISM, INTERNATIONAL HIGHER EDUCATION AND ACADEMIC HOSPITALITY

Edited by
Prof. Aylin POROY ARSOY





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κίταβevi

“En İyi
Akademi, Bir
Kitaplıktır.”

MULTICULTURALISM, INTERNATIONAL HIGHER EDUCATION AND ACADEMIC HOSPITALITY

Prof. Aylin POROY ARSOY

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PREFACE

According to the definition of UNESCO, international students are students who crossed a national or territorial border for the purpose of education and now enrolled outside their country of origin. International students generally described in the literature as a vulnerable group, usually face with loneliness, isolation, culture shock, language and academic achievement problems. These problems might cause psychological distress among students.

While the number of international students in Europe increases, the complexity of education, socialization and cultural diversity problems among international students require innovative solutions.

Increasing number of international students all over the world caused academics' need to consider the way of learning and teaching of the increased numbers of international students in their university classes. Also culture shock is one of the main problems that sojourner students face. While there are a lot of definitions about culture shock, the most commons are "being rejected by/and or rejecting members of the new culture" or "confusion in role, role expectations, values". Both university staff and students can manage the effects of culture shock by their rational collaboration. The cultural background of international students affects their learning process as well as socialization activities.

As a result of the diversity of international students' cultural background, the academic staff in universities face an increasing demand to question the efficiency of their teaching methods and approaches. They should be educated in terms of cultural diversity. Teaching process is dynamic, especially in interactive classrooms, so how to manage the diversity of cultural backgrounds of international students is a significant issue in the teaching/learning processes.

The main objective of AcHopInt project is the identification of conditions in Academic Hospitality Model (in meaning of terms, activities, required training, coaching system) in partner countries and establish good practices

to develop a common methodology for academic hospitality for international students. The project presents different strategies and approaches that will enhance the life standard of international students and academic hospitality of higher education institutions.

Multiculturalism, Higher Education and Academic Hospitality E-book is one of the intellectual outputs which covers different aspects of international education and aims to contribute academic literature concerning international education.

We hope this output would contribute to all stakeholders of AcHopInt.

AcHopInt Project Coordinator

Professor Aylin Poroy Arsoy

August 2021, Bursa

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CHAPTER 1

Internationalization in Higher Education

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“travel is fatal to prejudice, bigotry and narrow mindedness”

Mark Twain

ABSTRACT

Internationalization of higher education constitutes one of the most important fields on which all the countries around the world develop their policies by considering it as a dimension strengthening their education systems. Countries compete each other to increase the number of foreign students they have. Beyond the opportunities offered by countries, changes in the educational policies towards foreigners can directly affect the development of internalization of education. The rapid change in the world since 1960s has manifested itself in higher education as in many other fields. International student mobility is an area that received increasing attention. Economic, technological and cultural factors have contributed to making international study more affordable and easier to access than in the past. In 2018, 5.6 million higher education students worldwide had crossed a border to study. It is added that this figure will increase to 8 million in 2022. With the increasing number of international students in the world, national and international strategies gain importance and internationalization in higher education becomes inevitable. Today, many countries attach great importance to internationalization in higher education and develop various strategies in the context of international students in order to get a larger share of the international student potential. For their countries

of origin, international students might be viewed as lost talent or “brain drain. However, international students can contribute to knowledge absorption, technology upgrading and capacity building in their home country, provided they return home after their studies or maintain strong links with nationals at home.

Keywords: *Student Mobility, Internationalization of Higher Education, Strategic Planning, Universities*

1. WHAT IS INTERNATIONALISM?

The multidimensional effects of globalization have emerged as a phenomenon of internationalization in many systems. In the literature as different theoretical frameworks developed regarding the phenomenon of globalization, it is not possible to talk about a common definition of internationalization, which is conceptualized in different ways and using different perspectives. Internationalization implies social, financial, political, cultural and economic dynamics. Internationalization affords the clearest distinction from globalization, which refers not to links among nation-states but to world-level phenomena, such as the processes of increasing world-wide interconnectivity, expanding capitalism, emerging universal governance systems, and cultural homogenization (Friedman, 2005; Wagner, 2004). Internationalization, can be conceptualized at the world, region, nation, state, community, organization and individual levels. “Internationalization is expected to contribute to the training of opened-minded and universal citizens who are able to work in foreign and culturally diverse environments, to deal with an increasingly diverse and internationally mobile society and labour market” (Seeber et. al, 2016). Internationalization is a crucial strategy for countries that addresses the sustainability of its development in different manufacturing as well as service sectors that needs internationalization to bridge the gap between different cultures and countries (Adel, Zeinhom& Mahrous, 2018).

The main reasons for internationalization are classified by Knight (2004) in four dimensions as socio-cultural, economic, political and academic. Socio-cultural reasons are, construction of national cultural identity, development of world citizenship awareness and intercultural partnership. It focuses on issues such as mutual understanding development. Supporting foreign policy, national security and international peace and tranquility can be listed as political reasons. In terms of economic reasons, economic development and competitiveness, labor and financial gains are leading issues. Finally, academic reasons can be listed as; institutional development, quality, research&de-

velopment policies and adoption of international academic standards (Knight, 2012). When these reasons are considered together with the theories of globalization, it can be seen that socio-cultural reasons are closely related to world culture, political reasons to world order, economic reasons to neo-liberal globalization, and academic reasons to world system frameworks. This situation can be presented as an example of the intertwining of the concepts of globalization and internationalization.

All in all, internationalization is a requirement to enhance resources, skills and knowledge to stand at the frontiers in science, discover innovative solutions and respond to present global challenges, such as inequalities, health, poverty, climate change and food supply, and peace justice. Internationalization can be considered as one of the most critical dynamics to achieve UN sustainable development goals.

2. INTERNATIONALIZATION OF EDUCATION

Internationalization of education which covers academic and cultural relations is considered as a provincial responsibility. Its contribution to raise qualified manpower, creating economic value and strategic collaborations, developing a common understanding in a socio-cultural context, and generating scientific knowledge at a universal level through projects and research in several areas and topics are the main reasons in the increase of internationalization efforts in education.

Knight (1999) described activity, competency, ethos and process approaches to internationalization of education which each implicate a particular form of evaluation. The activity approach, which is the most widely used, defines internationalization in terms of specific activities and deals with issues such as curriculum, student/faculty exchanges, and international students. However, Zha (2003) argues that “this approach is likely to lead to a fragmented, uncoordinated approach to internationalization since it ignores interactions and relationships among the mentioned activities”. “The competency approach emphasizes skills, knowledge, attitudes, and values to promote internationally knowledgeable and skilled students, faculty and staff. It apprehends internationalization in the spirit of student outcomes. Language proficiency examinations for students, intercultural competency tests for faculty, and international strategic planning for administrators would be considered as viable evaluation components in the competency approach” (Akar, Çobanoğlu & Plankett, 2010). The ethos approach describes internationalization by its goals and out-

comes (Ma & Yue, 2015), and it is based on organizational development theories and defines internationalization mostly as creating a culture or climate that value international and intercultural perspectives and initiatives in higher education institutions (Zha, 2003). Finally, the process approach considers the sustainability of the internationalization and puts emphasis on program aspects as well as organizational matters like policies and procedures (Zha, 2003), which concerns teaching, research and service the instructional process (Ma & Yue, 2015).



Figure 1. Approaches to internationalization

“The intensification of relations between countries in the social, economic, political and cultural fields around the world and the increase of interdependence day by day based on free market principles is based on the phenomenon of globalization. This phenomenon strengthens the internationalization tendencies of educational systems” (Burnett & Huisman, 2010). Therefore, it can be said that the reasons for internationalization are the pressures arising from the phenomenon of globalization. Most of the educational institutions point out an average to high priority in their internationalization strategy to recruitment of international students from developing countries and develop exchange and other mobility programs for the need for competitiveness in the global knowledge economy. It is discussed that internationalization of education is a kind of ‘trade and liberalization of education.

It is one of the most vital motives for all types of educational institutions to get global. Global trends include the international dimension of education; made it more functional in the context of political, economic, academic, and cultural rationals. The political rationale meditates upon the issues regarding any country’s position as a state in the World. It covers national security and

foreign policy, shared understanding and national identity. Internationalization of education should be recognized as ‘soft power’ for countries (Knight, 2012; Knight & de Wit, 1995). The economic rationale can be viewed in terms of long term economic benefits in terms of exchange of skilled human resources (economic growth, labor market, trade etc.) or short term financial benefits in the form of revenue generation from international students (Abbas, Yousafzai & Kahatlak, 2015). International education has been taking on a more ‘economic’ focus, after post cold war and in response to increased globalization, changing the earlier dynamics of “center” and “periphery” and roles and positions of countries (Trilokekar, 2010; de Wit, Hunter, Howard, & Egron-Polak, 2015). “Academic rationale most importantly covers the core academic activities of teaching and research to achieve the international standards and competitive rankings in parallel “(Abbas, Yousafzai, & Khattak, 2015). Cultural rationale highlights more on cultural and language dimensions of internationalization so students are offered scholarships to visit other countries for education and exchange of cultural norms in parallel (Zha 2003; Ma & Yue, 2015).

There are some basic hypotheses underlying the internationalization of educational institutions. Although these hypotheses focus on certain areas, whether educational institutions are for profit or not, they are generally common. These are:

2.1. To Profit by Internationalization of Education

During the last two decades, internationalization of education has appreciably increased with reference to scope, volume and complexity and it has been also considered as a worthwhile ‘business’ which involves gains for students, educational institutions, other stakeholders and country economy. Education at any level is no more considered as a public good but seen as a product which can be bought and sold like other products in the market. “Just as other products/services, several countries are interested in the export of education and others are interested in its import and the users should pay for this service as they use to pay for others” (Abbas, Yousafzai, & Khattak, 2015). The professional community and the service market have a significant impact on the higher education system. The higher education system is being transformed under the influence of various external and internal challenges. In some countries the goal of internationalized higher education is directly related to neo-liberal competition for being a part of the global market share and indirectly being with students and research markets. Universities that are experiencing

financial difficulties and that would like to generate sources of income within a competitive environment choose internationalization in order to distinguish themselves from other institutions of higher education. International students contribute directly to the economy of the country they are in, with the expenses they make for accommodation, travel and daily needs, as well as the tuition fees they pay. In countries where international students are concentrated, such as the USA, Australia, Canada, New Zealand and England, the international education sector is considered as the human resource that provides the most economic income within the scope of exports.

In some countries, international students in public universities pay twice as much for tuition as national students, attracted by the perceived quality of the education and potential labour-market prospects in their host country. In contrast, some countries may seek to promote international mobility within a region by reducing or eliminating fees. In Australia, the estimated revenue from foreign students' tuition fees exceeds one-quarter of the total expenditure on higher education educational institutions (OECD, 2017).

Tuition fees not only contribute to the country's economy, but also support the financial sustainability of higher education institutions. Educational institutions may view international students as sources of income, potential labor force, contributors to local economy as consumers, ambassadors for the beneficiary country, contributors to the beneficiary country's innovation capacity, contributors to the improvement of educational and research experiences of local students, and staff which increasingly relates to global rankings.

Economic driven rationales in the internationalization of higher education and incorporated trade rules to regulate this sector which has been widely criticized by teacher unions, universities and NGOs because if universities adhere to the rules of business, they must think like 'corporations' rather than Universities. This might have several negative trickledown effects e.g. privatization of public sector universities, increase in students fees and thus considering higher education as a luxury product accessible only to the elite class.

2.2. To Strengthen Institutional Research and Knowledge Production Capacity

In order to exist and compete in the international arena, it is imperative that higher education educational institutions fulfill their functions of producing and disseminating knowledge in a much higher quality manner. Especially countries that want to attract international postgraduate students to their coun-

tries by bringing its smartest people into higher education systems are trying to strengthen their research capacity. Countries that want to create strong presence in the global academy market turn their higher education institutions and research centers into a center of attraction for the most intelligent and successful people in the world, both at the level of students, scientists and academic staff. They make huge investments to ensure that successful international students especially at graduate levels and post-doctoral international researchers choose their country. Moreover, they are looking for ways to somehow link academics from the world's most respected universities with education and research in their countries and to transfer them on a short-term, part-time or full-time basis. For example, in 2008, South Korea started a new project with a total funding of 800 million USD, covering five years, for only foreign scientists to participate in education and conduct research in South Korea (Wildavsky, 2010). Similarly, the countries in question are trying to increase their numbers have higher education institutions and international connection and cooperation of research centers. For this purpose, they focus on increasing their bilateral cooperation with the world's elite universities and research centers. This ranges from implementing joint undergraduate and postgraduate programs to establishing international multi-partner research centers in their countries. All these increase the quality of education and strengthen the research capacity of their countries. Therefore, they provide a strong background for economic development.

At the graduate level there is a strong relationship between international student mobility and investment in R&D activities. Ph.D. students are particularly interested in countries that make significant investments to R&D. For example, Switzerland is the highest investor per student in R&D investments in higher education institutions and at doctorate level second country with the most international students (OECD, 2016).

While creating a driving force for internationalization, research and knowledge production capacity also lay the groundwork for advanced technology and information sharing. Teamwork, joint projects and publications at the international level contribute to the international recognition of education institutions and lay the future of the international character of institutions on a solid foundation. Moreover, the increase in the number and academic quality of research and publications by universities has a critical importance in increasing the number of international students.

2.3. To Increase International Awareness of Engagement with Global Issues

Internationalization also makes important contributions to public diplomacy. When international students return to their countries, they can come to senior positions and have a say in determining the country's policy. The country's interest in both foreign policy and public diplomacy and development observance is known. In this context, it is generally accepted that international students have a lifelong emotional bond with the country they study and they tend to realize their country's interests on the axis of two countries (their home country and the country where they study). Therefore, by training the qualified human resources of another country, a country actually raises an individual who will contribute to the development of both its own country and the other country. It is also accepted that internationalization in education has an important potential to contribute to world peace. Various cultural activities carried out by international students with national students strengthen the belief that those with different cultural identities can live together in peace. Members of different cultures coming together in the school environment, contributes to the development of a culture of tolerating the different. Students contributed to the raising of a generation that has developed a culture of living, gained the ability to look at events from a different perspective, and believes that universal peace is possible can exchange ideas about events, see different approaches to issues of universal scale, but unite at the point of common human values. Moreover, international student mobility is an effective tool for foreign policy, public diplomacy and development cooperation in order to increase mutual understanding, cooperation and solidarity between countries and cultures and contributes to global communication. In addition, international students contribute to the promotion of the countries where they study.

International students face a variety of social issues when studying abroad. Students from different countries and religions must be accommodated by universities with particular reference to Internationalization of Universities The benefits of diversity for international groups are great and undisputable, but if not managed properly, cultural differences can have adverse effects on classroom management. It is clear that international students will contribute not only to the country or campus life but also to the academic life, the teaching and learning styles, curriculum, assessment and evaluation, material design and classroom management skills. In order to benefit from international students in the classroom, it is very important that the academic staff attach importance to some basic points and their competencies and behaviors related to these basic points and review them.

2.4. To Enhance Internationalization of the Curriculum and Materials

“Internationalization enables educational institutions to adjust curricula to international standards, and to develop joint curricula with external partners thus offering national students greater competencies and opportunities, as well as resulting in being more attractive to foreign students” (Luijten-Lub, 2007). Internationalization of curriculum incorporates a range of values, including openness, tolerance, and culturally inclusive behavior, and careful planning of what and how to teach, and resources to help graduates achieve the intended result. Educational institutions should apply the best curriculum irrespective of nationality, thus providing a diverse and creative academic environment to its students to learn with different approaches. The motivation of educational institutions to internationalize their curricula should be at least as much as attracting the attention of international students, as well as ensuring that their local students have the tolerance to respect the cultural richness and differences that they can become world citizens (Leask, 2005). To internationalize the curriculum the education systems should

- understand the most common issues faced by international students
- understand how better to organize work to best deal with these issues
- understand how to improve teaching skills regarding international students
- learn how to better adapt to different international cultures and how to better interact with them
- always make high quality, easily affordable, self-sufficient, self-explanatory materials that allow the student enough autonomy.

2.5. To Improve Quality of Teaching and Learning Activities

One of the important contributions of internationalization is the improvement of institutional quality and capacity through the sharing of knowledge in academic and scientific fields. Especially for underdeveloped or developing countries the most important and effective way to benefit from the knowledge and technological opportunities of developed countries is thought to be internationalization of education. To increase the internationalization of education, to enable more students to move a process approach could be integrated into quality assurance systems, such as accreditation, program reviews, follow-up studies, and rankings. Providing accreditation and standards to attract international students have a positive effect on improving the quality of education.

Connections may evolve through mobility policies, mutual recognition agreements, efforts to attract advanced international students, increasing numbers of branch campuses, international baccalaureate, the Bologna process, the European Credit Transfer System (ECTS), social dimensions, quality assurance, diploma supplements, and facilitating short study periods within institutions and across countries (European Commission, 2019; van Damme, 2001). The Bologna process has not only been a catalyst for structural reforms and the development of quality assurance systems, but has also stimulated greater mobility and internationalisation.

Latest trends such as ICT, the globalization of knowledge on one hand has several benefits but on the other hand these trends have the potential to create severe problems for schools in respectively smaller or poorer nations. However many stakeholders criticize regarding accreditations and quality control dimensions pertaining to internationalization of higher education. The higher education regulatory authorities of both the countries should be on the same page to ensure quality standards with particular reference to student/teacher recruitments, teaching methodologies, curricula development and facilities at the campus.

3. INTERNATIONALIZATION IN HIGHER EDUCATION

Internationalization, which is defined as the process of integrating a global and intercultural dimension to the aims, functions and delivery of educational services (Knight, 2008) has recently gained momentum and has become one of the priority strategies of higher education institutions (Ghasempoor et al., 2011; Reid et al., 2010). As a sector, higher education has been influenced by legion challenges of internationalization. The internationalization of higher education is one of the three core concepts of the development of modern higher education put forward by UNESCO in the 1980s, and it is also one of the core strategies of the development of higher education in various countries (Gale, 2021). The internationalization of higher education has gone beyond the level of educational policy and has become a national development strategy (Deng, Zhang & Li, 2015).

Internationalization of higher education contribute to raising qualified manpower, creating economic value, developing a common understanding in a socio-cultural context, creating strategic collaborations. Its contribution to the process of generating scientific knowledge at a universal level through projects and research (Kireçci et al., 2016; Shaydorova, 2014) are the main reasons that play a role in the increase of internationalization efforts.

On the basis of accountability of the higher education system it is vital for internationalization to transform it into a quality-oriented competitive structure within the framework of the principles of autonomy, performance-oriented, specialization and diversity. Diversification of higher education institutions and making the higher education system a center of attraction for international students and faculty members is prominent for countries.

The rise in the development efforts of the less developed countries, the need for the qualified manpower of developed countries, personal ambitions and desires for better employment opportunities, the ease of travel, the lack of high-quality higher education institutions at home, the increase in cooperation and interaction between countries, the aspirations of individuals to benefit from a different intellectual build up outside their own countries, the capacity of higher education institutions abroad to attract talent, and many other reasons have resulted in the speedup of international higher education student mobility. The reasons for the internationalization of higher education can be listed as follows:

- to develop intercultural awareness,
- multiculturalism,
- to provide an international environment,
- raising competent individuals on a global scale,
- to establish international academic collaborations,
- to bring an international dimension to the fields of education and research,
- to increase the quality,
- to provide faculty and student mobility,
- to achieve international academic standards,
- To be in the top group in international rankings.

As international higher education is so significant both economically, culturally and academically, it is consequential for higher education institutions to draw attention to the issue of internationalization while preparing their strategic plans. International dimensions of academic disciplines; educational exchanges; development contracts and inter university and bilateral agreements; the organization of international students' admission requirements, university administration, foreign language and native language policy during the courses, and financing should be emphasized clearly in strategic plans.

“Higher education policy makers and administrative leaders at universities have realized that it is important to provide graduates with the knowledge of international competency to deal the increasing global issues. They have the obligation and responsibility to fulfill the goals of internationalization of higher education through their efforts and cooperation with faculty, students, and staff within the higher learning community” (Yao, 2009).

Many countries have aimed to increase the number of international students and the economic, academic and cultural contribution of these students to the country by cooperating not only with universities but also with some public and non-governmental organizations in order to promote internationalization and by providing some facilities to these institutions. “The United States Information Agency, UK’s, British Council, German’s DAAD and Goethe Institutes, EduFrance and the network of Alliance Française, The Netherlands’s NUFFIC, or the Japan Foundation dedicated to internationalization of higher education” (Trilokekar, 2010). “In Finland, for example, the internationalisation of higher education is one of the dimensions considered for the funding of higher education institutions, along with quality and impact measures” (Eurydice, 2020). “Similarly, in Estonia and Norway, the share of foreign or international students is an indicator used to determine the level of block grant funding allocated to higher education institutions” (OECD, 2019). Most countries have implemented reforms aiming to lower the barriers to migration of highly skilled individuals, beyond the purposes of education, and most countries operate funding programmes to support inward, outward or return mobility.

When universities internationalize they can easily understand their position in relation to international practices and performances and consequently can improve through comparisons with their competitors and peers (Knight, 2004). Moreover, universities can enhance international cooperation and capacity building and strengthen their activities beyond the constraints of local resources (Knight & de Wit 1995).

4. INTERNATIONAL STUDENT MOBILITY

“The needs of increasingly knowledge-based and innovation-driven economies have encouraged demand for higher education worldwide, while rising wealth in emerging economies has motivated the children of the growing middle classes to seek educational opportunities abroad. At the same time, economic factors (e.g. costs of international flights, part time job opportuni-

ties, scholarships), technological factors (e.g. the spread of the Internet and social media enabling contacts to be maintained across borders, online and hybrid course alternatives) and cultural factors (e.g. use of English as a common working and teaching language) have contributed to making international study substantially more affordable and easier to access than in the past” (OECD, 2020). When we talk about student mobility, we come across two concepts. International students and foreign students. These concepts can be explained as follows:

- Foreign students are those who are not citizens of the country in which they are enrolled. Although they are counted as internationally mobile, they may be long-term residents or even be born in the “host” country.
- International students are those who received their prior education in another country and moved to another country for the purpose of study and they are not residents of their current country of study.. In general, international students are a subset of foreign students.

The factors that direct students to international education and affect students’ choice of country, university and education program can be classified under two main headings as “encouraging” and “attractive”. Encouraging factors were examined under two categories as personal and environmental. Personal factors mainly include family, socioeconomic status, relatives abroad. Environmental factors are listed as follows:

- The scarcity of higher education and research opportunities in the country of citizenship and problem of accessing these opportunities, the awareness and quality of education and research institutions
- National education’s value in the labor market and the importance given to education abroad do not match the job and education opportunities offered,
- Allegiance to another region, country, city or organization in terms of culture, economy, education, language, history and religion,
- Socio-economic conditions,
- Cost of education and living,

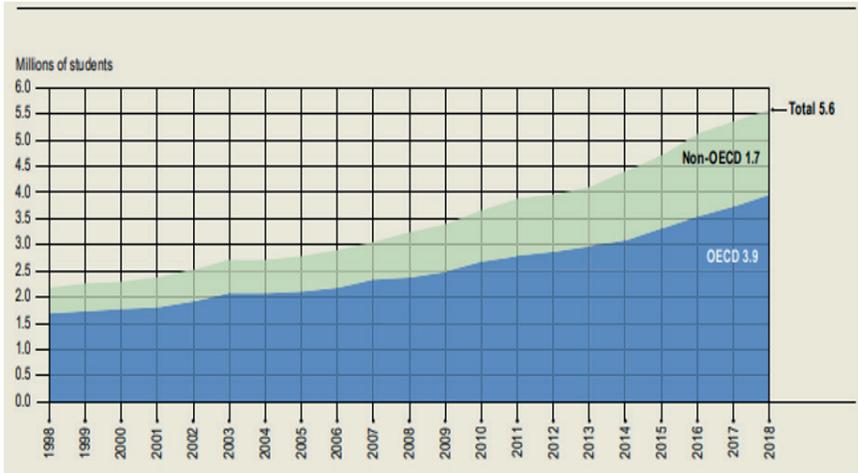
f) Attractive scholarship and immigration policies of attracting countries.

Attractive factors refer to the conditions that affect students’ choice of country for education and are listed as follows :

- Presence and easy accessibility of detailed information about countries and educational opportunities,
- The quality and awareness of the education system of the country providing education,
- Mutual recognition of diplomas (equivalence),
- Cost of education and living,
- Governance of educational institutions,
- Security,
- Internationalization level of universities (Number of international students and employees, number and diversity of programs opened in foreign languages),
- Living, education and working conditions, (Infrastructure of universities, social facilities and working opportunities within the university, etc.),
- Social and geographical ties.

For economic, cultural, academic and many other benefit areas, many countries of the world today have made international student mobility a topic of competition. In 2018, 5.6 million higher education students worldwide had crossed a border to study (OECD, 2020). “The number of international and foreign higher education students has grown on average by 4.8% per year between 1998 and 2018. Even though OECD countries host the great majority of international and foreign students, the fastest growth has been among internationally mobile students enrolled in non-OECD countries. Their numbers have grown by 6.2% per year on average compared to 4.3% for international and foreign students in OECD countries”. In table 1. number of international students enrolled in OECD and non-OECD countries was shown.

Table 1. Number of international students enrolled in OECD and non-OECD countries



Source: OECD, 2020.

In total across OECD countries it is estimated that the number of students enrolled in any higher education institution in the world will be 262 million in 2025.

“The proportion of incoming students at least doubles between bachelor’s and master’s levels in nearly two-thirds of OECD countries.” “Among countries with more than 1% international or foreign higher education students, at doctoral or equivalent level, international students represent 22% of enrolled students”. In total across the OECD, 13% of students are international at this level. “The number of foreign students enrolled in non-OECD countries has grown by 6.2% per year on average compared to 4.3% for international and foreign students in OECD countries “ (OECD, 2020).

Factors such as proximity, language, historical ties, geographical distance, bilateral relationships and political framework conditions political stability or cultural and religious similarities between origin and destination countries are key determinants in selecting a country in which to study (Abbott & Silles, 2016; Weisser, 2016). According to the OECD (2020) statistics:

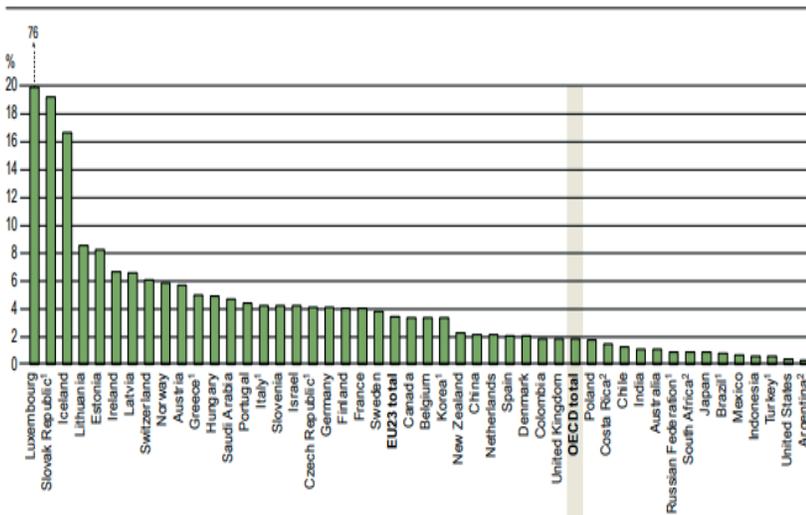
- “In 2018, there were three international or foreign students for each national student studying abroad across OECD countries, but this ratio exceeds 10:1 in Australia, New Zealand, the United Kingdom and the United States.”
- “By gender women outnumber men among entrants and graduates from higher education education, they are about as likely as men to travel

abroad for a bachelor's or master's degree across OECD countries. In total, women in OECD countries are about as likely as men to travel abroad for a bachelor's or master's degree or equivalent, but less likely to do so to enrol in a doctoral or equivalent programme.”

- “The United States is the top OECD destination for international students. It accounts for 18% of the global education market share, followed by Australia and the United Kingdom (8% each), and Germany (6%)”.

In table 2 the share of national higher students who enrolled abroad is shown.

Table 2. Share of national higher education students enrolled abroad (2018)



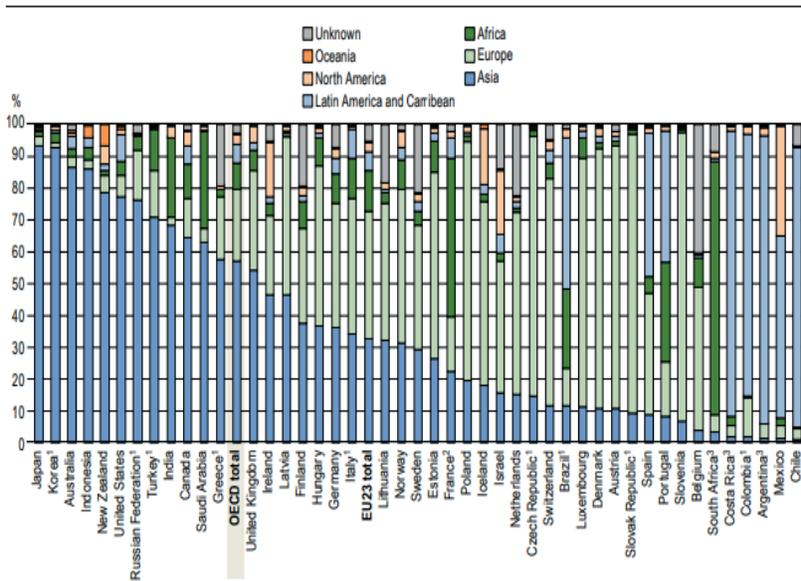
Source: OECD, 2020.

- “Europe is the next largest region of origin, with European international students making up 23% of all mobile students enrolled in OECD countries. European students prefer to stay in Europe, accounting for 40% of mobile students enrolled in the EU23 countries.”
- “Among OECD and partner countries, students from African countries only make up the majority of mobile students in South Africa, where 80% of mobile students are from other African countries.”
- “Not surprisingly, English-speaking countries are the most attractive student destinations overall, with four countries receiving more than 40% of all internationally mobile students in OECD and partner countries.”

- “The European Union is another key geographical area for inward mobility, with 1.7 million mobile students enrolled in the 23 OECD countries that are also members of the EU. After the United Kingdom and Germany, France is also a major EU host country, accounting for 4% of global international students.”
- “The Russian Federation is another major destination country outside of the EU, with 5% of global mobile students”.
- “Students from Asia form the largest group of international students enrolled in higher education programmes at all levels, totalling 57% of all mobile students across the OECD in 2018. In total over 30% of mobile students in OECD countries come from China and India. More than two-thirds of Chinese and Indian students are concentrated in only five countries: Australia, Canada, Japan, the United Kingdom and the United States”.
- “At least 8 out of 10 mobile students in Austria, the Czech Republic, Denmark, the Slovak Republic and Slovenia come from other European countries.”

In table 3 the distribution of international and foreign students by region of origin is given.

Table 3. Distribution of international and foreign students by region of origin (2018)



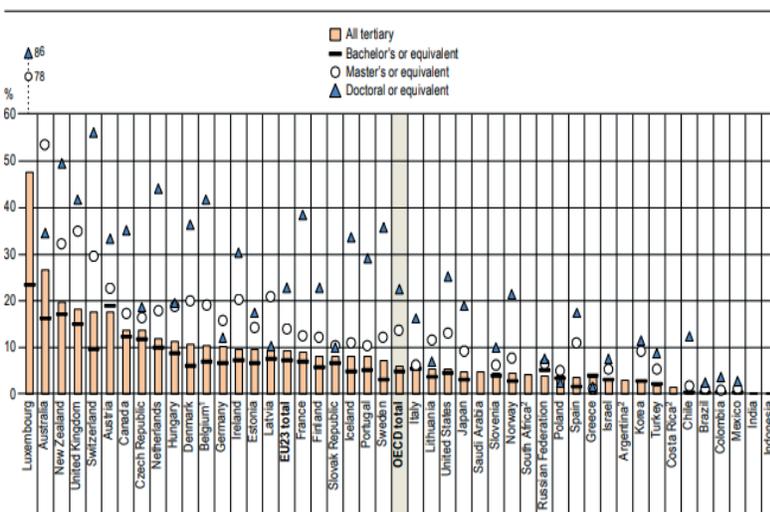
Source: OECD, 2020.

- “Student flows from Latin America and the Caribbean highlight the importance of proximity, as they make up the majority of mobile students in Argentina, Brazil, Chile, Colombia, Costa Rica and Mexico. They also highlight the importance of the language of study: more than 40% of mobile students in Portugal and Spain come from this region”.
- “North American students represent more than 10% of international enrolment only in Iceland, Ireland, Israel and Mexico, while students from Oceania are a minority of international students in all OECD and partner countries, making up less than 1% of mobile students in OECD destination countries.”

The perceived quality of instruction abroad and the perceived value of host institutions are key criteria for international students when choosing where to study (Abbott & Silles, 2016). Therefore, countries should develop strategies to make their universities qualified. Students worldwide are increasingly aware of differences in quality among higher education education systems, as university league tables and other international university rankings are widely disseminated because the ability to attract international students has become a criterion for assessing the performance and quality of universities. In table 4 international student enrolment as a percentage of total enrolment in higher education is given.

In table 4 international student enrolment as a percentage of total enrolment in higher education is given.

Table 4. International student enrolment as a percentage of total enrolment in higher education



Source: OECD, 2020.

5. ACADEMIC STAFF MOBILITY

Academic staff internationalization which has grown increasing attention to is one of the major trends of higher education worldwide (Altbach, 2002; European Parliament Report, 2015; Knight, 2013). Although the mobility and presence of international academic staff is not followed as closely as international student mobility and presence, it is known that some studies have been carried out on this subject in recent years (European Commission, 2015; Streitwieser, 2014; Yemini & Sagie, 2016; Dunn & Wallace, 2006). The internationalization of the students is associated to the internationalization of the academic staff. Academic staff mobility is an activity that carries a potential marketing element for future academic collaborations and activities, providing promotion for both the relevant academic staff and the university affiliated (Dunn & Wallace, 2006; Hemsley-Brown & Goonawardana, 2007; Svetlik & Lalic, 2016). Most universities worldwide have needed to change and become more entrepreneurial (Slaughter & Leslie 1997), and this entrepreneurial attitude has led universities to extend the scope of their activities outside the national borders. The exchange programs is one of the important starting steps in the internationalization which lets academia get closer in global aspects. Academic staff mobility within sebatical programs and projects are the most active and frequent activities that increase intercultural interaction and entrepreneurial attitude.

Universities are expected to provide an ecumenical educational environment rather than a limited local setup. The presence of academic staff from different cultural and educational systems allows both the cultural structure of higher education institutions and the internationalization of the curriculum. Therefore, as a policy, higher education institutions should employ a certain number of international academics. In addition, higher education institutions should introduce a system of facilitators to ensure the mobility of both local and international academic staff.

Academic staff mobility ensures that universities and academics converge and interact for more qualified researches (Dunn & Wallace, 2006; European Parliament Report, 2015). Internationalization of academic staff in the form of league tables that pushes research and knowledge production for the globe (Akar, Çobanoğlu & Plankett, 2010), and is described as an outcome of the global knowledge economy competition. As the cooperation and competition activities of higher education institutions become more developed in international frameworks the more these institutions face new challenges. “Increased

international networking by faculty and researchers may foster researchers' networks beyond national borders, resulting in positive effects such as reduced academic parochialism and more central positions in research networks" (de Wit, 2002). Higher education institutions that want to stand out in internationalization should carry out research projects with as many international participants as possible. Mechanisms to encourage these multinational and multi-partner projects and researches should be established at universities and allocate a share from the budget.

With the internationalization of the academic staff, higher education institutions may have the following characteristics:

- "Founding centers of excellence and research with international impact and focus
- Integrating international perspectives and subjects into existing research centers and programs
- Increasing collaboration with international partners (researchers, research institutes & the business World)
- A diverse approach to ensure that research is applied internationally
- Spreading research results and sharing knowledge through international networks and communications systems
- Formation of a network of research institutes organized according to discipline and/or field of specialization
- Contributing to international R&D programs and their funding
- Quality control and assessment of research at the international level
- A structural-based orientation toward international research subjects: regional and global environmental problems, international relations, international labor and law, etc."

Attracting international students, especially if they stay continuously, is an opportunity to take part in a global pool of talent, neutralize for weaker capacity at previous educational levels, support the development of innovation and production systems and, in many countries, to moderate the affect of an ageing population on future skills supply. To establish a more global mind-set in the culture of living together, increasing variety on campus, improving the preparation of all students for life and work in a world wide context and hub; and contributing to the growth of intercultural competencies are essential. The

presence of international students and academic staff brings some values to universities. These values can be ordered as follows:

- “opened the eyes and broke down barriers for home students. They are going to have to learn to deal with people from different backgrounds, from different cultures.”
- “local communities in which the universities were embedded also benefited from the exposure to international students: Being able to bring in different voices, different ideas because the city is in the process of trying to regenerate itself.”
- “the idea of a university being a global place that expands the possibilities of thinking big when there are a lot of international students enrolled at the institution: For some universities, it was a challenge to achieve “a good mix of students from all over the world,” to avoid the situation of one international student group dominating the campus.”
- “by creating international community of learners on campus, universities are creating the opportunity that in the future they have more international partnerships and research collaborations across the world”.
- “in the long-term, the universities have people connected in a huge alumni network around the world and connected back to the cultural understanding, reducing the likelihood of war and terrorism and just binding people together in ways that are helpful for peace and prosperity”.
- “Students who come to the host country to study develop an affinity with the host country; they are the “best ambassadors” for the country, “for the culture they absorb” while living here “

6. CONCLUSION

Studying abroad is an opening chance to access high-quality education, acquire skills that may not be taught at home and get closer to labour markets that extend higher returns on education. Studying abroad is also seen as a way to improve employability in progressively world-wide labour markets. Other motivations include the desire to broaden knowledge of other societies and to improve language skills, particularly English. For host countries, international students may be an critical source of income and have a unbalanced impact on their economic and innovation systems. International students also contribute to the local economy through their living expenses. Furthermore, highly edu-

cated international students are likely to integrate into internal labour markets, contributing and creating to innovation and economic performance. Due to their academic, social, cultural, political and economic contributions, international students are on the agenda of many countries today. In the process of internationalization higher education institutions have to adapt themselves to the interests and wishes of multicultural student groups. Academic studies are carried out in these countries that support the effort to get a share from the growing international student market. In addition, national strategy and policy texts are prepared and institutional structures are established. International students become an important tool of production and development goals by staying in the countries they are in after their education, or they return to their countries as cultural ambassadors and act as a bridge between their countries and the country they host in political, social, cultural and commercial areas. Especially in countries with a decreasing population and increasing aging, its contribution to the elimination of the labor shortage, the progress of the education sector, the opening of new employment areas and the return of the students to their countries, new markets and commercial partnerships have emerged in the long term is among the indirect economic gains of the internationalization of higher education.

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CHAPTER 2

Developing a Corporate Identity and Image in Higher Education Institutions for Internationalization

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ABSTRACT

This chapter sets out to discuss some of the issues in developing a corporate identity and image in higher education institutions (HEIs) that can enhance their internationalization strategy. Establishing a strong identity, image and reputation can provide HEIs with a competitive advantage when seeking to attract international students, professional and academic staff and funding. The chapter examines the perceived strengths and challenges in establishing an identity and image in a higher education (HE) context. Recommendations are provided including the leadership role that senior management must provide in developing an organisational identity an image and communicating effectively the identity and image to internal and external stakeholders. The chapter also identifies opportunities for future research.

Keywords: *Identity, Image, Internationalisation*

1. INTRODUCTION

Higher education institutions (HEIs) operate in a globalised, competitive and complex environment and are increasingly accountable to stakeholders particularly if they are in receipt of public funding. The growing internationalisation of higher education requires universities to develop a corporate identity, positive image and a strong marketing, branding and communication plan in order that they can compete in this market and to attract international students, staff and funding.

The overall aim of this chapter is to examine how higher education institutions can build a corporate identity and image that enhances the reputation and standing of the institution and underpins a strong international strategy.

This chapter has three broad objectives:

1. To define the relationship between corporate identity, image and university branding.
2. To identify the historical strengths of the university that can be captured in a visible identity, image and global brand.
3. To identify some of the current challenges to the university identity and image, particularly from an international perspective.

The chapter begins by providing a background to the study. A brief historical reflection on the historical development of universities as organisations which are of global renown is provided. The core argument of this section is that these universities could be considered the world's first mega brands (Wæraas and Solbakk 2009). The nature of identity, image and branding are examined and the interplay between corporate personality, behaviour, communication, design is featured (Birkigt and Stadler 1986). The chapter goes on to look at identity and image formation from a higher education institution's perspective focusing on: patronage, affiliations, strong networks, loyal alumni, ability to align with societal trends, and lastly, aggressive expansion strategies (Chapleo 2011, Dholakia and Acciardo 2014, Birthe Lund and Arndt. 2018, Cordelier, Vasquez et al. 2020).

However, there are also some serious challenges to the current higher education market which have their genesis in the recent past and also how the newly established universities, of which there are many, are struggling to differentiate themselves in this crowded marketplace (Sung and Yang 2008, Dholakia and Acciardo 2014, Fichtenbaum 2016, Altbach, Reisberg et al. 2018) includ-

ing, rising student expectations, technology and digital innovation, operating in a global context, attracting and retaining the talent, the perceived loss of relevance and prestige of universities. The chapter closes with a conclusion and provides some recommendations. The limited research available on identity and image creation in higher education means that opportunities for research are high and areas for future research are revealed.

2. BACKGROUND

There is a common misconception that universities and higher education institutions arrived late at the corporate communications party, and that they are naive and innocent novices when it comes to developing a corporate identity and image and selling their organisations beyond their traditional domains. In fact, many universities are past masters at utilising communication tools and branding. Universities and their precursors are among the world's oldest, most enduring and sophisticated organisations and there are lessons to be learned in examining how the world's major universities have managed to develop a corporate identity and image and establish themselves as major iconic brands with a fraction of the effort and the budgets of other global industries.

Establishing a corporate identity and image is relevant to all kinds of organizations, ranging from private to public organizations, production to service organizations and educational institutes (Fujita, Harrigan et al. 2017); Balmer & Greyser, 2002). Corporate identity is a broad concept and refers to “the set of intentions with which an object makes itself known and with which it enables people to describe, remember and relate to the object” (Rekom 1997). Another definition of the term comes from Balmer (1995); ‘what the organization is’. Corporate identity stands for the work, the norms and values of an organization and provides a sense of individuality with which an organization can distinguish itself (Jobber 2004).

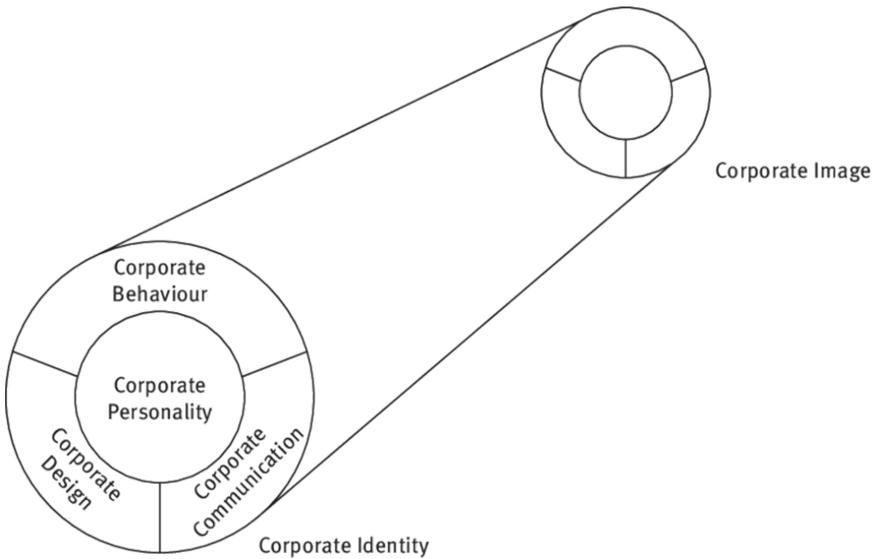
In the past, corporate identity mainly stood for the graphic design, or the house style, that the organization propagated. Important elements included, organizational jargon, logos and visual identification. The power of consistent visual and marketing communication also plays an important role (Riel & Balmer, 1997). Several authors emphasize the importance of consistent formal corporate communication and the need to communicate effectively to all stakeholders (Bernstein, 1986(Bernstein 1986)). The corporate identity of an organization can now be made clear by looking at behaviour, communication and expressions to internal and external parties (van Riel & Balmer, 1997).

It is increasingly believed that corporate identity refers to the unique characteristics of an organization that are rooted in the behaviour of its members. It is therefore important to build up a strong identity as an organization that represents what the organization stands for.

A corporate image is how an organisation is perceived by the public. The goal of establishing a strong corporate image is to build a good reputation among the stakeholders of the organization. This good reputation should make stakeholders more likely to purchase the organization's products or services, join the organization, or be willing to invest in the organization (van Riel 1995; Balmer 1995). In the case of higher education good reputation can lead to success at attracting students, leading academic staff, research income and philanthropic fund raising (Gray and Balmer 1998, Rutter, Lettice et al. 2016, Japutra, Keni et al. 2016). Of course, the public perception of an organisation's image can differ to what an organisation would like.

The concept of developing a brand is closely related to an organisation's identity and image. A brand identity is seen as an organisation's way of communicating their organisation identity to the outside world. A brand image provides an external perspective on a brand. Branding closes the gap between identity and image and how an organisation is perceived and how they would like to be perceived by the outside world. It is much broader than the visual element of identity. There is an increasing body of knowledge on branding (Cordelier, Vasquez et al. 2020) and accordingly there are many definitions provided. We propose a relatively straightforward definition of brand management as, *the management all aspects of the presentation of the organisation to various audiences, both internal and external* (Dholakia and Acciardo 2014, Aula, Tienari et al. 2015, Hrabowski III, Rous et al. 2019).

An organization's identity and image are closely intertwined. Organizations, e.g. universities, need to control and steer their corporate identity and create a positive image. To achieve control, it is first necessary to establish the identity of the organization (Gray & Balmer, 1998). The corporate identity and image mix has been adapted and modelled over the years and can be broadly categorised into three areas, namely symbolism, communication and behaviour (Karaosmanoglu & Melewar, 2006; Gray & Balmer, 1998). Birkigt and Stadler (1986) capture the relationship with their model 'Corporate Identity and Corporate Image', also known as the 'Corporate Identity Mix' (see Fig1.). By managing their brand identity, universities and organizations can influence their image.



**Figure 1. Relationship between corporate identity and image
(Birkigt and Stadler 2002)**

According to Birkigt and Stadler (2002), a brand identity involves four interlinked components: corporate personality, behaviour, design and communication. The starting point is establishing the personality (brand) or core of an organisation. The personality includes the meaning of an organisation (the ‘why’ or mission) but also includes the culture, values and structure of the organisation. An organisation’s personality is expressed and reflected through communication, symbolism and behaviour which also attempts to steer the organisation’s image. Organizational communication is about verbal (or visual) messages from the organization. Design or symbolism is how an organization visually expresses its personality and identity. Design/symbolism concerns non-verbal elements such as logo, colour, shape, photography, illustration and typography. A striking symbolism ensures recognition and connection and helps to build a bond with internal and external target groups.

Behaviour includes how both the organization and its employees act and engage in practice. Behaviour is the most determining component for the image particularly in the case of service organizations – determines up to 80 percent of its reputation.

Birkigt and Stadler argue that how the brand personality is expressed in communication, symbolism and behaviour determines the image of the brand and the organization. They also indicate that this image becomes more pow-

erful and credible as communication, symbolism and behaviour become more coherent. In that case, the (brand) personality is consistently propagated and this creates cohesive associations with the brand or organization in the outside world (Birkigt and Stadler 1986).

Corporate identity and branding sits comfortably with the idea of ‘new managerialism’ in the public sector including higher education (Watkins and Gonzenbach 2013). New managerialism sets out to achieve value for money and efficiency within the public sector by adopting the structures, language, business processes, management practices and values associated with the private sector and the corporate workplace (Deem, Hillyard, and Reed 2007). Such influences can raise a conflicted space for the higher education sector, particularly when striving to support academic freedom and provide a transformational experience to students.

3. CORPORATE IDENTITY, IMAGE AND BRANDING IN HIGHER EDUCATION

3.1. History Versus Heritage - Defining the Historic Strengths of the University Identity and Image

If the essence of a brand is representing the identity of an organisation then universities have a conundrum on their hands as William Whyte, St. John’s College, Oxford so neatly captures:

“Most universities are remarkably uninterested in their history. Their heritage – well, that’s another matter; so long as this amounts to little more than the most photogenic parts of the campus and a happy myth of excellence, inclusivity, and innovation which has been passed down ever since the foundation, if not before. In recent years, of course, as universities have awoken to the financial potential of their alumni, there has been a flurry of glossy, full-colour, coffee-table books. But, in the main, these are little more than expensive begging letters, and they almost always also parrot all-too familiar claims about excellence, inclusivity, and – well, you get the point. They rarely rise to the level of real history.” (Whyte 2014)

The “who are we” question that is a foundation of all analytical models in general is very often lost amidst a plethora of more pressing and pragmatic concerns, many of which we will touch on in the course of this chapter (Karaosmanoglu 2006, Nguyen, Shirahada et al. 2012, Pinar, Girard et al. 2020, Japutra, Keni et al. 2016). However, it is still important that a university understands both its history and its heritage, particularly as it is those two as-

pects of its organisational identity that it will use to represent itself to international students who seek a cultural as well as educational experience (Joseph, Eileen Wall et al. 2012). Furthermore the need to create “online identities” is becoming a high priority for universities (Rutter, Lettice et al. 2016, Fujita, Harrigan et al. 2017, Pringle and Fritz 2018).

Of the two concepts, heritage is the easiest to capture (Japutra, Keni et al. 2016) and is portrayed in highly romanticised symbolism which appeals to a variety of audiences as evidenced by the following example:

“As students at a university, you are part of a great tradition. Consider the words you use: campus, tuition, classes, courses, lectures, faculty, students, administration, chancellor, dean, professor, sophomore, junior, senior, fees, assignments, laboratory, dormitory, requirements, prerequisites, examinations, texts, grades, convocation, graduation, commencement, procession, diploma, alumni association, donations, and so forth. These are the language of the university, and they are all derived from Latin, almost unchanged from their medieval origins. The organization of this university, its activities and its traditions, are continuations of a barroom brawl that took place in Paris almost 800 years ago” (Nelson 2001)

The history of “the university” is a much more fragmented and fractious affair and poses three taxing questions for scholars attempting to articulate a history of higher education: 1. Where to start? 2. What taxonomy to employ? And 3. When to stop?

There is an argument that the accelerated move towards the “marketization” of higher education and universities has led to a disconnect between the history of the university and its heritage (Brown 2014). At the same time, the earliest historical artefacts that are available to us show that schools which undertook activities which we would recognise as being similar to universities were established in Egypt, Mesopotamia and North China as long ago as 3000 BC and these laid the foundations for successive generations of education systems.

Branding (and its resultant benefit of economic survival) has always been high on the list of priorities for universities, some of the significant characteristics which they all have shared to a greater rather than lesser degree. The core argument of this section is that these universities could be considered the world’s first mega brands (Wæraas and Solbakk 2009). There are five areas of commonality which are worth considering from an identity and image forming perspective. These are: patronage, affiliations, strong networks, loy-

al alumni, ability to align with societal trends, and lastly, aggressive expansion strategies (Chapleo 2011, Dholakia and Acciardo 2014, Birthe Lund and Arndt. 2018, Cordelier, Vasquez et al. 2020).

Patronage

Historically the enduring higher education institutions were either owned by the powerful elite or endorsed by them. The role of educational institutions was largely a means of social engineering. As society became ever more complex and the range of tasks required to sustain that complexity grew, schools became increasingly institutionalized and the educational experience became less directly related to daily life, increasingly abstracted from practice and scholars learning things out of context. This concentration of learning in a formal atmosphere, allowed students to learn far more of their culture than by merely observing and imitating. This was generally reflected in the curricula offered which was based on a range of areas which primarily reflected cultural and religious values such as writing, philosophy, ethics, mathematics, history and music.

Affiliations

The second commonality is the association with religion. All university systems, except for some of the independent schools within the Hellenic tradition, have very strong ties with organised religions. In many societies', universities were the primary producer of priests and clerics. The Irish tradition of Monastery's and nomadic monks which thrived in the early medieval period was in fact a well-established characteristic of the Buddhist faith.

Strong Networks

Networks have always been considered an essential element of education. For example, in his seminal work "*How the Irish saved Civilisation*", (1995) Thomas Cahill not only traces the transition between the end of the classical Roman-Hellenic period to the Medieval period and the pivotal role that the Irish Scholars played in this period but also describes the immense networks of monasteries and schools that were established during this period. Scholars and more importantly their books and writings moved freely between these monasteries where scribes toiled for hours diligently copying the contents. The Book of Kells which can be viewed in Trinity College Dublin is perhaps the most famous example of work produced during this period. This scholarly activity has its roots in Asian education where the student would live with his master for an extended period, usually 12 years, before venturing into the wider world.

Loyal Alumni

There is a strong relationship between a university's alumni and identity and branding, particularly when accessing funding and creating visibility. For example, the Harvard's endowment fund which is:

“a dedicated and permanent source of funding that maintains the teaching and research mission of the University. Made up of more than 14,000 individual funds invested as a single entity, the endowment's returns have enabled leading financial aid programs, ground-breaking discoveries in scientific research, and hundreds of professorships across a wide range of academic fields.” (Harvard 2020)

In 2020, the fund stood at \$41.7 Billion and its contribution of \$6 billion accounted for 20% of Harvard's total income for that year. Attracting philanthropic donations from alumni or otherwise is a challenging task for recently established universities who do not have the alumni base or expertise to engage in this competitive arena.

The second example of utilising the value of a strong and loyal alumnus is acknowledging the success of past students e.g. NUI Maynooth in Ireland created the John Hume Centre for the Arts and Humanities when John Hume was made a noble laureate.

Ability to Align with Societal Trends

Much of the criticism that was levelled against the universities in the early 1960's, 70's and to a lesser extent the 1980s was that universities needed to reorganise and modernise (Japutra, Keni et al. 2016). On the other hand, some would argue that universities are at the vanguard of much of the changes which we take for granted in our daily lives. In the world of science, communications technologies (including the World Wide Web), medicine and societal changes, universities have been either the driving force behind the underpinning research or incubators for the resultant innovation (Wæraas and Solbakk 2009, Kromydas 2017). In section 1.2 we briefly discuss the growing perception that a university education is no longer a prerequisite for success in certain fields, but the fact remains that in the world of science, technology and medicine 100% of the professionals' working in these fields are university educated and trained. Higher education traditionally offered by universities, focused on philosophy and the classics but gradually moved into areas under the control of the guilds and to a large extent subsumed those guilds into their operations. In terms of reorganising and modernising.

Graham (2013) distinguishes between three different models of higher education: the university college, the research university and the technical university. The university college is the oldest, where Christian values were the core values. Later, when scientific knowledge questioned the universal theological truth, another type of university was established, where research was the goal of the scholarship. This type of university has subsequently been transformed by the introduction of the liberal arts tradition and flourished in the US. The research university model, originated circa 16th century in Cambridge and established in Berlin by the introduction of the Humboldtian University, shared a common aim, namely the pursuit of knowledge and its dissemination to the greater society. The third model of university is the technical one. It was established in an industrial revolution context from the 1st industrial revolution (1760 – 1840) of coal and steel to the current 4th industrial revolution of digitisation and the Internet of Value, the university has kept pace.

Furthermore, as the introduction of capitalism changed radically the structure and the format of labour relations, the technical model was based on the idea that industrial skills had to be acquired by formal education and somehow verified institutionally in order to be applied to the broader society. In philosophical terms this is the manifestation of the functionalist worldview where universities sought to create knowledge oligopolies where they had an iron grip on what passed as “Qualified”. These different models of higher education cultures and traditions still exist, and Universities worldwide follow a hybrid approach, where all traditions collaborate with each other. This hybrid approach allows universities to operate multiple sub brands that appeal to all the various traditions and sectors of societies. In a sense it allows them to be all things to all men.

Expansion strategies

There are many themes in the analysis of how universities have expanded in both size and reach particularly since access to third level education was accepted as a major policy objective by most governments. However, for the purposes of this chapter we focus briefly on one theme; the university and its sense of place. There is a largely unanswered question in understanding the extent to which a university reflects the place in which it is situated. As Brennan and Cochrane (2019) put it:

“They [universities] are always located in place, but the question remains whether they can be understood to be of the places in which they find them-

selves, capable of contributing to their development as learning cities... understanding the complexity of the relationships between universities and their cities—universities negotiate their roles within particular urban settings, and they do so in instrumental ways, reflecting their own distinctive institutional priorities.” (Brennan and Cochrane 2019).

Thus, Universities have always attempted to transcend their physical geography, to be bigger, at least in a philosophical sense, than the place where they are situated. As we will see in section 1.2 this has proven to be a double-edged sword.

3.2. Challenges to the University Identity and Image

Following on from our discussion on the historic strengths of the University Brand, two related questions emerge, what are the main threats or challenges to developing a HEI identity and image? and what are the main problems that the corporate communications or branding strategy seek to address. In addressing these questions, several factors need to be considered: Firstly, how critical are these problems in real terms? For example, much has been made of the potential impact of Brexit, but there is little evidence presented to show that Brexit will have any meaningful effect on the higher education sector in the UK. Secondly, what degree of control does the HEI sector have on the problems identified? For example, in the following sections a recurring theme is the perceived widening of the gaps between the HEI and the world of employment “the real world”. At first glance, this suggests a needs mismatch between HEIs and employers that can be solved by a matter of aligning the needs of employers with the outputs of HEIs. However, on deeper analysis it becomes apparent that the problem is deeper rooted and goes to the heart of the *raison d’être* of HEIs in modern post-industrial societies. It is a clash between liberal (or what passes for liberal) universities and the overtly functionalist worldview of industry. Lastly, problems can arise (possibly as an unavoidable consequence of another strategic aim or objective) where a university is not able to provide a solution. Accommodation is the most obvious example here with the shortage of student accommodation increasingly becoming both expensive and harder to find. For international students this is a significant burden as accommodation, particularly in western nations is priced at the local domestic market and reflects what the national students would be willing to pay.

This economic trend is exacerbated further by three university created factors; 1. Universities have outsourced their accommodation to public private partnerships. These partnerships have undoubtedly led to a significant im-

provement in the quality of student accommodation with a lot of student hostels now resembling mini hotels, but this has also led to an increase in the cost of the accommodation. 2. Universities have grown into multi-faceted entities over the past 30 years. Most universities besides experiencing growth in student and staff numbers have also invested in enterprise parks, innovation incubation units and other campus companies. This involves workers who need somewhere to live (usually year-round which is more attractive to landlords) which reduced the amount of accommodation available to incoming students.

However, there are several challenges which can and should be addressed with a clear and coherent corporate branding and communications strategy.

Rising Student Expectations

Two fundamental questions need to be considered, What are HEIs selling? and what do students believe that they are buying? Most HEIs' advertise the value of their degrees to employers and by implication suggest that having a degree from their institution will significantly increase the employment opportunities of graduates (El-Fekey, Fathy et al. 2018). Similarly, students tend to believe that a degree from certain HEIs are more valuable in getting employment than others. The reality is somewhat more prosaic and would appear to support the thesis developed by Alison Wolf who asserts that employers hire people based on the skills they possess. In an extensive analysis undertaken by her of the UK education system and its correlation to the UK employment market she clearly highlighted the very close relationship between Science, Technology, Engineering and Maths (STEM) and employment opportunities. In fact, there was a recognised labour deficit in these areas. Arts and the Humanities graduates, on the other hand, either experienced underemployment or had to accept employment in an area outside of their core degree (Wolf 2002).

To counter this perception, HEIs have been quite enthusiastic to participate in ranking exercises such as the "*QS University Rankings*" whereby they are tabulated according to various criteria. These tables and their underlying philosophy have been subjected to quite rigorous critique over the past 30 years or so and have been found to be influential in which university international students choose (Dill and Soo 2005, Usher and Savino 2007, Christie 2017, El-Fekey, Fathy et al. 2018, Allen 2019). In the past number of years there is a new type of ranking table appearing which the universities are not so keen to be associated with. These have titles such as "*Top 10 most useless college degrees*" (Phillpott 2020) , "*Top 10 colleges where students have the most debt*" (Moody 2021) or "*Which country has the greatest student debt*" (Helhoski and LaneJun 2021).

Adding a layer of complexity to this mix is the change in the way that students are viewed by both themselves and the universities. In the past, it was rare to refer to students as customers now it is almost the norm and whilst this may appear to be a relatively small shift in emphasis in the relationship between the HEIs and the students it is in fact a very significant change. As we mentioned in the introduction, HEIs traditionally selected the students who were granted the opportunity of a lifetime to study. The power balance between the HEI and the student favoured the HEI and the HEI had a multitude of rules and sanctions to determine how the relationship developed. Currently there is a widely held perception that this power balance has shifted in favour of the students and that they in their role as “customers” are entitled to a greater range of services in return for their money (El-Fekey, Fathy et al. 2018, Tran, Nguyen et al. 2020, Hashim, Mohd Yasin et al. 2020). Students (along with other key stakeholders) have demanded greater transparency in how universities manage their operations and delivery of services. This is particularly contentious in 2021 as most universities and students face up to a different education landscape post-Covid 19 and this primarily involves the extended use of technology which we will discuss in the following section.

Technology and Digital Innovation

Many Universities have indicated that the lectures, practicals, seminars and tutorials which it had been forced to move online due to the Covid-19 pandemic would remain online and that this trend would continue as they accelerate their strategy of implementing a blended learning environment. In future it is likely that there will be a considerable reduction in the contact time that students will be required to spend on campus. There is no doubt that technology has a great role to play in enhancing the student learning experience and that this role will undoubtedly increase over the coming decades but the evidence from preliminary research into the experiences of HEI staff and students during the 18 months of enforced online learning is showing that far from a positive experience most of the students experienced high levels of anxiety frustration and isolation.

Operating in a Global Context

The third of our challenges deals with the widely held view that in order to benefit from increasing student mobility and an expanding higher education marketplace, universities should adopt a commercial outlook and establish a compelling competitive advantage that gives them a competitive edge in

markets beyond their own locality. In the 1990's the emerging economies of Brazil, Russia, India and China (BRIC) were fertile growth markets. However, two major recessions and a global financial crisis has severely dented the global ambitions of many universities and has led to financial strain in many universities.

It is important to consider the barriers that have appeared in resistance to this global expansionist ambitions of universities e.g. policies on immigration, currency changes, geopolitical stability, changes to how and when students want to learn Whilst there is no doubt that Universities with international connections, can offer their students and staff the opportunity to work and study abroad, many universities are becoming more reticent about the depth and breadth of their international engagement as was evidenced by the fairly muted response by the UK universities to the decision of the UK government to withdraw from the Erasmus+ student exchange scheme.

Attracting and Retaining the Talent

The development of a HEI identity and brand is also a key requirement and challenge for a HEI to attract staff. Whilst the most successful HEIs recognise the importance of a rich and diverse workforce very often universities find themselves competing with companies in the private sector who are able, by virtue of more flexible recruitment and compensation policies, to offer better pay and benefits than the HEI sector who are usually constrained by policy guideline as set out by government departments. Secondly finding academic staff who combine the skills and desire to compete on multiple fronts is becoming increasingly difficult. Teaching and research are often portrayed as having a reciprocal and symbiotic relationship, but the reality is that as research budgets get further tightened and the research landscape gets ever more competitive teaching is most often judged to be the work element that is easiest to trim back. Additionally, HEI boards are trying to identify the right strategies to reward staff and it is widely reported in educational research literature that the drivers of staff motivation are often unclear. On one hand, academic managers would argue that the rewards of an academic career should not always be linked to salary, and that the emphasis should be on creating an environment in which academics can develop their practice and build their reputation and providing appropriate facilities that support research, publication and commercialisation of intellectual property, should be explored. Professional unions representing HEI Staff argue that their members should earn more than what is on offer (Filho, Levesque et al. 2020).

The Perceived Loss of Relevance and Prestige of Universities

Steve Jobs, Bill Gates, Elon Musk, Richard Branson and Mark Zuckerberg count themselves among the 30% of students attended higher education or completed their studies. Jobs did not want his parent to spend money on an education which he thought was meaningless. The internet is full of similar stories of self-made people men who followed their passion giving the impression that education is an expensive distraction which only serves to delay or stymie your potential. There is also a renewed government focus in many countries on vocational skills and encouraging students to opt for apprenticeships with guaranteed jobs and income on completion.

4. SOLUTIONS AND RECOMMENDATIONS

The above discussion has highlighted the complex nature of developing a corporate identity and image in higher education institutions for internationalisation. Like the corporate world, higher education institutions need to develop an identity, a positive image and reputation for competitive advantage particularly when operating on a global scale and competing for high quality international students and staff. Competition is no longer limited to regional and national borders. Education is now seen as a service where a strong identity and image can help universities to differentiate their offerings. The increasing emphasis on internationalisation and developing an identity and corporate image present challenges to universities e.g. students seen as customers, service orientated, increasing focus on marketing, PR and communication. This change in emphasis conflicts with traditional values associated with universities e.g. academic freedom, collegiality etc.

It is recommended that senior managers in universities need to take ownership and think strategically about forming an identity and image for the organisation and align their corporate identity and corporate image as they impact on their performance, particularly on international performance e.g. ability to attract students. Developing a robust communication, public relations and marketing plan is key to promoting the identity and image message to the public. But at the same time organisational identity and image awareness needs to be created to internal stakeholders. Senior management communication is key to getting the corporate identity and image to both internal and external stakeholders. Monitoring performance and awareness and taking corrective action is also important.

5. FUTURE RESEARCH DIRECTION

Research on developing corporate identity and image in higher education institutions for internationalisation is limited and provides a fertile ground for research, particularly research of an in-depth nature. There is a need to examine the impact of identity on the competitive advantage for universities, particularly new universities, and on their image and reputation. Comparative studies, in terms of identity and image formation between universities and the corporate world would be useful as are comparative studies between publicly funded and private funded universities.

6. CONCLUSION

The findings from this chapter add to the knowledge base on developing a corporate identity and image in higher education institutions on the internationalization journey. The world's largest universities have managed to establish themselves as major iconic brands but the challenge for newer less well-established universities remains. Marketing of higher education has changed. Students used to be given the privilege of studying at a HEI but in recent times the situation has changed to the need for a HEI to sell itself to prospective students but also to attract international students, key staff and funding.

Establishing a corporate identity and positive image and reputation is a powerful source of competitive advantage for higher education institutions.

A corporate identity and image are important so that people can describe, remember and relate to their HEI. It's about establishing and building a good reputation with both internal and external parties. HEIs are supported by loyal alumni who donate money or use their famous name to make the HEI more attractive. Above all, it is important that universities can align with societal trends such as operating in a global context and coping with the digital innovation of education that was accelerated by the COVID pandemic.

Corporate identity, image making, and branding goes beyond visual expressions and involves navigating a corporate mix of corporate personality, design/symbolism, behaviour and communication. The nature of higher education institutions, particularly established universities, suggests that history and heritage needs to be reflected in the identity and image and there are five areas of commonality which require attention when developing an identity and image: patronage, affiliations, strong networks, loyal alumni, ability to align with societal trends, and lastly, aggressive expansion strategies. The paper also highlighted several key challenges when marketing and branding a

HEI's identity and image: rising student expectations, technology and digital innovation, operating in a global context, attracting and retaining the talent, the perceived loss of relevance and prestige of universities.

Developing and maintaining an identity, positive image and reputation needs to be backed up by an effective branding, communication and marketing campaign to increase identity and image awareness by all internal and external stakeholders for HEIs to achieve the optimum benefit of developing an identity and image. This requires dedicated marketing and communications professional to lead the campaign but must also requires strong leadership from senior management to support the campaign.

The discussion and findings in this chapter are relevant to the management of higher education institutions in the process off or planning to expand their international activity. Students and academic staff will also be provided with some useful insights. The results will be helpful to communication professionals who deal with an organisation's corporate identity, branding and communication and who aim to enhance the consistency of messages both written and visual within their organisation. The findings will also be of relevance to agencies and government bodies working with or planning to develop initiatives to strengthen the international performance of higher education institutions.

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CHAPTER 3

Adoption of Academic Hospitality Model in Turkish Universities

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ABSTRACT

Academic Hospitality Model includes the main and sub-phases that should be applied by higher education institutions in order to provide and sustain academic hospitality. The Model consists of five phases, from university hospitality for leadership and monitoring and control, based on a rationale that academic hospitality is not a result, but a process. In this study, it is aimed to determine the adoption of universities in Turkey to the Academic Hospitality Model. Based on the Academic Hospitality Model formed, a questionnaire was designed and sent to the International Student Offices of universities via e-mail. A total of 75 universities (53 public universities, 22 private universities) responded to the questionnaire. According to the findings, it has been determined that the Academic Hospitality Model is not fully practiced in Turkish universities and universities have deficiencies about academic hospitality strategies in practice.

Keywords: *Internationalization, Academic Hospitality Model, Higher Education, Turkish Universities*

1. INTRODUCTION

Internationalization has been one of the most significant issues within higher education institutions (HEIs) around the world during last decades and a widely discussed phenomenon in higher education (Luijten-Lub, 2007). As the international, foreign language and intercultural skills to be able to interact in a global setting, institutions are placing more importance on internationalization (Hénard et al., 2012). While we are living in a global world, connected to each other in many ways, it does not seem possible for HEIs to avoid from internationalization experiences.

The world of higher education is changing, and the world in which higher education plays a significant role is changing. The international dimension of higher education is therefore becoming increasingly important and, at the same time, more and more complex (Knight, 2003).

International organizations such as the Organisation for Economic Cooperation and Development, the United Nations Educational, Scientific and Cultural Organization, and the World Bank, national governments, the European Union, and higher education organizations such as the International Association of Universities placed internationalization at the top of their reform agenda. Internationalization became a key change agent in higher education, in the developed world but also in emerging and developing societies.

2. DEFINING INTERNATIONALIZATION OF HIGHER EDUCATION

The updated definition of Knight (2003) is most widely used. She describes internationalization of higher education as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education”.

Jibeen and Khan (2015) mentions that the definition of internationalization of higher education by Knight refers to the process of integrating an international or intercultural aspect into the teaching, research and service functions of internationalization.

De Wit et al. (2015) extended the definition of Knight (2003), and defined internationalization as follows:

“The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society.”

Internationalization in HEIs is critically dependent on active engagement by all actors involved. The actors involved in HEIs would be international and local students, academic staff and non-academic (administrative) staff. If a real cooperation can be achieved among these actors, internationalization in HEIs will be more effective and also provide contribution to quality of education.



Figure 1. The framework for internationalizing higher education

Source: International Higher Education Academy, 2014, Internationalising higher education framework

The framework for internationalizing higher education has been developed by Higher Education Academy (HEA) inspiring from UK Professional Standards Framework (UKPSF). The framework is encircled by five principles: Interconnectivity, Inclusivity, Collaboration, Flexibility and Sustainability. The framework provides a holistic way of enhancing the quality and variety of internationalization policy and practice. It is important to analyse that as the framework for internationalizing higher education also promotes, the key focus areas of internationalization in higher educations should not be only limited to learning and teaching but also intercultural engagement and social responsibility should be included in the processes.

Table 1 presents top ten HEIs around the world in means of the number of international students. The table also presents the international outlook score of these universities. The data is obtained from The Times Higher Education (THE) World University Rankings 2021 which includes almost 1,500 universities across 93 countries, standing as the largest and most diverse university rankings ever to date. The performance indicators for THE ranking are grouped into five areas:

- Teaching (*the learning environment*);
- Research (*volume, income and reputation*);
- Citations (*research influence*);
- International outlook (*staff, students and research*);
- Industry Income (*knowledge transfer*).

These five indicators determine the overall scores (stated in column 4 of Table 1).

International outlook performance indicator (stated in column 8 of Table 1) is calculated by considering the proportion of international students, the proportion of international staff and international collaboration (research). The data on Table 1 presents us; American University of Sharjah having the highest international outlook score.

It is important to realize that internationalization in HEIs is much more than increasing the number of international students. HEIs should create an international perspective to their all mechanisms. Such a perspective should be adopted by their both staff and students in order to reach the common goal. In fact, the international outlook performance indicator of THE addresses this perspective.



Figure 2. Internationalization of Higher Education

Table 1. The Times Higher Education (THE) World University Rankings 2021- international perspective- Top 10 international outlook scores

		Country	Overall score	Number of students	Number of students per staff	International students	International outlook
1	Macao University of Science and Technology	Macao	50.5	10,596	24.9	84%	100
2	City University of Hong Kong	Hong Kong	59.7	9,510	10.8	51%	99.8
3	University of Luxembourg	Luxembourg	54.2	4,858	19.0	51%	99.6
4	Università della Svizzera Italiana	Switzerland	50.5	2,713	10.3	67%	99.6
5	Qatar University	Qatar	47.9	8,808	9.2	37%	99.4
6	University of Macau	Macao	47.9	9,343	14.0	36%	99.3
7	University of Hong Kong	Hong Kong	75.2	18,135	18.2	43%	99.0
8	University of Sharjah	United Arab Emirates	36.3	12,688	18.6	58%	98.9
9	École Polytechnique Fédérale de Lausanne	Switzerland	74.1	10,942	12.2	60%	98.5
10	Hong Kong Baptist University	Hong Kong	45.5	8,224	15.4	51%	98.4

3. ADVANTAGES OF INTERNATIONALIZATION IN HIGHER EDUCATION INSTITUTIONS

The benefits of internationalization of HEIs can be summarized as follows:

- **Increased international awareness of / deeper engagement with global issues by students.**

Internationalization increases awareness among students about global issues including cultural diversity and making students open-minded and active global citizens (Denson et al., 2010). Internationalization is expected to contribute to the training of opened-minded and dynamic citizens able to work in foreign and culturally diverse environments, to deal with an increasingly diverse and internationally mobile society and labour market (Altbach and Knight, 2007; Knight and De Wit, 1995). Considering the characteristics of the Generation Z, which has been a student at universities since 2014, it is seen that the generation most susceptible to the internationalization of university campuses is faced with.

- **Enhanced internationalization of the curriculum**

In HEIs with a large number of international students, international students can find curricula especially arranged for them. In some HEIs, current curricula are revised for international students. The most rational strategy is to organize the curricula in such a way as to meet the learning needs of both national and international students. Internationalization enables the HEI to adjust curricula to international standards, and to develop joint curricula with external partners thus offering national students greater competencies and opportunities, as well as resulting in being more attractive to foreign students (Luijten-Lub 2007).

- **Improved quality of teaching and learning**

Internationalization is perceived to provide a positive effect on the quality of the higher education, through the involvement of visiting professors from foreign countries, and the organization of extra-curricular activities (such as international and intercultural campus events, mobility programmes) (Van der Wende, 2007; Hudson, 2016). Sharing international knowledge, experience, and best practices improve gradually and definitely the quality of teaching and learning both for the institution and the students (Van der Wende, 2007).

- **Increased international/multinational/intercultural research and knowledge transfer**

Internationalization strengthens institutional research and knowledge production capacity by complementing resources, skills and knowledge (Knight, 2007) through a variety of inter-universities alliances and collaborations. Internationalization of HEIs does not only provide student and education-oriented benefits, but also opens new horizons to academics for international, multinational and intercultural research.

- **Enhanced reputation of the HEI**

Internationalization can be a valid strategy to increase the HEI's prestige in the eyes of national and international stakeholders (Chan and Dimmock, 2008; De Wit, 2002). As a matter of fact, reputed universities are quite often highly internationalized as well. Considering the latest data of The Times Higher Education (THE) World University Rankings 2021, the most reputed university of 2020, the University of Oxford has an international outlook score of 96.4. Internationalization is considered as an effective strategy in order to enhance the international presence, brand, profile, reputation and ranking of the university (Saisana et al., 2011).

- **Opportunity to benchmark/compare institutional performance within the context of international good practice**

Academic institutions develop their internationalization in order to benchmark and measure their positions in the context of international standards and consequently improve their practices and performance comparatively to their competitors and peers (Knight and De Wit, 1995). Universities internationalize to understand their position in relation to international practices and performances and consequently improve through comparisons with their competitors and peers (Knight, 2004).

- **Increased international networking by faculty and researchers**

Internationalization may foster researchers' networks beyond national borders, resulting in positive effects such as reduced academic parochialism and more central positions in research networks (De Wit, 2002; Knight and De Wit, 1995) and also contributes to ensuring international cooperation and networking, and thus creating synergies, as well as capitalizing collective efforts and investments (Altbach and Knight, 2007).

- **Increased/diversified revenue generation**

Internationalization can increase the number of full-fee paying foreign students and partnerships with enterprise, hence increasing revenues and contributing to the diversification of resources (Luijten-Lub, 2007; Knight and De Wit, 1995).

4. ACADEMIC HOSPITALITY MODEL

The increasing number of international students in Europe makes valuable contributions to national economies, inter-state strategic collaborations, human resource development, and community-based social-cultural development of the Member States. However, this cultural diversity causes significant problems in higher education institutions.

The EU supports education and training activities of Member States in several aspects (eg. Erasmus+ mobility program, European Structural and Investment Funds, The Education and Training Monitor) Also education and training are a critical focus of the EU's broader socio-economic agenda included in the Europe 2020 strategy.

EU strategies and efforts relating to the development of higher education policies in EU countries in ET 2020, especially based on mobility and education system (eg. bologna process and ECTS system) and administrative system (eg. European student card). In consideration of increasing number of international students in Europe, AcHopInt contributes to the social, cultural and academic achievement needs of international students. The Academic Hospitality Model included in AcHopInt is specifically designed for providing academic hospitality in higher education institutions and try to fill the gap in this area. Beside the great efforts of EU concerning the future of internationalization of higher education in Europe, AcHopInt takes another step by enhancing academic hospitality in higher education institutions in both academic and non-academic aspects.

The main objective of AcHopInt project is the identification of conditions in Academic Hospitality Model (in meaning of terms, activities, required training, coaching system) in partner countries and establish good practices to develop a common methodology for academic hospitality for international students. The project presents different strategies and approaches that will enhance the life standard of international students and academic hospitality of higher education institutions.

While the number of international students in Europe increases, the complexity of education, socialization and cultural diversity problems among international students require innovative solutions. The present output behaves as an innovative tool with its Academic Hospitality Model for this problem solving.

- The draft idea of academic hospitality model has been designed upon three phases: (Paige, 2005; Ayoubi and Massoud, 2007)
- The first phase is to set up the design of internationalization (this would be mainly represented by the international strategic plan).
- The second phase is to choose the best ways to activate the design with real actions (this is represented by the organizational steps taken by the top management of HEIs to implement the design. This phase also includes all stakeholders (students, academic and non-academic staff to the model).

The third phase is to evaluate this process by comparing the design with the implementation (this could be done by monitoring the academic hospitality model and provide its sustainability)

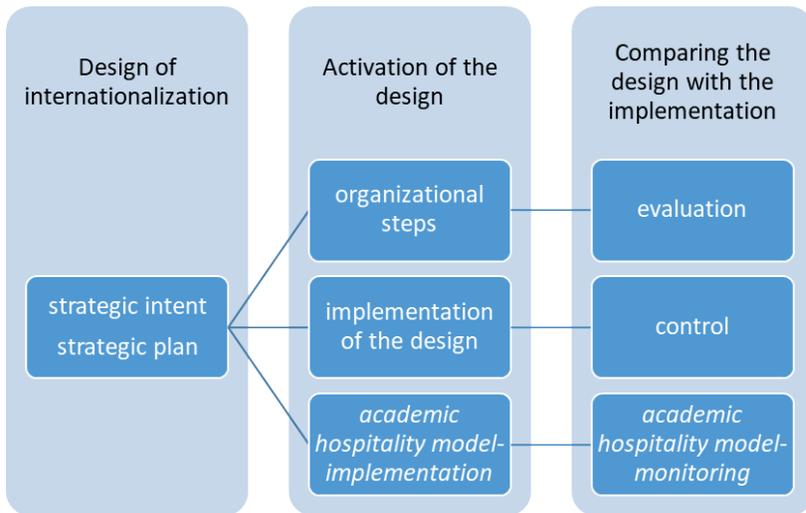


Figure 3. Draft of Academic Hospitality Model

Benefiting from the examination of several higher education institutions' governance structure and good practices, the Academic Hospitality Model has been expanded into five main phases from university hospitality for leadership to monitoring and control, including the flow charts inputs and good practices and check lists for each stage (see Table 2).

Table 2. Academic Hospitality Model

ACADEMIC HOSPITALITY MODEL							
STAGES	STAGE 1	STAGE 2	STAGE 3	STAGE 4		STAGE 5	
				Integrating International Students			
	University leadership for hospitality	Invitation to international students	Meeting with international students	Academic staff- international students	Non-Academic staff- international students	Host students- international students	
MAIN INPUTS	Mission statement	Academic visual identity	Communication with international students before arrival	International student survey	International student survey	Managing culture shock	Monitoring and control
	Internationalization strategic plan	International visibility of HEI	International student induction program	International experience of academic staff	International experience of non-academic staff	International coaching system	
	Budget	Materials for international education	Newly admitted students form	Workshops for academic staff	Workshops for non-academic staff	Acahos Online Platform	Measurement of learning and integration level of international students
	Distribution of duties and responsibilities for Academic Hospitality Model	Web site	Welcome desk	Guidelines for academic staff	Guidelines for non-academic staff		Ranking of international students
	International student alumni program	Rector/ Chancellor Speech	Welcome guide	Acahos Online Platform	Acahos Online Platform		International student award system
		Communication with prospective international students	Orientation programs				Monitoring International student alumni program
							Report on Performance Assessment and Indicators of Internationalization

5. ACADEMIC HOSPITALITY MODEL IN TURKISH UNIVERSITIES

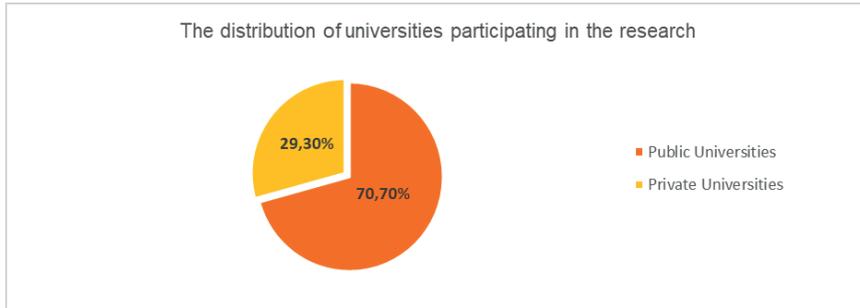
Based on the Academic Hospitality Model which has been generated, a questionnaire was designed to determine the practice of this model in universities in Turkey. This questionnaire consists of 40 questions in total for the five stages in the Academic Hospitality Model. The aim of this questionnaire was to clarify the possible adoption of academic hospitality model in Turkish universities and/or determine whether they involve a similar model in their institutions.

The distribution of the number of questions in the questionnaire is as in Table 3:

Table 3. The distribution of the number of questions in the questionnaire

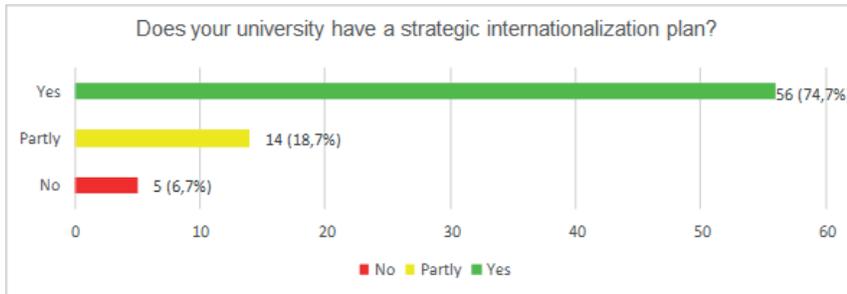
STAGES	NUMBER OF QUESTIONS
Stage 1: University Leadership for Hospitality	12
Stage 2: Invitation to International Students	8
Stage 3: Meeting with International Students	6
Stage 4: Integrating International Students	9
Stage 5: Monitoring and Control	5
TOTAL	40

There are a total of 207 universities in Turkey, of which 129 are public universities and 78 are private universities. The websites of 3 out of 207 universities could not be reached. The websites of the remaining 204 universities were examined and the e-mail addresses of the International Student Offices were collected. The online questionnaire form was sent to the International Student Offices of 204 universities via e-mail. In this study, which is aimed at determining the practice of Academic Hospitality Model for international students at universities in Turkey, managers working in International Student Offices were asked to answer the questionnaire form as “Yes”, “No” or “Partly”. A total of 75 universities (53 public universities, 22 private universities) responded to the questionnaire. The distribution of universities participating in the research is shown in Graph 1.

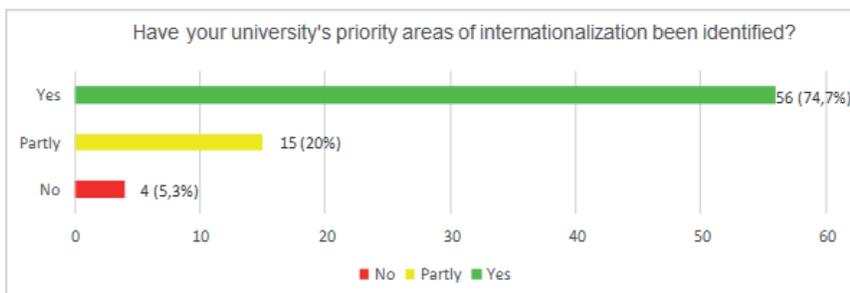
Graph 1: The distribution of universities participating in the research

5.1. Findings Obtained for Stage 1 (University Leadership for Hospitality)

The answers of the universities participating in the research to the 12 questions within the scope of University Leadership for Hospitality, which constitutes the Stage 1, are as follows:

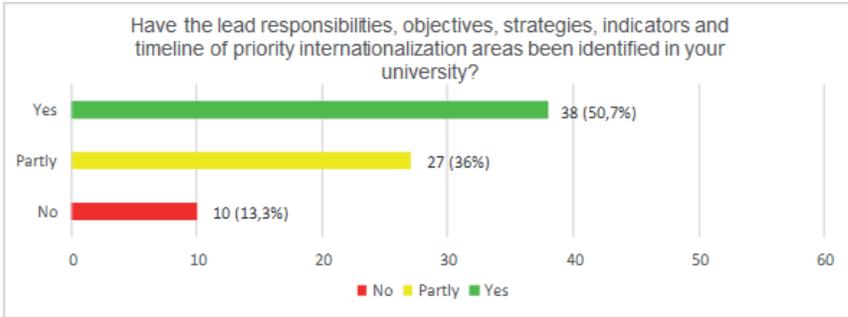
Graph 2. Strategic internationalization plan

Presented in Graph 2, 74,7% of the universities participating in the research have a strategic internationalization plan, 18,7% have partially a strategic internationalization plan and 6,7% have not a strategic internationalization plan. Some of the universities that do not have a strategic internationalization plan stated that they do not have these plans yet because they are newly established, but they will start working on this issue in the future.

Graph 3. Priority areas of internationalization

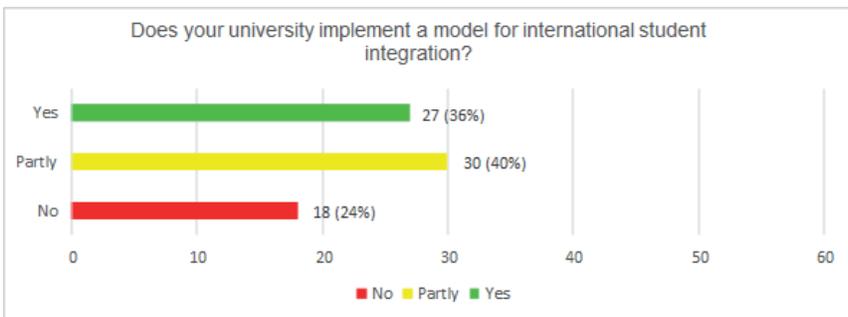
Presented in Graph 3, 74,7% of the universities participating in the research identified priority areas of internationalization, 20% partially identified, and 5,3% have not been identified priority areas of internalization.

Graph 4. Responsibilities, objectives, strategies, indicators and timeline of priority internationalization areas



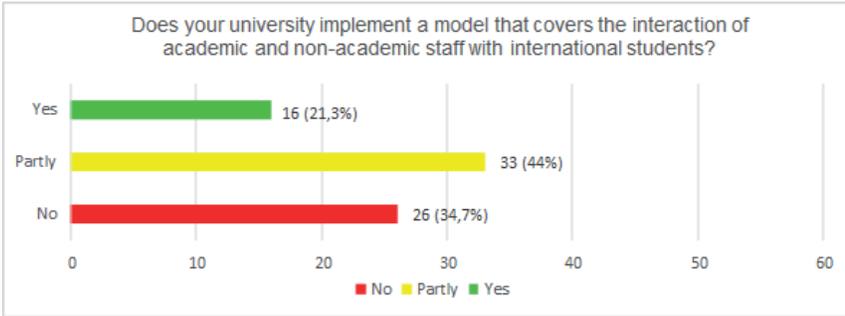
Presented in Graph 4, half (50,7%) of the universities participating in the research have identified the lead responsibilities, objectives, strategies, indicators and timeline of the priority internationalization areas, 36% have partially identified, and 13,3% have not yet identified. Although 3/4 of the universities participating in the research have clearly identified their priority areas of internalization, 2/4 of them lead responsibilities, objectives, strategies, indicators and timeline of priority internationalization areas have clearly been identified.

Graph 5. Model for international student integration



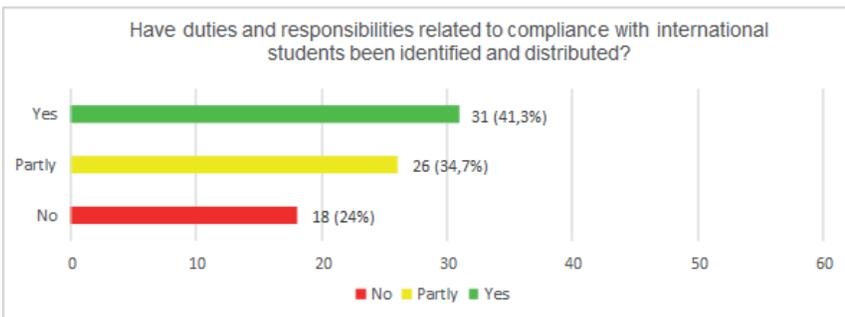
Presented in Graph 5, 36% of the universities participating in the research implement a model for international student integration, 40% partially implement and 24% do not implement a model for international student integration. The Academic Hospitality Model will be particularly useful for universities that do not implement a model for international student integration.

Graph 6. Model for the interaction of academic and non-academic staff with international students

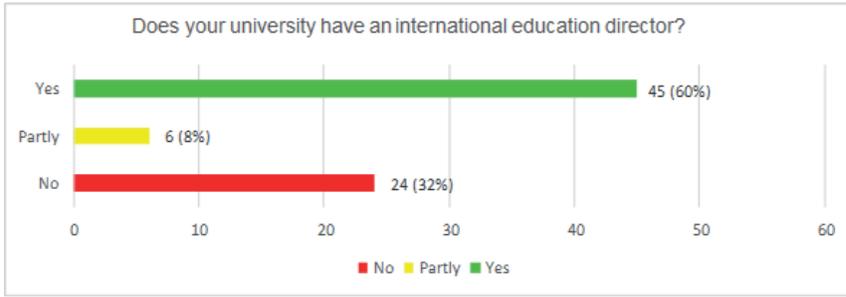


Presented in Graph 6, 21,3% of the universities participating in the research implement a model that covers the interaction of academic and non-academic staff with international students, 44% partially implement and 34,7% do not implement a model for the interaction of academic and non-academic staff with international students. The Academic Hospitality Model will guide universities in this regard as well.

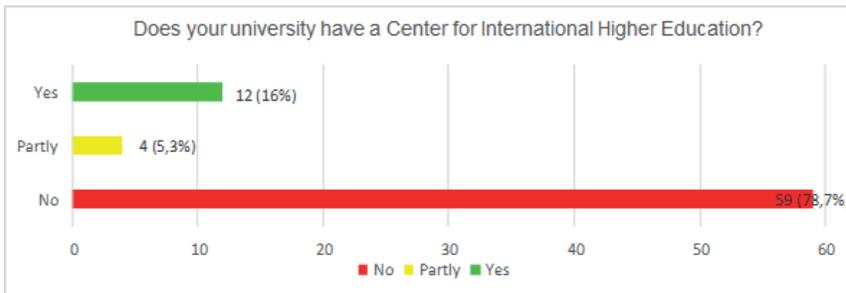
Graph 7. Duties and responsibilities related to compliance with international students



Presented in Graph 7, 41,3% of the universities participating in the research have duties and responsibilities related to compliance with international students been identified and distributed, 34,7% have partially and 24% have not yet identified and distributed.

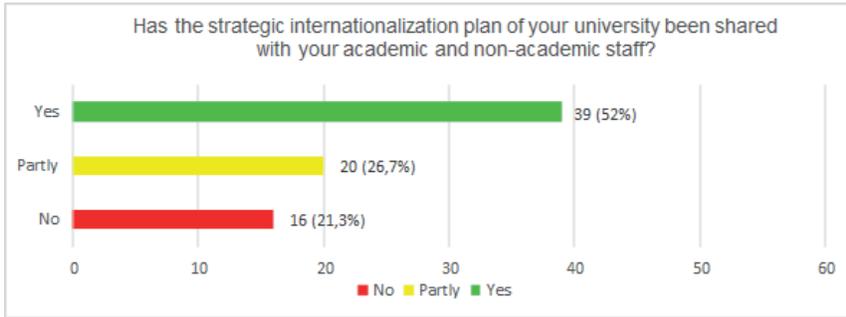
Graph 8. International education director

Presented in Graph 8, 60% of the universities participating in the research have an international education director, 8% have partially and 32% have not an international education director. The international education coordinator leads all aspects of the university's international programs and is also responsible for the development and implementation of the first phase of the Academic Hospitality Model. For this reason, it would be beneficial for the international education coordinator to be with his team in universities.

Graph 9. Center for International Higher Education

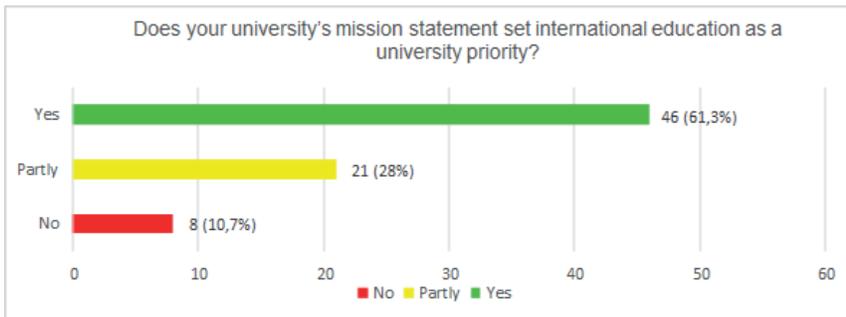
Presented in Graph 9, 16% of the universities participating in the research have a Center for International Higher Education, 5,3% have partially and 78,7% have not a Center for International Higher Education. Center for International Higher Education has been included in the Academic Hospitality Model has two main duties, engagement with international students and research for international education. For this reason, it would be beneficial to establish a Center for International Higher Education in universities.

Graph 10. Sharing internationalization strategies with academic and non-academic staff

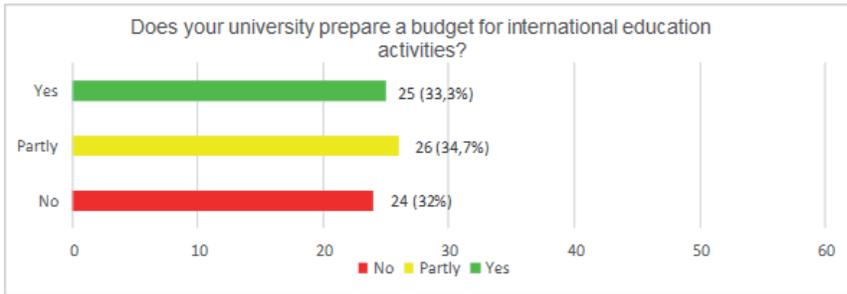


Presented in Graph 10, 52% of the universities participating in the research share the strategic internationalization plan with the academic and administrative staff, 26.7% partially share it, and 21.3% do not share the strategic internationalization plan with the academic and administrative staff. It is important to involve all the staff in the internationalization process. Sharing and involvement also enhances the corporate commitment

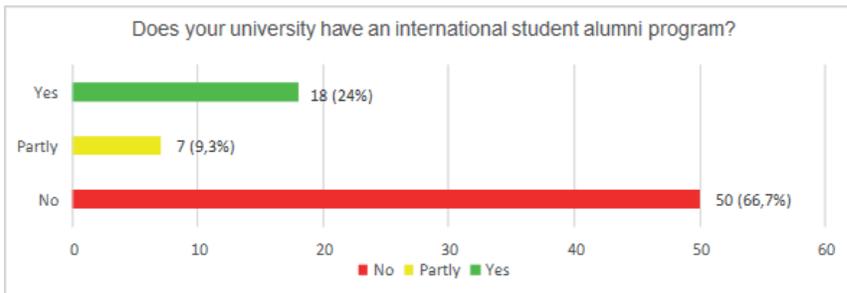
Graph 11. University's mission statement



Presented in Graph 11, 61,3% of the universities participating in the research set the mission statement of their universities as a university priority, 28% partially set, and 10,7% do not set their university's mission statement as a university priority. The mission statement of universities is a key step, because universities' mission statements serve as public pronouncements of their purpose, ambition, and values. For the internationalization purposes, the university's mission statement should set international education as a university priority.

Graph 12. International education budget for university

Presented in Graph 12, 33,3% of the universities participating in the research prepare a budget for international education activities, 34,7% partially prepare, and 32% do not prepare a budget for international education activities. The universities which clarify international education as a priority in their strategic internationalization plan should prepare a subunit budget for international education apart from their main budget and allocate sufficient funds for the related activities.

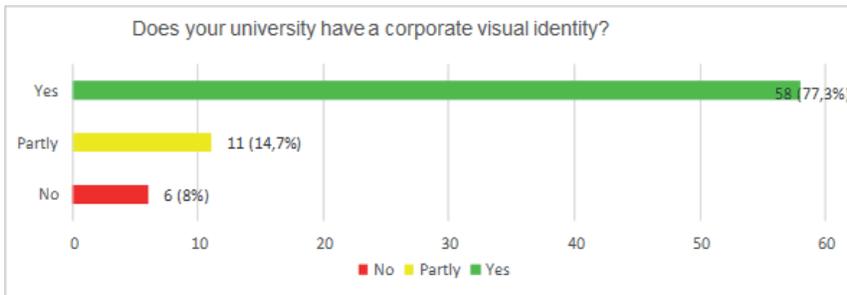
Graph 13. International student alumni program

Presented in Graph 13, 24% of the universities participating in the research have an international student alumni program, 9,3% partially have, and 66,7% do not have an international student alumni program. For achieving the internationalization goals and enhancing academic hospitality in universities, creating an international student alumni program is recommended under AcHopInt. Via these programs students have the opportunity to talk and visit with professionals, learn more about the knowledge and skills needed at work, have the chance to ask questions, observe the workplace, and learn about a specific company.

5.2. Findings Obtained for Stage 2 (Invitation to International Students)

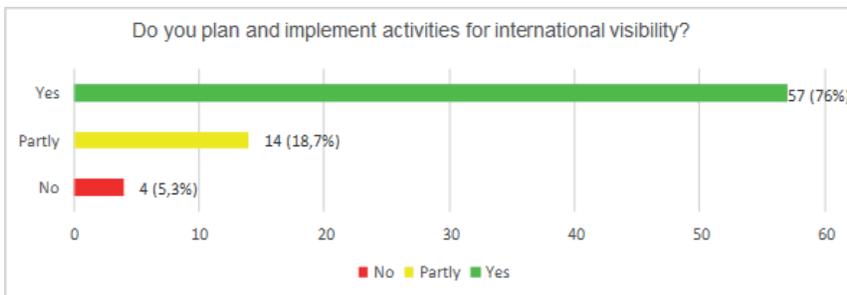
The answers of the universities participating in the research to the 8 questions within the scope of Invitation to International Students, which constitutes the Stage 2, are as follows:

Graph 14. Corporate visual identity

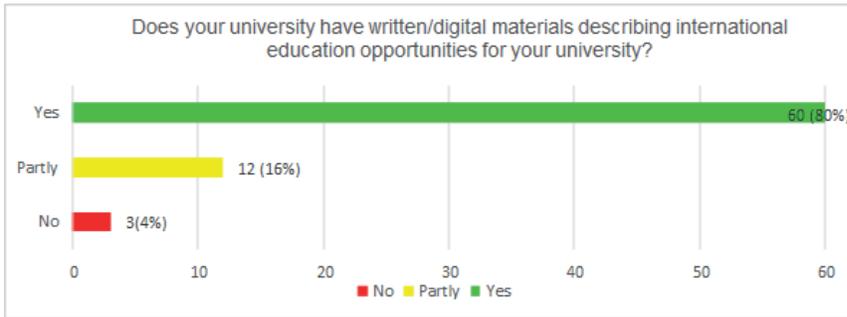


Presented in Graph 14, 77,3% of the universities participating in the research have a corporate visual identity, 14,7% partially have, and 8% do not have a corporate visual identity. Academic visual identity includes the complete set of architectural, audiovisual, ceremonial, sartorial, print, and promotional artifacts that symbolically identify universities. Universities can improve their public image by changing and generating their academic visual identity.

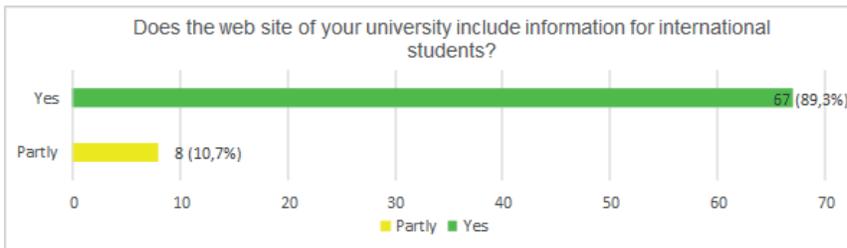
Graph 15. International visibility of university



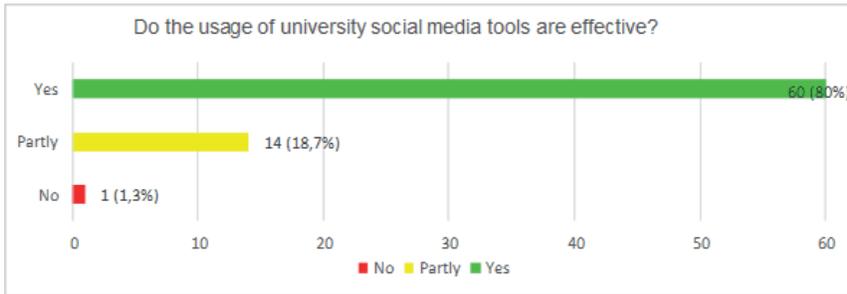
Presented in Graph 15, 76% of the universities participating in the research plan and implement activities for international visibility, 18,7% partially plan and implement, and 5,3% do not plan and implement activities for international visibility. Increasing the international visibility of a universities is an important step for invitation to international students. The introduction of a university to prospective international students within the scope of an accurate international visibility plan, will enhance the number of international students that are admitted to the university and also highly contribute to the internationalization goals of the universities.

Graph 16. International education written/digital materials

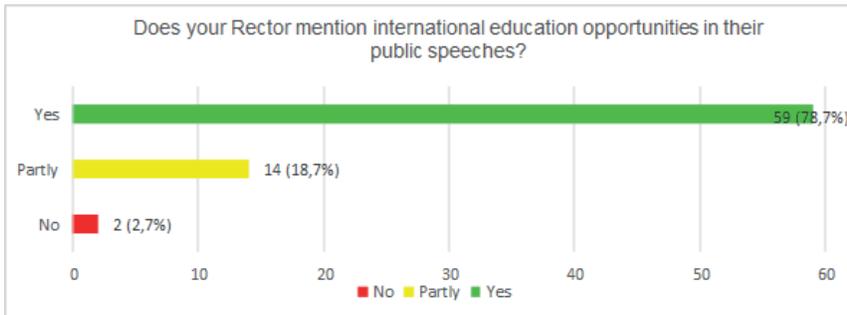
Presented in Graph 16, 80% of the universities participating in the research have written/digital materials describing international education opportunities for their universities, 16% partially have, and 4% do not have materials describing international education opportunities for their universities. Universities should prepare informative and attractive materials describing international education in their institution. The written/digital materials can be shared online or face to face with prospective international students in order to invite them to the university.

Graph 17. University web site

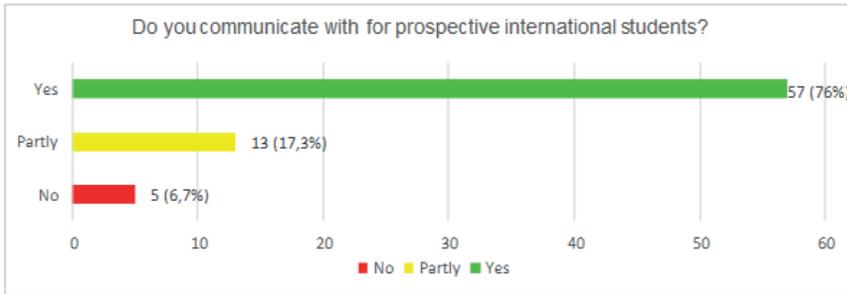
Presented in Graph 17, 89,3% of the universities participating in the research have information for international students on their web sites, while 10,7% of them are partially available. There is no university on the web site that does not contain information for international students. It is an important issue for the Academic Hospitality Model that information about international education is accessible and visible to international students on the university web site.

Graph 18. Usage of university social media tools

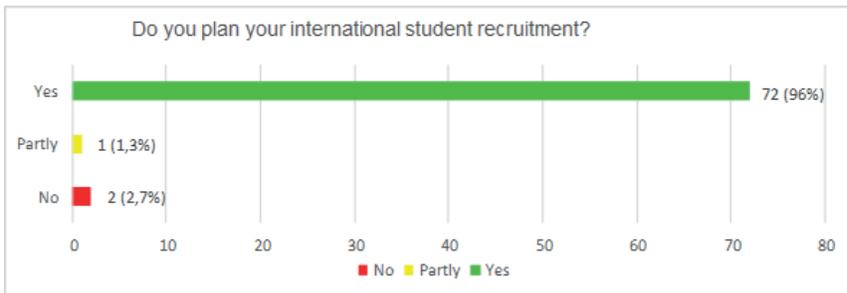
Presented in Graph 18, 80% of the universities participating in the research use university social media tools are effective, 18,7% partially use, and 1,3% do not use university social media tools are effective. Social media (Instagram, Facebook, Snapchat, Twitter etc.) is an effective way to communicate about the study programs in universities, however international students are online to connect and exchange information.

Graph 19. Rector speech

Presented in Graph 19, 78,7% of the universities participating in the research, the rectors mention international education opportunities in their public speeches, 18,7% partially mention, and 2,7% the rectors do not mention international education opportunities in their public speeches. Rector speech is one of the most significant factors of visibility and promotion. For internationalization goals, the rector speech should include the efforts and future plans of the university.

Graph 20. Communication with prospective international students

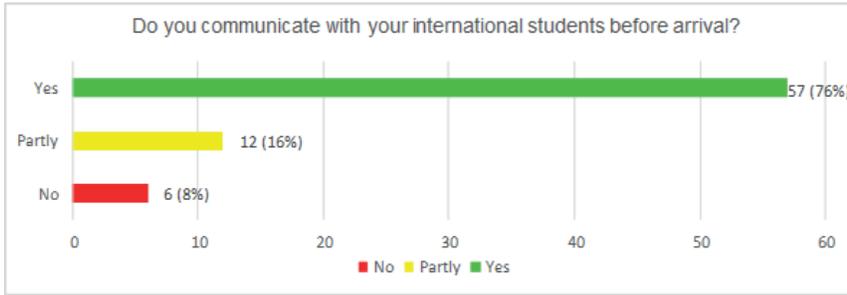
Presented in Graph 20, 76% of the universities participating in the research communicate with prospective international students, 17,3% partially communicate, and 6,7% do not communicate with prospective international students. As the prospective international students are from Generation Z, it is a better way to provide communication with them via their digital tools. For increasing the international visibility of the university and at the same time providing communication with prospective international students the university can develop an application that walks students through a virtual tour of the university campus.

Graph 21. International student recruitment

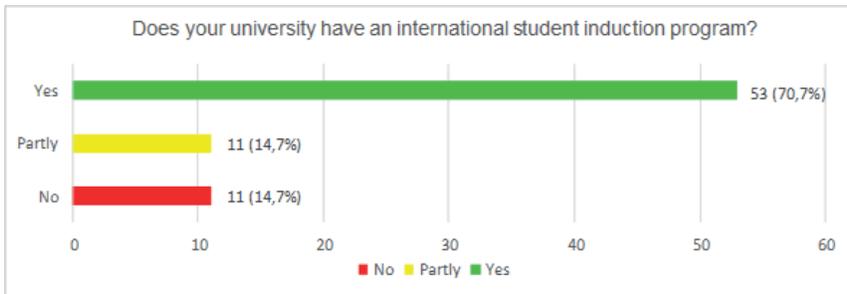
Presented in Graph 21, majority (96%) of the universities participating in the research plan their international student recruitment, 1,3% partially plan, and 2,7% do not plan their international student recruitment.

5.3. Findings Obtained for Stage 3 (Meeting with International Students)

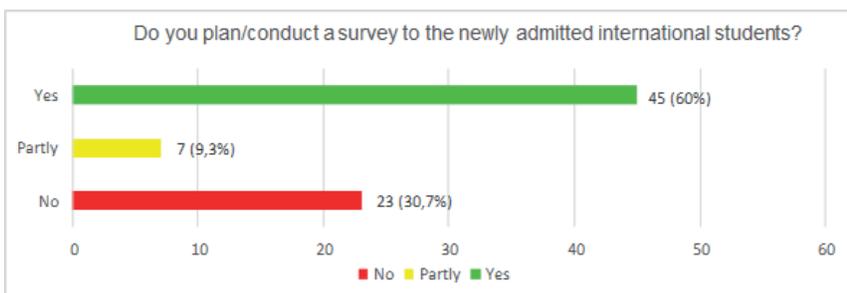
The answers of the universities participating in the research to the 6 questions within the scope of Meeting with International Students, which constitutes the Stage 3, are as follows:

Graph 22. Communication with international students before arrival

Presented in Graph 22, 76% of the universities participating in the research communicate with international students before arrival, 16% partially communicate, and 8% do not communicate with international students before arrival. Communication with international students before arrival is the first step for reducing their worries about their new life.

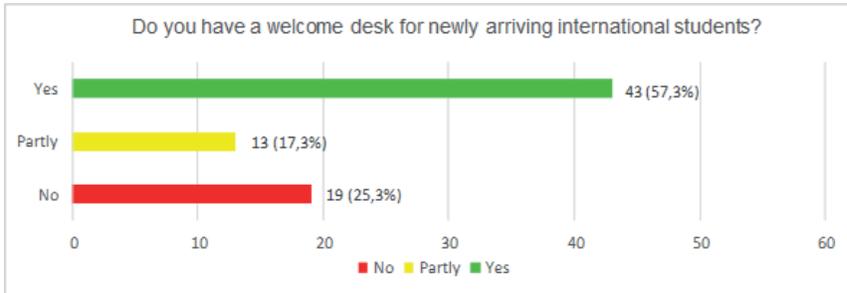
Graph 23. International student induction program

Presented in Graph 23, 70,7% of the universities participating in the research have an international student induction program, 14,7% partially have, and 14,7% do not have an international student induction program. In order to create a successful academic hospitality, international student induction program should be created.

Graph 24. Newly admitted international student survey

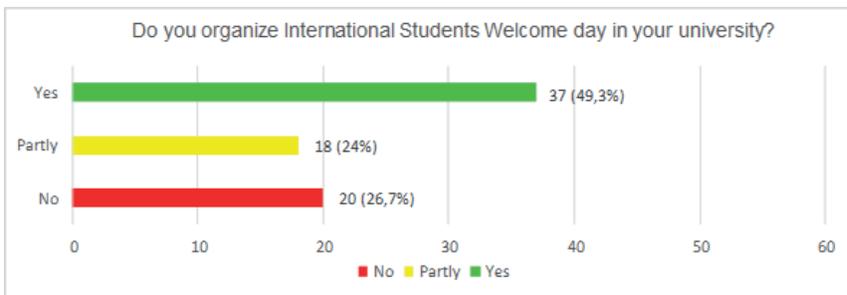
Presented in Graph 24, 60% of the universities participating in the research plan/conduct a survey to the newly admitted international students, 9,3% partially plan/conduct, and 30,7% do not plan/conduct a survey to the newly admitted international students. An online survey including basic information about international students is a useful tool for recognizing international students before arrival.

Graph 25. International student welcome desk

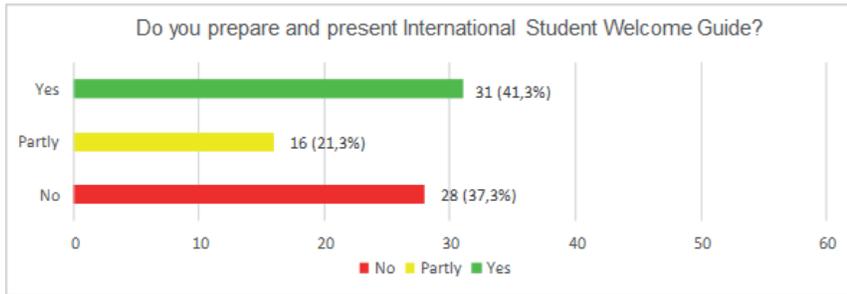


Presented in Graph 25, 57,3% of the universities participating in the research have a welcome desk for newly arriving international students, 17,3% partially have, and 25,3% do not have a welcome desk for newly arriving international students. This physical and/or online desk is a useful tool for academic hospitality for universities providing a specific office to support international students. It will be more efficient this desk to be opened by appointment during the day and serve individually for per international student.

Graph 26. International student welcome day



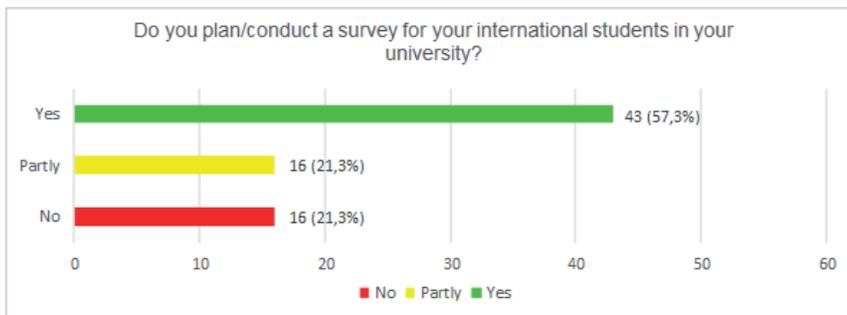
Presented in Graph 26, 49,3% of the universities participating in the research organize international student welcome day in their university, 24% partially organize, and 26,7% do not organize international student welcome day in their university. Organization of a welcome day for international students in their first one or two weeks, will lead new international students to learn about the services and opportunities at the university.

Graph 27. International student welcome guide

Presented in Graph 27, 41,3% of the universities participating in the research prepare and present international student welcome guide, 21,3% partially prepare and present, and 37,3% do not prepare and present international student welcome guide. For international students, it would be very useful to prepare a written and/or digital guide (international student welcome guide) that includes transportation, accommodation, food service, banking, visa and residence permits, other academic and non-academic practical information and present during the welcome day.

5.4. Findings Obtained for Stage 4 (Integrating International Students)

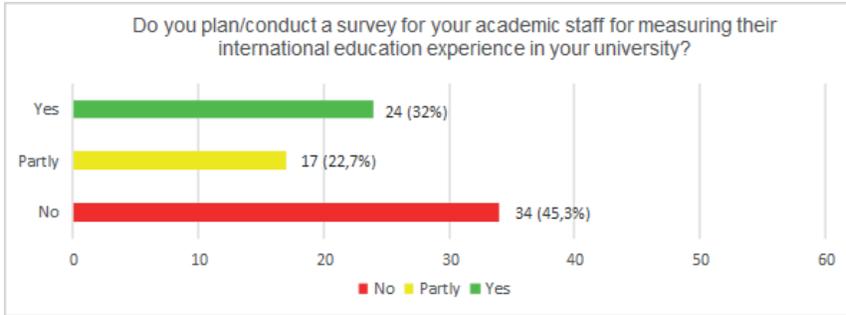
The answers of the universities participating in the research to the 9 questions within the scope of Integrating International Students, which constitutes the Stage 4, are as follows:

Graph 28. International student survey

Presented in Graph 28, 57,3% of the universities participating in the research plan or conduct a survey for their international students in their university, 21,3% partially plan or conduct, and 21,3% do not plan or conduct a survey for their international students in their university. International student surveys help universities to understand the characteristics of international stu-

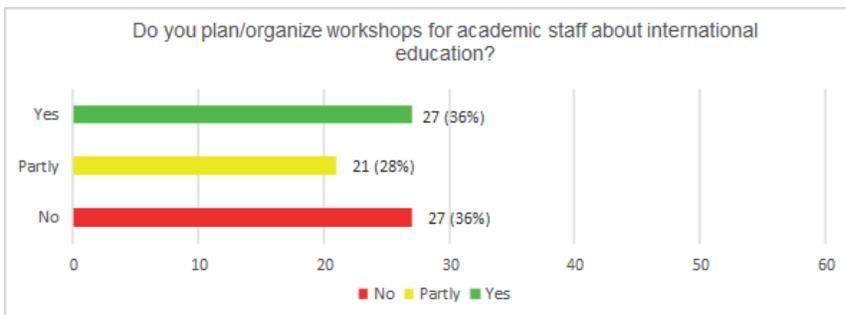
dents, assess their needs, provides feedback from international students who are directly affected by your university's international student services. The results will provide beneficial information for universities to develop their internationalization priorities.

Graph 29. Academic staff survey about international education experience



Presented in Graph 29, 32% of the universities participating in the research plan or conduct a survey for their academic staff for measuring international education experience in their university, 22,7% partially plan or conduct, and 45,3% do not plan or conduct a survey for their academic staff for measuring international education experience in their university. The academic staff survey includes measuring efficiency and suitability of teaching methods, classroom management and communication skills of academicians towards international students. Such a measurement will be beneficial to highlight the most important issues/gaps that should be included in workshops and guidelines.

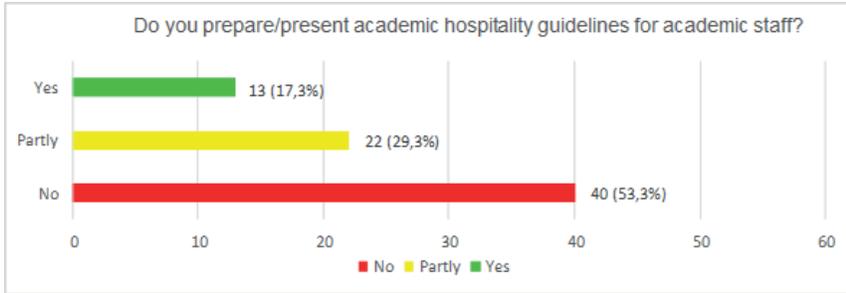
Graph 30. Organizing international education workshops for academic staff



Presented in Graph 30, 36% of the universities participating in the research plan or organize workshops for academic staff about international education, 28% partially plan or organize, and 36% do not plan or organize workshops for academic staff about international education. The Academic Hospitality

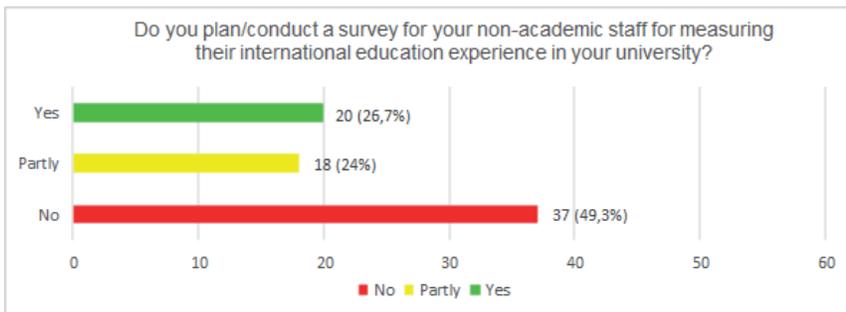
Model requires organizing face to face or virtual workshops for academic staff about international education. This vocational training for academic staff will highly contribute to solve the problematic areas about teaching, behaving and counselling to international students.

Graph 31. Academic hospitality guidelines for academic staff



Presented in Graph 31, 17,3% of the universities participating in the research prepare or present academic hospitality guidelines for academic staff, 29,3% partially prepare or present, and 53,3% do not prepare or present academic hospitality guidelines for academic staff. Guidelines for academic staff contributes to achieve academic hospitality by providing significant tips for academic staff to follow while facing the problems about international students. This written/digital guideline includes academic, cultural and social advises based on organizational behavior culture and how to apply and sustain the academic hospitality in universities. Guidelines provide an innovative perspective to academicians while supporting international students and dealing with cultural diversity.

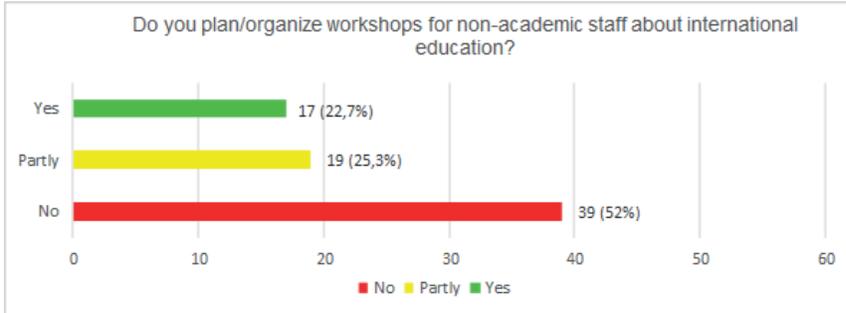
Graph 32. Non-academic staff survey about international education experience



Presented in Graph 32, 26,7% of the universities participating in the research plan or conduct a survey for their non-academic staff for measuring international education experience in their university, 24% partially plan or

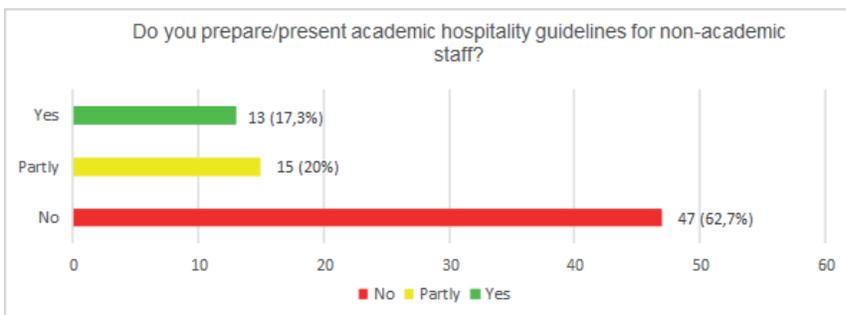
conduct, and 49,3% do not plan or conduct a survey for their non-academic staff for measuring international education experience in their university. Non-academic staff survey includes measuring communication skills and behavioral characteristics of non-academic staff towards international students. Such a measurement will be beneficial to highlight the most important issues/gaps that should be included in workshops and guidelines.

Graph 33. Organizing international education workshops for non-academic staff



Presented in Graph 33, 22,7% of the universities participating in the research plan or organize workshops for non-academic staff about international education, 25,3% partially plan or organize, and 52% do not plan or organize workshops for non-academic staff about international education. The Academic Hospitality Model requires organizing face to face or virtual workshops for non-academic staff about communication with international students. This vocational training for non-academic staff will contribute to solve the problematic areas about communicating, behaving and counselling to international students.

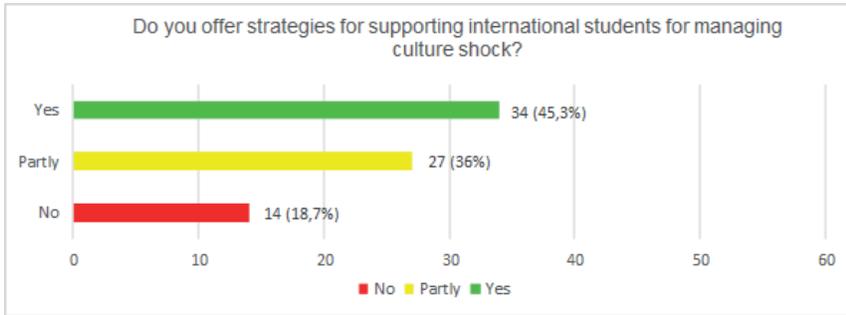
Graph 34. Academic hospitality guidelines for non-academic staff



Presented in Graph 34, 17,3% of the universities participating in the research prepare or present academic hospitality guidelines for non-academic staff, 20% partially prepare or present, and 62,7% do not prepare or present academic hospitality guidelines for non-academic staff. Guidelines for non-ac-

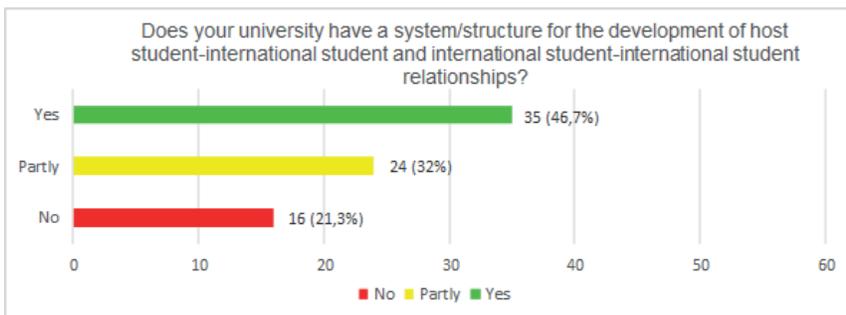
academic Staff contributes to achieve academic hospitality by providing significant tips for non-academic staff to follow while facing the problems about international students. This written/digital guideline includes behavioral, cultural and social advises based on organizational behavior culture and how to apply and sustain the academic hospitality in higher education institutions.

Graph 35. Planning activities for culture shock



Presented in Graph 35, 45,3% of the universities participating in the research offer strategies for supporting international students for managing culture shock, 36% partially offer, and 18,7% do not offer strategies for supporting international students for managing culture shock. The Academic Hospitality Model offers strategies for supporting international students for managing culture shock. Preparing a guide for culture shock and sharing on the web site organizing a workshop (face to face or online) and informing international students about the culture shock phases (honeymoon, culture shock, initial adjustment, mental isolation, acceptance and integration) are important for helping students for managing culture shock.

Graph 36. System for the development of host student-international student and international student-international student relationships

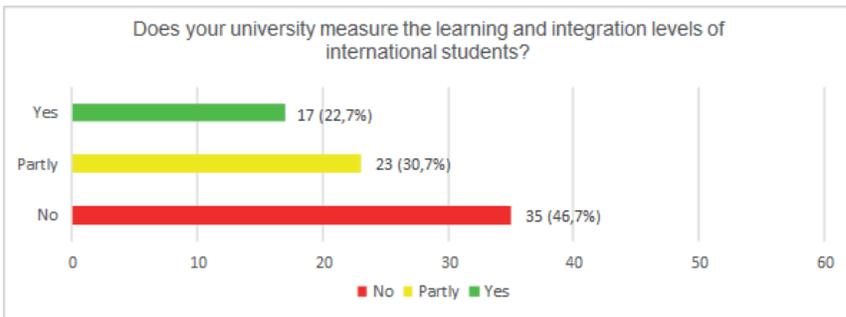


Presented in Graph 36, 46,7% of the universities participating in the research have a system for the development of host student – international student and international student – international student relationship, 32% partially have, and 21,3% do not have a system for the development of host student – international student and international student – international student relationship.

5.5. Findings Obtained for Stage 5 (Monitoring and Control)

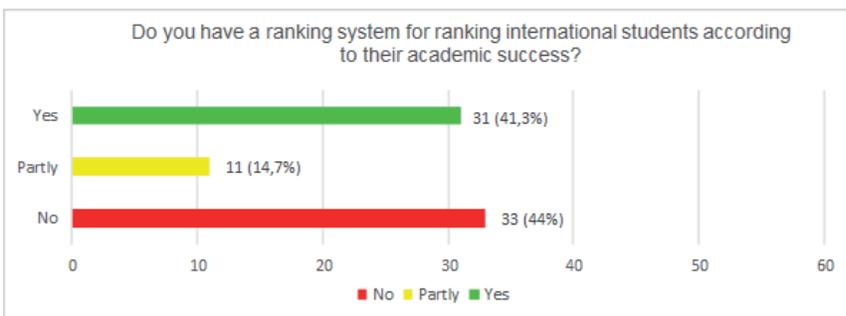
The answers of the universities participating in the research to the 5 questions within the scope of Monitoring and Control, which constitutes the Stage 5, are as follows:

Graph 37. Measurement of learning and integration levels of international students



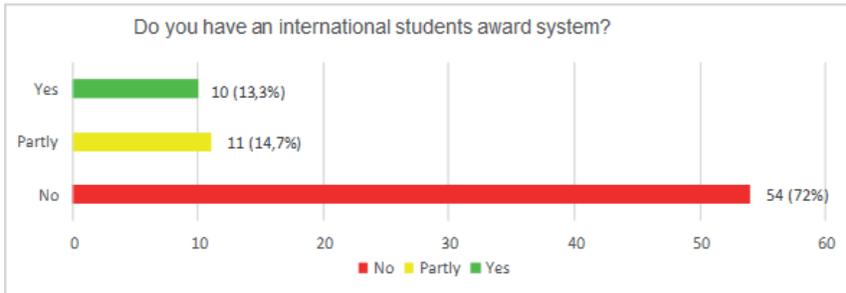
Presented in Graph 37, 22,7% of the universities participating in the research measure the learning and integration levels of international students, 30,7% partially measure, and 46,7% do not measure the learning and integration levels of international students. Development of a measurement tool for learning and integration levels of international students will provide beneficial results about the impact of the Academic Hospitality Model. Learning levels of international students can be best measured by their course scores (grades) that can be obtained for the academic staff or student affairs office.

Graph 38. Ranking system for ranking international students



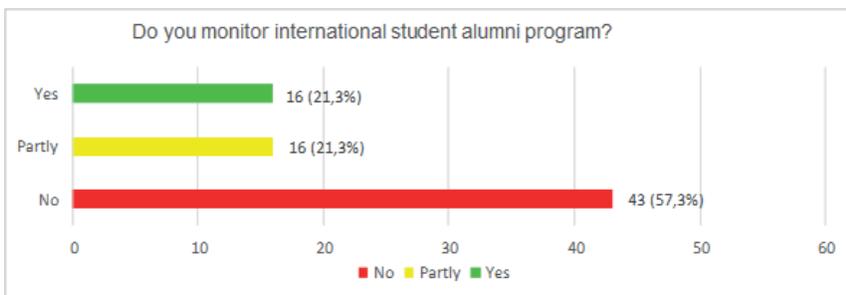
Presented in Graph 38, 41,3% of the universities participating in the research have a ranking system for ranking international students according to their academic success, 14,7% partially have, and 44% do not have a ranking system. Ranking of international students based on their academic success and integration level will motivate international students in their adoption process. International student academic success and integration stories can be shared from the web site international tab of the universities. International students will highly benefit from these good practices.

Graph 39. International students award system

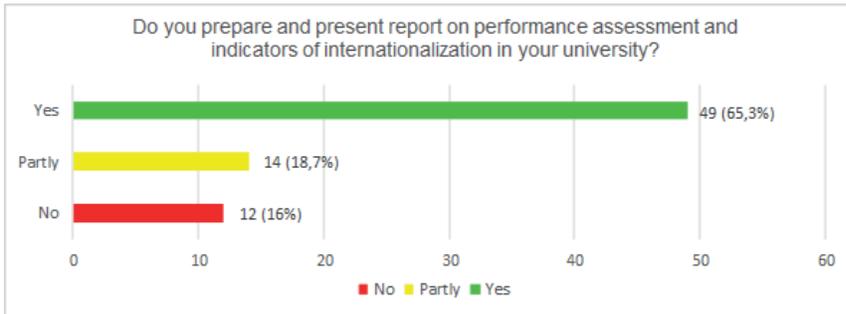


Presented in Graph 39, 13,3% of the universities participating in the research have an international students award system, 14,7% partially have, and 72% do not have an international students award system. Development of an international student award system will motivate international students and increase their organizational commitment to the universities.

Graph 40. Monitoring international student alumni program



Presented in Graph 40, 21,3% of the universities participating in the research monitor international student alumni program, 21,3% partially monitor, and 57,3% do not monitor international student alumni program. Academic Hospitality Model recommends continuously monitoring the international alumni program and develop the network of international students for their future life.

Graph 41. Report on performance assessment and indicators of internationalization

Presented in Graph 41, 65,3% of the universities participating in the research prepare and present report on performance assessment and indicators of internationalization in their university, 18,7% partially prepare and present, and 16% do not prepare and present report on performance assessment and indicators of internationalization in their university. After adoption of the Academic Hospitality Model, universities should determine the indicators and report the performance assessment. This report can be provided as an annex to the strategic internationalization plan and also serve as a reference tool for future internationalization priorities.

6. CONCLUSION

Internationalization in higher education is not only the internationalization of a university in the field of education, but also the process of ensuring cultural and social harmony and developing social integration. The Academic Hospitality Model aims to solve the education, socialization and cultural diversity problems among international students and to bring innovative solutions to these problems. The Academic Hospitality Model consists of a total of five stages as university leadership for hospitality, invitation to international students, meeting with international students, integrating international student monitoring and control.

In this study, a descriptive research was conducted to determine whether universities in Turkey can easily adapt/or already adopted the Academic Hospitality Model. For this purpose, a questionnaire consisting of 40 questions was designed, including the stages of the Academic Hospitality Model. The questionnaire was sent to the International Student Office of the universities at regular intervals for two months which was created by collecting the e-mail addresses of the International Student Offices from the websites of the Turkish universities. In total, 75 Turkish universities responded to the questionnaire.

In the University Leadership for Hospitality, which constitutes the first stage of the Academic Hospitality Model, it has been determined that the majority of the universities participating in the research clearly have a strategic internationalization plan, priority areas of internationalization are determined, there is an international education director, and the mission statement states international education as a university priority. However, most of the universities participating in the research do not have a Center for International Higher Education and an international student alumni program.

In the Invitation to International Students, which constitutes the second stage of the Academic Hospitality Model, it has been determined that the majority of the universities participating in the research clearly fulfill all the practices (where they have corporate visual identity, plan activities for international visibility, have written/digital materials describing international education opportunities, include information for international students on the website, university social media tools are used effectively, the rector mentions international education opportunities in his/her speeches, prospective international students are communicated, planning to international student recruitment) in this stage.

In the Meeting with International Students, which constitutes the third stage of the Academic Hospitality Model, it has been determined that the majority of the universities participating in the research clearly were communicated with international students before arrival, they have an international student induction program, they planned a survey to the newly admitted international students, and they have a welcome desks to the newly admitted international students.

In the Integrating International Students, which constitutes the fourth stage of the Academic Hospitality Model, it has been determined that the majority of the universities participating in the research clearly plan or conduct a survey for their international students in their university. However, most of the universities participating in the research do not prepare or present academic hospitality guidelines for academic staff and non-academic staff and do not plan or organize workshops for non-academic staff about international education.

In the Monitoring and Control, which constitutes the fifth stage of the Academic Hospitality Model, it has been determined that the majority of the universities participating in the research clearly prepare and present report on per-

formance assessment and indicators of internationalization in their university. However, most of the universities participating in the research do not have an international students award system and do not monitor international student alumni program.

Presented in the results of the research, although there are some applications of the Academic Hospitality Model in the universities in Turkey participating in the research, it has been determined that the Academic Hospitality Model is not fully implemented and has some deficiencies. It would be beneficial to implement the model created for providing and maintaining academic hospitality in universities.

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APPENDIX

ACADEMIC HOSPITALITY MODEL QUESTIONNAIRE			
Stage 1: University Leadership for Hospitality	Yes	No	Partly
Does your university have a strategic internationalization plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have your university's priority areas of internationalization been identified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have the lead responsibilities, objectives, strategies, indicators and timeline of priority internationalization areas been identified in your university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your university implement a model for international student integration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your university implement a model that covers the interaction of academic and non-academic staff with international students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have duties and responsibilities related to compliance with international students been identified and distributed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your university have an international education director?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your university have a Center for International Higher Education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the strategic internationalization plan of your university been shared with your academic and non-academic staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your university's mission statement set international education as a university priority?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your university prepare a budget for international education activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your university have an international student alumni program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stage 2: Invitation to International Students	Yes	No	Partly
Does your university have a corporate visual identity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you plan and implement activities for international visibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your university have written/digital materials describing international education opportunities for your university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the web site of your university include information for international students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do the usage of university social media tools are effective?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your Rector mention international education opportunities in their public speeches?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you communicate with for prospective international students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you plan your international student recruitment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stage 3: Meeting with International Students	Yes	No	Partly
Do you communicate with your international students before arrival?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your university have an international student induction program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you plan/conduct a survey to the newly admitted international students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a welcome desk for newly arriving international students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you organize International Students Welcome day in your university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you prepare and present International Student Welcome Guide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stage 4: Integrating International Students	Yes	No	Partly
Do you plan/conduct a survey for your international students in your university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you plan/conduct a survey for your academic staff for measuring their international education experience in your university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you plan/organize workshops for academic staff about international education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you prepare/present academic hospitality guidelines for academic staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you plan/conduct a survey for your non-academic staff for measuring their international education experience in your university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you plan/organize workshops for non-academic staff about international education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you prepare/present academic hospitality guidelines for non-academic staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you offer strategies for supporting international students for managing culture shock?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your university have a system/structure for the development of host student-international student and international student-international student relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stage 5: Monitoring and Control	Yes	No	Partly
Does your university measure the learning and integration levels of international students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a ranking system for ranking international students according to their academic success?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have an international students award system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you monitor international student alumni program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you prepare and present report on performance assessment and indicators of internationalization in your university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHAPTER 4

Remote Learning Experiences of International Students during the Covid-19 Pandemic

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ABSTRACT

The COVID-19 pandemic has brought serious pressure on countries at many different levels and adversely affected the economies in the whole world in a short timeframe. The education system and related activities were not immune to these negative events, and apart from closures and adapting different remote learning methods, student and staff mobility were severely lessened. In addition to all the different experiences international students face abroad, the pressure of the pandemic has caused various problems and necessitated the implementation of innovative solutions to minimize the disruptions. This section covers the problems that emerged with the pandemic, the exposure of international students to those problems specifically and what can HEIs do at different levels to recover as quickly as possible.

Keywords: *Remote Learning, COVID-19 Pandemic, Academic Performance, Digitalization*

1. INTRODUCTION

The pandemic caused by the Coronavirus has affected the nations as a whole and caused disruptions all over the world in many different areas. Apart

from its negative effects on economic systems, production shocks, and its pressure on the healthcare services, university students throughout the world, both domestic and international, had to face many different adversities during these hard times.

COVID-19 developed around the world in a fast manner and its unfavorable effects were recognized rapidly which forced many universities to adopt remote learning options. A survey conducted by Means & Neisler (2020) found out switching to remote learning in higher education caused a decline in satisfaction among students in the US and according to the National Student Clearinghouse Research Center (2021), undergraduate enrollment faced its steepest decline in March 2021. A similar report carried by the International Association of Universities (IAU) (Marinoni, Van't Land & Jensen, 2020) also offers similar insights while emphasizing the fact that many HEIs were not ready for this kind of sudden transition in this scope.

From this perspective, it is clear different actions can be taken by the academic and non-academic staff in HEIs to minimize the negative effects of this kind of event for both domestic and international students. Although the process may be difficult and require a lot of effort, the satisfaction and productivity of students can be improved with mutual sacrifice and support throughout hard times like these.

This section offers an insight into the circumstances in HEIs during the pandemic focusing on international students and what can be done to improve the existing structure in those institutions in case of unforeseen events. Despite its negative outcomes in the short term, preparing for the future is essential to improve the higher education system in the long term.

2. BACKGROUND

The economic shocks of the COVID-19 pandemic have negatively affected the whole world. With the fall in stock market indices and the increase in the number and frequency of serious economic shocks, governments had to resort to different ways to encourage consumers to keep firms and individuals afloat. Many countries faced various problems to different extents, especially driven by unemployment and inflation. This recession had a destabilizing effect and to add more, the introduction of travel restrictions reduced mobility. Expectedly, education systems throughout the world were also affected by all these adverse events.

During the COVID-19 pandemic, the mobility of students and researchers was also disrupted by travel restrictions. An OECD (2021) report puts this

into perspective as a decline of 16% in international enrollments was observed in the US which caused even more adverse effects on HEIs which relied on international fees. This proved the importance of digitalization which resulted in many HEIs adapting themselves swiftly to these newly appearing needs. Although digitalization is important, it comes with its opportunities and risks which will be discussed later.

A similar result was also observed by a survey carried out by the European Association for International Education (EAIE) (Rumbley, 2020) in member countries of the European Higher Education Area (EHEA) with a dataset of 805 inputs. More than half of the respondents believed the pandemic had significant effects on student and staff mobility, though most believed inbound mobility was not affected as much compared to outbound mobility. The most popular solution against the disruptions was to postpone or cancel the mobility plans during that time which was not adapted before according to most of the participants.

As can be seen from many different studies and statistics, the education system, like many other sectors, was caught unprepared for this adverse event. Although postponing activities was a popular option in the short term at the beginning of the pandemic for many institutions, the widespread use of digital tools has helped educational activities run to some extent after the initial shock was absorbed. However, international mobility almost completely disappeared for both students and academic/non-academic staff, leading to the search for alternatives and the preparation of different plans to be better prepared for the future to minimize disruptions in case of adverse events unfolding.

This forced many different approaches to be taken, one being “Universities without walls – A vision for 2030” by the European University Association (EUA) which bases itself on openness and engagement and foresees an adoption of hybrid learning among universities. Sustainability and interdisciplinarity will be two other key factors during the process as pointed out by Jørgensen and Claeys-Kulik (2021).

3. REMOTE LEARNING EXPERIENCES OF INTERNATIONAL STUDENTS DURING THE COVID-19 PANDEMIC

3.1. Issues Regarding the Remote Learning Experiences of International Students

After looking at the data and relevant feedback, one can safely say that this whole challenging process has created similar problems for both domestic and international students, but it has also brought some different challenges

for international students along the way. The pandemic has affected academic performance, social life, change in habits, and many aspects of the students' personal life. As put by Aristovnik et al. (2020) students' mental health was negatively affected, their social life was interrupted, and their academic performance was hindered to some extent. Different geographical regions suffered from those unfavorable outcomes at different levels and socio-demographic factors played an important role.

To put these negative expectations into perspective, 45.2% of the participants in a survey carried out by EAIE (Rumbley, 2020) raised their concerns about outbound mobility in the future whereas 39.7% pointed out the need for consideration regarding inbound mobility. Parallel to this, dealing with cancellations or closures, responding promptly to interruptions in studies, and adopting technological developments and tools in the education system to minimize the negative effects of those closures were pointed out.

Similarly, another study carried out by the International Association of Universities (IAU) in early 2020 also proved the pandemic took a toll on the mental health of many students and staff. Although many of the institutions were caught off guard, the communication infrastructure was adequate. 91% of the participants in different HEIs indicated they had the necessary infrastructure to communicate easily with their students and staff (Marinoni et al., 2020) with the HEIs in Africa having the lowest percentage with 66%.

The same study carried out by Marinoni et al. (2020) also indicates the serious disruptions in teaching and learning processes during the COVID-19 pandemic. One-third of the HEIs were not able to move their teaching activities online in a short time frame and to this day many still try to improve their infrastructure to deliver better using technological tools.

Remote learning brought different risks for students, the academic and the non-academic staff. Apart from the technological challenges like inadequate tools or infrastructure, distance learning proved to be a new and demanding experience for those involved. Parallel to this, academic staff had to adjust themselves to teach online and tried to keep the same quality during their lectures in the academic sense. Non-academic staff had to adopt technological resources to reach out to students and to keep daily tasks carried out in face of different setbacks.

Despite these drawbacks of the pandemic, it also enabled staff to be equipped with useful tools which can improve the inner workings of HEIs.

Adopting new ways to deliver technologically, trying different tools and methods to communicate with students, having the opportunity to carry out the education process without geographical boundaries can make this pandemic result in important and useful tools being adopted by both academic and administrative staff in the future which will benefit every student including the ones from abroad.

Marinoni et al. (2020) also discovered 89% of HEIs suffered from disruptions in international student mobility, especially in Europe. Many students had to be grounded either abroad or in their home countries or the student exchanges were canceled altogether. These adverse trends also created negative expectations among HEIs as most foresaw a decrease in the number of international students and revenue in the coming years. Nearly one-third of them did not have any contingency plan for mitigation regarding those expected impacts. Two-thirds of them adopted virtual mobility and/or online learning but again, more than one-third of them did not offer an alternative to physical student mobility at that time, parallel to the findings of Rumbley (2020).

Another important development worthy of notice is pointed out by Dr. Janet Ilieva in an interview with Times Higher Education by Baker (2021), which simply indicates the differences between international students on campus and overseas will lessen in the coming years as both remote learning gains momentum as an option and travels will be cut down to combat climate change. It was also underlined that the effects of the COVID-19 pandemic on Chinese students' mobility and possible trends in that area should also be considered, which are already parallel to the findings of the previous studies mentioned in this section, as those trends are expected to be the driving force behind the fundamental changes in student mobility and policies implemented in the future. Xiong et al. (2020) study the implications of the pandemic on Chinese students and their major needs like safety and security abroad with shifts in their perceptions during the outbreak. Similarly, China and other Asian countries were focal points regarding disruptions in mobility dynamics and believed to need robust planning for the future (Rumbley, 2021).

Apart from the issues in teaching & research, closure of campuses and limitation of physical mobility also prevented students from experiencing different cultures outside their academic life and duties. They could not benefit from what countries abroad had to offer in terms of social relationships or cultural heritage which weakened their opportunity to gain different perspectives or form a different vision in their daily life.

4. SOLUTIONS AND RECOMMENDATIONS TO IMPROVE THE EXPERIENCE OF INTERNATIONAL STUDENTS DURING THE COVID-19 PANDEMIC

As mentioned before, the pandemic made a negative impact on HEIs and their staff from different standpoints. However, it also brought many opportunities to improve the education system, mitigate possible risks and create a robust plan in case of shocks like this happen again. Although the COVID-19 pandemic caused issues in education systems at many different levels, it is no surprise international students are among those who suffered the most.

During these hard times, it is important to keep students who study online motivated and international students are no different. While some of the international students attend their classes online from their home countries, it can be seen from the previous studies that some of them continue to stay in the country where they study as well. This necessitates different methods and ways to be established and implement by different staff members to minimize setbacks international students may face.

Although this unfortunate turn of events has hurt the education system and its institutions, it also proves the importance of crisis management in times like this. Some of the methods adopted and approaches taken can even prove to be useful after the pandemic and improve the education experience of international students permanently. This difficult process will be easier to overcome with mutual sacrifice and support.

4.1. Academic Staff and Possible Improvements in their Approaches

From an academic or a supervisory perspective, international students will need supervision when difficulties arise regarding mobility and other issues, both in and out of the class. Mental health will need to be one of the main priorities as it can be easily observed from the previous studies that both students, academic and non-academic staff were affected by the pandemic seriously in this context. Being helpful, empathetic towards students but also directing them to correct caretaking services like counseling when needed will be an important step for academic staff to fulfill. Guiding the students in this perspective may be crucial to keep their academic performance and psychological wellbeing at the desired level.

Since remote teaching is a different experience than face-to-face meetings in class, adapting to the new methods and using technological tools efficiently to interact with students also plays a key role. Being flexible on schedules,

keeping an eye on students' performance throughout the term, meeting students outside the predetermined class hours when there is a need may provide the assist and motivation international students need during these times. Expectations from them should be also adjusted to reflect the circumstances whenever possible.

During the process of this adjustment and remote teaching throughout the term, communicating with students, mutually making decisions regarding timelines and schedules, targeting their concerns, and guiding them to meet the requirements of the course while being realistic can offer a sense of comfort, especially to international students who also face many different challenges coming from a different culture, either if they are on campus or attending from their home country.

When teaching, even simple changes can be effective. As remote learning may not always be as stable as expected in many ways, waiting some time before the class to allow the students to connect, adapting course materials to reflect the needs of this new method of teaching, checking up on students via e-mail or forums, modifying and assigning group projects to be carried online and promote social interaction among students can make a big difference for international students and help them feel at ease, combating isolation on the way.

Similarly, using tools like webcams whenever possible, offering students ways to contact when there is an urgent need, and informing them on sudden changes along the way can lower their anxiety, eliminate their worries, and help them focus on their academic duties.

4.2. Non-Academic Staff and Possible Improvements in their Approaches

The pandemic proved technological infrastructure and training were crucial when an unexpected shock happens. Like the academic staff who had almost no experience or training regarding remote learning, non-academic staff was also caught unprepared for this kind of event.

In the light of current events, past procedures and experience must be re-evaluated and possible solutions to improve the current situation should be implemented. In a digitalizing world, newly established approaches can offer even more efficiency in the internalization process and how international students are taught and treated during their education.

As mentioned before, the health conditions of international students and COVID-19 transmission should be monitored whenever possible. Support should be provided for students to access the healthcare system in case of possible contamination. Especially universities with medical schools and affiliated hospitals can appoint contact persons for international students from non-academic staff. Undoubtedly, access to the healthcare system for international students will come to the fore as an extremely important factor during pandemics. Although academic staff can offer some amount of help regarding mental support, non-academic staff can play an important role in monitoring and guiding international students when needed to prevent potential problems before they grow serious.

Another important process that took a hit regarding students abroad was physical mobility. Despite campus closures early on, many countries are now planning to open their borders and many HEIs are scheduling to accept international students back again. From this perspective, it is of great importance for international students that university administrations are aware of their travel plans and guide them whenever possible. When necessary, non-academic staff should contact the academic staff of international students and provide the necessary information on the subject. Acting in a proactive manner like this will prevent future misunderstandings and disruptions and will make sure international students will not be demoralized at the beginning of their academic journey if they face any annoyance. Even after the pandemic, guiding international students before they arrive will familiarize them with what is to come and make them feel at ease.

Giving special attention to social media or the website is also critical at this point since it offers a fast and efficient way to communicate directly with students. Especially international students may benefit from a website that is easily understandable which is kept up to date to reflect present events. An active approach like this can help them foresee the future and feel safe since they will know they will be informed when there is a need.

Similarly, all staff should work together to plan and schedule for the foreseeable future. International movements, quarantine policies, social distancing, and many other factors should be considered when making decisions about the courses and the whole semester. An applicable plan will lower the stress all students face and will enable them to plan ahead, allowing them to focus on their academic performance.

Last but not the least, all staff, be academic or non-academic, should check on one another to make sure everything is going smoothly at a personal level. To improve every kind of service carried out to students in HEIs, educational or administrative, staff must make sure others' wellbeing is still solid despite unfavorable circumstances.

5. FUTURE RESEARCH DIRECTIONS IN THE CONTEXT OF RAPID DIGITALIZATION IN EDUCATION

One of the main outcomes of the pandemic was institutions around the world realizing the importance of technological developments and adapting them to their needs. HEIs were no exception. After the initial shock and closures in nearly every country, there was a race to offer and adopt alternative methods of teaching to minimize disruptions while taking care of the personal well-being of staff and students whenever possible.

Many studies after the beginning of the COVID-19 pandemic focused on remote learning and its effectiveness compared to traditional methods. As expected, remote teaching methods came with their own opportunities and drawbacks. According to OECD (2021), many European students faced different problems like lack of a computer or a good internet connection, even a quiet place to study during this period. The same report also indicated data gathered from previous surveys indicated face-to-face teacher-student interaction was the preferred method among students. Ensuring academic continuity, supporting students, and maintaining their well-being were top priorities to address.

From this point of view, there is a clear need to improve remote learning processes. Future research needs and will most probably be focusing on solving issues mentioned before while keeping the quality of education at the desired level. Although international students faced many setbacks during the pandemic, some of the problems they usually face gained more attention from policymakers. Opportunities like allowing them to stay for time to stay in the country after their study ends to help them seek a job, offering internships are now on the table for many HEIs.

HEIs are now adapting new methods to support international students via guidance, communication, crisis management and improve informational flows via good practice ideas. Combating unscientific knowledge and addressing discrimination, making international students feel safe and at ease will be prime concerns for them in the short term. They will need tools and innovative approaches to achieve those aims.

From a broader standpoint, crisis management and risk planning will be critical for HEIs. They will need to make the most of technological instruments to deal with interruptions both in and out of the campus. The COVID-19 pandemic may have caused some damage, but it also enabled HEIs to direct their attention to ways they can proactively adapt to lessen those drawbacks if another crisis happens.

The OECD report (2021) also indicates HEIs will need to work with each other to plan for uncertainty, adapt promptly to technological developments, improve communication processes with authorities and share their good practices with each other. Future research focusing on improving that cooperation have the potential to provide fruitful results for staff and every student trying to perform their best in academia.

An initiative that aims to achieve these goals is already being implemented. As mentioned previously, “Universities Without Walls: A vision for 2030” will be bringing many components of higher education together to join forces to offer a better system. Critical thinking will be encouraged which will be beneficial not only in the scientific sense but also to address many important issues international students suffer from like discrimination. Without political uncertainty and polarization, connections between international and domestic students and among staff will have a huge potential to improve, resulting in resilience against many shocks including ones like the COVID-19 pandemic and the negative externalities they bring.

6. CONCLUSION

There are many different problems faced by international students during their studies abroad and proper collaboration between academic and non-academic staff can positively influence the speed and efficiency of the process by which these issues are taken care of and crises like the COVID-19 pandemic is no exception. Developing proactive policies to combat unexpected shocks in HEIs can minimize the disruptions and benefit international students both in the short term and long run.

The Covid-19 pandemic has affected the whole world and changed people’s lifestyles. All students were affected by this turn of events and university students were one of the most affected, international students being the prominent group. To combat these disruptions and improve the situation, students should be supported by both academic and non-academic staff harmonically.

It is expected the education system will face pressure because of restrictions and losses faced during the pandemic. The loss in revenues may have an impact on staff as well in terms of employment or research funding. However, there is also a demand for flexible study options and remote learning among different student groups which may introduce a need for hybrid models in the future (OECD, 2021). Adopting a successful digitalization process may bring a huge number of opportunities that can encourage international students. If policymakers can adapt to those needs while maintaining or improving the quality of education in HEIs, the possibilities those new approaches may bring to society can be undreamt of.

The future of education will need more flexible, adaptable methods which utilize technological tools and answer the needs of different groups of students. Even though international students are faced with many adverse events during the pandemic, changing perspectives in HEIs can make them offer even more options that fit international students' specific needs. To achieve this, there must be strong collaboration among staff, among HEIs and policymakers, and even between every member who takes place in the process.

Even nearly two years after the first case of COVID-19 and vaccination is taking place around the world, HEIs are still trying to adapt themselves to the needs of this new order. The war against the COVID-19 virus may still take some time to end but the lessons learned during this hard time may carry on even after it is over, which holds a great chance to improve the experience of every member who play important role in the education system by targeting their needs and making them feel capable, maximizing their potential in the end.

International students bring not only economic or educational contributions, but their social and cultural interactions change both themselves and their surroundings positively. Going through this is a valuable experience for everyone and despite events like the pandemic hurting the process, encouraging it as much as possible and paving the way for stronger internalization in education will bring invaluable benefits to everyone involved.

As Bilecen (2020) put it, international student mobility is not only an individual endeavor but involves families both financially and emotionally. To promote internalization during hard times, HEIs and their staff can almost always do something to streamline achieve this and ease the process. Robust planning and system development, guiding students to utilize best practices and taking advantage of technology to smoothen the process while taking care of each other can make great difference in these challenging times.

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KEY TERMS

- Crisis Management:** Identification of possible threats and developing policies to mitigate the risks and minimize the unfavorable effects.
- Digitalization:** The use of digital technologies to improve or modify a current system and value-producing opportunities.
- Hybrid Learning:** An educational model where some students attend physically while others connect to the class virtually using technology.
- Remote Learning:** An educational model where the source of information and learner are separated by time and distance.
- International Mobility:** Selection and relocation of students worldwide.

CHAPTER 5

Teaching in Multicultural Classrooms

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ABSTRACT

Today classrooms, especially in higher education, are becoming multicultural and lead to some challenges for instructors. Teaching a multicultural classroom is a complicated process. However, if the instructor has enough knowledge about multicultural education, this process can be managed successfully and effectively. This chapter aims to draw attention to the teaching challenges in multicultural classrooms and provide a perspective to academic staff to manage multicultural classrooms. And then, the importance of instructor role and attitude in multicultural education is discussed. In addition to these, the survey study results are conducted within the scope of the Erasmus+ Strategic Partnership Project 2019-1TR01-KA203-074673 AcHopInt- Academic Hospitality for International Students in Higher Education: Building Guidelines for Academic and Non- Academic Staff are also included in this study. The survey, as mentioned above study is conducted to determine the academic staffs' attitude to international students. Totally 270 academic staff who are teaching in universities in Turkey and Lithuania participated in the survey. The survey study results are essential for determining instructors' attitudes regarding multicultural education and understanding the subjects that need to be improved themselves in multicultural education.

Keywords: *Multicultural Education, Instructor Qualifications, Academic Perception, International Students*

1. INTRODUCTION

UNESCO defines culture as “the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, that encompasses, not only art and literature but lifestyles, ways of living together, value systems, traditions and beliefs” (UNESCO, 2001). Culture emerges as a result of the interaction of all individuals in society with each other. Culture determines people’s thoughts, beliefs, behaviors, and many other features without people realizing it. How we learn and teach is also among the factors influenced by culture (Çapç1, 2020: 12).

At this point, the co-existence of different cultures creates a cultural diversity in which different values, beliefs, and lifestyles coexist. Today, with the effect of globalization, cultural diversity has increased in classrooms and all society. Furthermore, how different cultures can be better included in the education process is become an important issue.

Multicultural education is an essential fact of today’s world. Before discussing how multicultural education should be handled in education systems, it is helpful to have information about multiculturalism, multicultural classroom, and multicultural education.

In the Cambridge Dictionary, multicultural is defined as “including people who have many different customs and beliefs (<https://dictionary.cambridge.org/tr/s%C3%B6z%C3%BCk/ingilizce/multicultural>).

Cultural differences in many societies have been the biggest problem faced by states throughout history. Because each nation has its cultural values and norms. The prejudice and mistreatment of the dominant culture towards the minority culture and the exclusion of the minority culture have led to the deterioration of the welfare of the society.

Multiculturalism can be defined as “the co-existence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviors, cultural assumptions and values, patterns of thinking, and communicative styles (<https://www.ifla.org/publications/defining-multiculturalism>) or “the belief that different cultures within a society should all be given importance” (<https://dictionary.cambridge.org/tr/s%C3%B6z%C3%BCk/ingilizce/multiculturalism>). Regardless of how it is defined, multiculturalism is a way of thinking that should be implemented in order for societies to live together without conflict because multiculturalism means maintaining existing cultures, preventing the disappearance of differences, and maintaining diversity.

In the modern sense, multiculturalism is a concept that emerged in North America (Özensel, 2012: 58). Migration in the world, unions, established between countries for economic purposes, and increasing human mobility have increased the importance of multiculturalism.

After the Second World War, there was an increase in ethnic and cultural differentiation in European countries due to immigration from colonies to European countries. The United States of America is a country that has different cultures since its foundation. However, with the immigration reform act published in 1965, there has been an increase in immigration to the United States. As a result of these developments, as in all parts of society, the problems experienced due to cultural conflicts have increased in education. It has begun to question how students should be educated for effective citizenship in Europe and America (Banks, 2004: 296-297; Cırık, 2008: 31).

Many different countries in the world have a multicultural structure. However, it would not be wrong to state that the concept of multiculturalism has become an essential factor that should be taken into account in all countries with the effect of globalization. When the subject is considered in terms of education, the importance of multicultural education has increased in parallel with the increase in international and foreign students in classes.

According to OECD data on students studying at undergraduate and graduate levels, the percentage of international and foreign students studying in OECD countries increased from five percent in 2013 to eighteen percent in 2018. The higher the education level, the higher the proportion of international and foreign students. So much so that the percentage of international and foreign students studying at the master's level increased from ten points two in 2013 to thirteen points three in 2018. The percentage of foreign and international students studying in OECD countries in 2018 is 22 (<https://stats.oecd.org/Index.aspx?DataSetCode=RFOREIGN#>). International and foreign students have a positive effect on the national economy. For example, international students contributed \$45 billion to the U.S. economy in 2018, according to the U.S. Department of Commerce (<https://www.iie.org/Research-and-Insights/Open-Doors/Economic-Impact-of-International-Students>). For all that, teaching culturally diversified students is a complex process. However, if the academic staff has enough knowledge about multicultural education, this process can be managed successfully and pleasantly.

2. MULTICULTURAL EDUCATION

Education is a sociocultural process. Students include their lives in the educational environment. When people who do not know about the characteristics of different cultures come together, there may be conflicts about beliefs and values.

The term multicultural education emerged in the 1960s. Until today, different authors have made different definitions of multicultural education by approaching it from different perspectives. The National Association for Multicultural Education defines multicultural education as a “philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity” and “a process that permeates all aspects of school practices, policies, and organization as a means to ensure the highest levels of academic achievement for all students.”

The multicultural education term emerged because students may have different cultures and that all students should have equal conditions regardless of which culture they come from. It has gained even more importance with the increase in the number of foreign and international students.

Multicultural education represents the idea that all students should have equal learning opportunities (Arslan and Rata, 2013: 15). Their diversities, such as social class, race, ethnicity, gender, should be perceived as richness.

According to Gay (1994: 14-21), the aim of multicultural education can be listed as below:

- Enable the individual to understand and accept herself/himself
- Ensuring the recognition and understanding of different cultures and ensuring that different cultures are respected
- Providing the understanding of alternative perspectives and supporting intercultural communication
- Helping students from different ethnic backgrounds acquire literacy, mathematics, problem-solving, and critical thinking skills.
- Ensuring that the cultural and ethnic differences existing in the society are noticed

Studies in multicultural education reveal that challenges faced when teaching multicultural classrooms can be listed as; ethnicity, racism, different epistemologies, and different learning styles (Chouri, 2016: 6). Students’ and teachers’ ethnic backgrounds affect the teacher’s attitudes, the students’ perception

of teachers' attitudes, and students' success levels (Den Brok and Levy, 2005: 72). Despite the efforts to prevent racism worldwide for many years, racism is one of the problems encountered in multicultural classes. Culture affects people way of knowing, so different epistemologies is another challenge that can be faced in teaching multicultural classroom. Culture affects people learning styles. For example, while individuals from some cultures are willing to participate in group work, individuals from other cultures may be reluctant. To avoid adverse impacts of; ethnicity, racism/inequality, different epistemologies/ways of knowing, and different learning styles on multicultural education, teachers need to be aware of the effects of these factors on learning and students' success.

According to Banks (1993), multicultural education has five dimensions. To make multicultural education effective, each of the different dimensions of multicultural education must be considered. One of these dimensions is content integration. Content integration means that teachers use examples, data, and information from different cultures and groups while explaining key concepts, principles, and theories about their subject area. The second dimension of multicultural education is knowledge construction. Knowledge construction refers to the teacher guides students on how to construct knowledge about ethnic class, social class, and culture. Another dimension of multicultural education is prejudice reduction. Prejudice reduction means making efforts for students to gain democratic attitudes and values and develop positive attitudes about different cultures. The fourth dimension of multicultural education is equity pedagogy. An equity pedagogy exists when teachers use techniques and methods that facilitate students' academic achievement from diverse cultures. The last dimension of multicultural education is empowering school culture. According to empowering school culture dimension, the school should have an understanding and structure that cares about the development of students from different cultures.

3. APPROACHES AND STRATEGIES FOR TEACHING IN MULTICULTURAL CLASSROOMS

Today, educational institutions, especially universities, have become multicultural environments where communication with individuals from different cultures has become inevitable. The effectiveness of the education given in the classrooms with students from different cultures makes the transition from a teacher-centered teaching approach to a learner-centered teaching approach necessary and inevitable. The teacher-centered education approach is based on

the transfer of knowledge from textbooks to students. In this approach, the instructors are the source of information, and they must transfer the information to the students, and the students are not allowed to criticize and construct their knowledge. In the learner-centered education approach, the readiness levels of the students are taken into account. Learning-teaching activities start with what the student knows and attach importance to the students' motivation (Temizkan, 2010: 87). Multicultural education aims to create a school atmosphere where all students feel respected and supported (Bank, 2007). That can only be possible by adopting a learner-centered education approach. In the learner-centered education approach, students' multicultural education is considered during knowledge transfer. In a multicultural classroom, instructors must know the importance of cultural differences and the general characteristics of different cultures. In the learner-centered education approach, it is crucial to establish an active dialogue with the students. During the education process, the instructor actively dialogues with the students and, in this way, learns about their previous experiences. In addition, students are given a chance to criticize and construct their knowledge through the discussions in the lessons. In this way, the instructor allows students to take an active role in the learning process, and student's academic performance is positively affected. (Benediktsson and Ragnarsdottir, 2019). Another vital factor to consider in applying the learner-centered education approach in multicultural education is considering the students' backgrounds and cultures while preparing the curriculum (Gay 2010).

One of the learning methods that can be used in multicultural education is the cooperative learning strategy. In the cooperative learning strategy, students work in groups for a common purpose, and in this way, they learn to help each other. A cooperative learning strategy is a learner-centered education method that can be applied at every stage of education. In the cooperative learning strategy, students work in a heterogeneous group with a common purpose. In this way, students learn more efficiently, self-confidence and self-esteem of students increase, communication, critical thinking, problem-solving and social skills are developing (Yeşilyurt, 2019: 1945). Group work is the most common technique used in cooperative learning strategy. Group work has an essential role in the students' integration into the classroom and university environment.

In terms of multicultural education, group work with students from different cultures has many benefits for students. For example, students can meet people from different cultures and learn about the characteristics of differ-

ent cultures. Thus, the cultural adaptation process is positively affected, and friendship relations can develop among students. However, there is also the possibility of cultural conflicts and communication problems within the group. Even if these possibilities are realized, group work may be disrupted. For example, some students in the group may have difficulty expressing themselves due to the culture they come from, some students in the group may have prejudices against students from different cultures and may act exclusionary, and/or female students from cultures with high gender discrimination may be reluctant to participate in group activities.

Moreover, due to the different perceptions of time in different cultures, there may be difficulties in planning. There may be misunderstandings due to the different communication characteristics of students from different cultures. The instructor has an important role in achieving the expected benefit in multicultural group work. They should know the problems encountered and their solutions (AcHopInt Training Modules Design,2020:53-54).

Ensuring the effectiveness of learning in multicultural education depends on the differentiation of educational environments. Learning environments where students respect different cultural values and differences are perceived as richness should be created (Cirik, 2008:34). To create an effective multicultural education environment, curricula should be prepared to facilitate students' development of understanding and respect for various cultures. The curriculum should be free from cultural biases. Multiple examples and activities should be included in lessons, and they should be varied, meaningful, and interesting for students from different cultures (Carter, 2019: 64).

4. THE RELATIONSHIP OF INSTRUCTOR QUALIFICATIONS, ATTITUDES, AND MULTICULTURAL EDUCATION

Teachers/instructors/ academic staff (in this study, they are all referred to as instructors) are the people who will lead the intercultural interaction in classrooms. They have a great responsibility to build bridges between cultures and ensure that students understand and value each other. Their attitudes about multicultural education have a significant effect on the success level of multicultural education.

4.1. Literature Review

In literature, some studies explore the effects of instructors' attitudes and qualifications on multicultural education. The scope and findings of some of these studies are given below.

Ford and Quinn (2010) investigate teacher candidates' perceptions of multicultural education. Ninety-one percent of respondents think that teaching in a multicultural classroom can be a great learning experience. Fifty percent of the teacher candidates participating in research state that cultural diversity in the classroom makes teaching more challenging. Six percent of the respondents state that they are not comfortable being with people from a different culture. According to this study, female teacher candidates have more positive attitudes than male candidates about multicultural education. When the answers given by the teacher candidates were analyzed, it was found that the teacher candidates focused on the cultural dimension of multicultural education, and they ignored ethnic, religious, and linguistic differences. In the study, it was revealed that teacher candidates do not have enough knowledge about multicultural education.

Demir (2012), in his research on 301 academicians working at Erciyes University, revealed that the instructors have a positive perception of multicultural education and attach great importance to the inclusion of multicultural elements in the course content and the prevention of prejudices. One of the findings of her study is that female academicians attach more importance to integrating multicultural perspectives into teaching, using culturally relevant examples, and being more culturally sensitive than males.

In their research conducted in 2013, Damgacı and Aydın examined the attitudes of academicians working in education faculties in Istanbul towards multicultural education. As a result of the study, it has been revealed that the academicians participating in the survey study generally have a positive attitude towards multicultural education, and variables such as gender, age, and seniority are not factors that affect the academicians' attitudes.

Kahraman ve Sezer (2017) conducted a study on 213 teacher candidates to determine the relationship between teachers' perceptions and multicultural education. According to the study results, the perceptions of teacher candidates who graduated from teacher high schools are higher than teachers who graduated from other kinds of high schools. Moreover, according to the results of this study, there is a positive relationship between the teacher candidates' perceptions of the cultural effect of globalization and their attitudes towards multicultural education. Moreover, teachers' perceptions of the cultural effect of globalization impact their attitudes.

Benediktsson and Ragnasdottir (2019) conduct a study to investigate students' experiences of the learning environments, teaching methods, communication with classmates and teachers. According to the results of this study,

students thought that active dialogs, which are essential elements of the learner-centered education method, are helpful and encouraging. In addition to the furthermore, access to the teacher and an atmosphere of equality in the classroom are essential factors to improve the learning environment. Moreover, it has been revealed that students value teachers more who encourage them to use their previous experience and knowledge.

Yıldırım and Yıldırım (2019) explore the teachers' in classroom practices for multicultural education in Kosova. According to the study results, the gender difference is not an essential factor in method use and event design. There are not any differences between the practices of teachers regarding multicultural education and their seniority.

Yıldırım and Terzi (2020) conducted a study to determine which of the teachers' characteristics are the ones that affect classroom implementations in the context of multicultural education. Nine hundred seventy-five teachers who work in Kosova participated in the study. According to the results of the study, teachers' knowledge level on multicultural education is high. When the knowledge level on multicultural education is high, teachers are also more likely to engage in more effective multicultural classroom practices. According to this study, teachers participating in the study have a firm belief in multicultural education. Moreover, this is an important driving force for multicultural classroom practices.

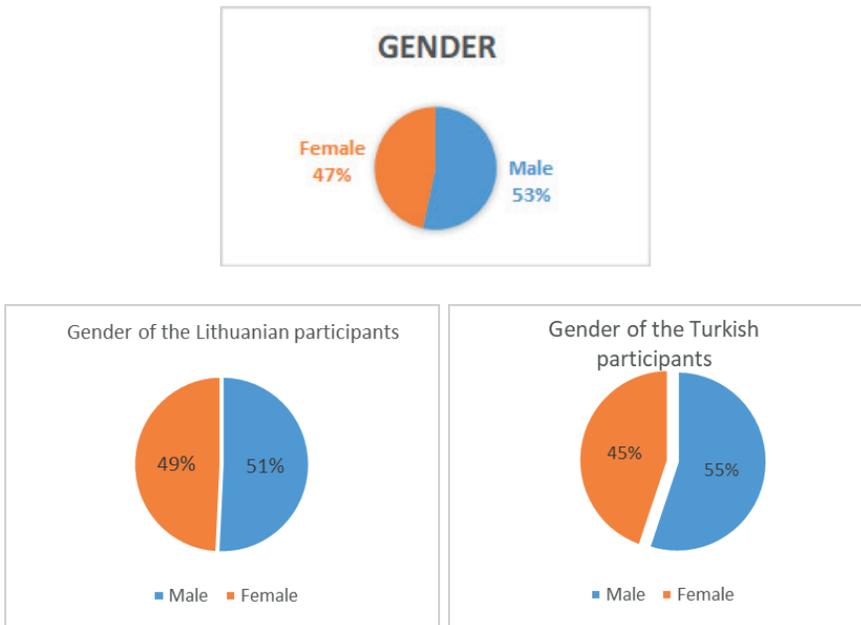
Olur and Oğuz (2019) conducted a study on teachers' characteristics to carry out multicultural education effectively. 165 teacher candidates participate in this study. They find that teacher candidates' perceptions of multicultural education are high, and there is a significant difference between the groups in favor of females.

Another study that explores the current attitudes of academic staff regarding multicultural education is conducted within the scope of the Erasmus+ Strategic Partnership Project 2019-1TR01-KA203-074673 AcHopInt- Academic Hospitality for International Students in Higher Education: Building Guidelines for Academic and Non- Academic Staff. In this project, a survey (Academic Staff Survey) was designed to determine the attitudes of the academic staff towards multicultural education. The Academic Staff Survey study results are important for determining instructors' attitudes regarding multicultural education and understanding the subjects that need to be improved themselves in multicultural education.

4.2. Findings of Academic Staff Survey

270 academic staff participated in this survey. Participants consist of academics mostly from universities in Turkey and Lithuania. 205 of the participants are Turkish, 63 are Lithuanian. In Graph 1 gender distribution of participants can be shown.

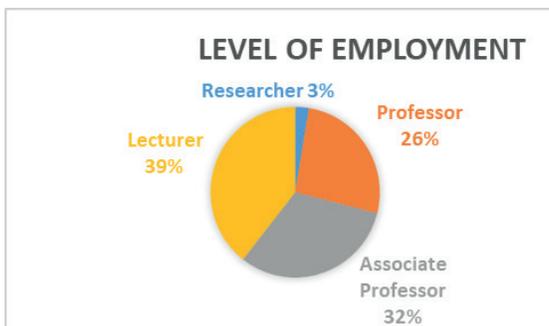
Graph 1. Gender distribution of participants



As shown in Graph 1., 47% of the participants are women and 53% are men. While the gender distribution of the academicians participating in our study is almost equal in Lithuania, it is seen that the number of male participants (55%) is higher in Turkey.

Participants' level of employment can be seen in Graph 2.

Graph 2. Level of employment



As seen in Graph 2, 39% of participants are lecturers, %32 of the academicians participating in the research are associate professors, and 26% are professors.

The educational experience of academic staff participating in this study is given in Table 1.

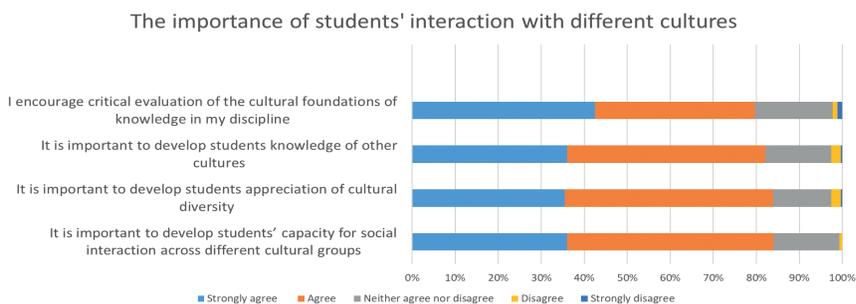
Table 1. The Educational experience of academic staffs

	0-5 years	6-10 years	11-15 years	16-20 years	21+ years
How many years have you been in your current position?	%42.9	%31.3	%15.6	%7.1	%3
How many years have you taught to the international students?	%51.9	%22.8	%11.7	%9.7	%4.1

42.9% of the academicians participating in our research have been working in the same position for less than five years. Those working in the same position between 6 and 10 years are 31.3%, those working between 11 and 15 years are 15.6%, and those working for 21 years or more are 4.1%. More than half of the academicians participating in our research teach international students in the range of 0-5 years. It is seen that 22.8% of it is between 6-10 years, and a quarter of slices for ten years and above.

In this survey, four expressions are given to participants to determine their attitudes about students' interaction with different cultures. The results are given in Graph 3.

Graph 3. Attitudes of academic staffs about the importance of students interact with different cultures



It is possible to say that the academic staff participating in the survey study attach importance to knowing that students know different cultures. Most of the academic staff encourage students in this regard and create their course methods accordingly. In this way, they think that students can be more social and will respect cultural differences more. As shown in Graph 3, the academic staff participating in the research agreed with 80% or more of the four statements. Around 82% of the academic staff participating in the research find it essential that students develop their knowledge of other cultures. Approximately 83% of academic staff stated that it is crucial to enable students to appreciate cultural diversity. The same percentage of academics stated that it is essential to develop students' capacity for social interaction between different cultural groups. As can be seen from this graph, academic staff think that students with different cultures can benefit both the social life of the student and their interaction with international students.

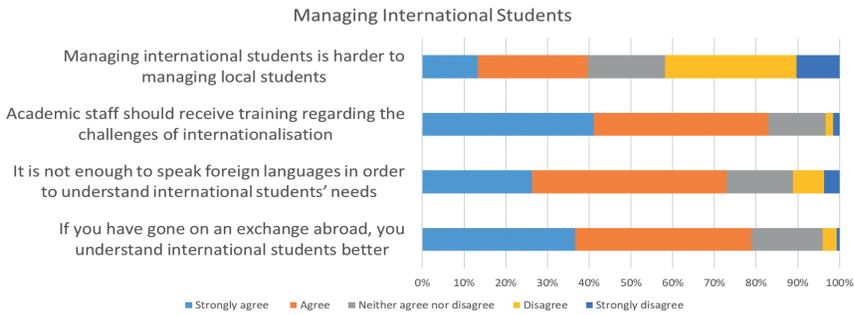
In this survey three expressions given to measure participants' sensitivity to the needs of international students. The results can be seen in Graph 4.

Graph 4. Taking into account of international students



As seen in Graph 4, the academic staff participating in our study stated that they consider the needs of international students when determining their education and evaluation methods. The rate of those who state that they do not consider the situation in question is only 10%. Half of the respondents stated that they changed their education methods as the number of international students increased. In addition, a more significant proportion (about 60%) stated that they adapted their assessment methods for international students. The rate of those who think that their universities provide adequate opportunities for international students is around 60%.

Graph 5. Managing international students



The academic staff who participated in our survey have different opinions that international students are more challenging to manage than local students. While 40% of the participants stated that the management of international students is more complex, approximately 42% stated that it is not more difficult. The remaining 18% abstained. More than 80% of the academic staff agreed that they should be trained themselves in the face of the challenges of internationalization. 72% of the academic staff stated that knowing only a foreign language would not understand international students. However, a strong consensus (about 80%) that had previously traveled abroad with an exchange movement would be beneficial in understanding international students. As a result, it is possible to say that academic staff encounter obstacles in communicating with and understanding international students. However, these obstacles can be overcome in various ways, such as staff training and experience abroad.

As stated above, the results of some research revealed that instructor's attitudes towards multicultural education differ by gender (Ford and Quinn (2010), Demir (2012), Olur and Oğuz (2019)). However, some research results revealed that instructors' attitudes towards multicultural education do not differ by gender (Damgacı and Aydın, 2013). To analyze if there is a difference between male and female academic staff's attitudes towards given expressions, an independent sample t-test is conducted. To conduct an independent sample t-test, the data must be normally distributed. The results of the normality test can be seen in Table 2.

Table 2. Normality Test

Descriptives		Statistic	Std. Error
I encourage critical evaluation of the cultural foundations of knowledge in my discipline	Skewness	,944	,150
	Kurtosis	,921	,298
it is important to develop students' knowledge of other cultures	Skewness	,749	,150
	Kurtosis	,534	,298
It is important to develop student's appreciation of cultural diversity	Skewness	,797	,150
	Kurtosis	,847	,298
It is important to develop students' capacity for social interaction across different cultural groups	Skewness	,424	,150
	Kurtosis	-,482	,298
With Regards to providing opportunities for international students, how would you rate your organization? e.g. student support, involvement in clubs and societies]	Skewness	,367	,149
	Kurtosis	,196	,297
My teaching has changed to accommodate the increasing numbers and the varying needs of international students	Skewness	,382	,149
	Kurtosis	,149	,297
I adapt my assessment of learning to take account of student diversity	Skewness	,681	,149
	Kurtosis	,520	,297
Managing international students is harder to managing local students	Skewness	-,074	,149
	Kurtosis	-1,124	,296
It is not enough to speak foreign languages in order to understand international students' needs	Skewness	,980	,149
	Kurtosis	,679	,296
If you have gone on an exchange abroad you understand international students better	Skewness	,822	,149

Skewness measures the symmetry of distribution; in most instances, the comparison is made to a normal distribution. A positively skewed distribution has relatively few large values and tails off to the right. A negatively skewed distribution has relatively few small values and tails off to the left. Skewness values falling outside the range of -1,5 to +1,5 indicate a substantially skewed distribution (Tabachnick and Fidell, 2013). The Skewness and Kurtosis values of participant's answers are in the range of -1.5 and +1.5, and they are distributed normally.

Table 3. The results of the independent sample t-test for multicultural education in terms of gender

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
I encourage critical evaluation of the cultural foundations of knowledge in my discipline	,617	,433	-1,289	264	,198
It is important to develop students' capacity for social interaction across different cultural groups	2,880	,098	-1,140	267	,255
It is important to develop students appreciation of cultural diversity	,234	,629	-2,304	266	,022
It is important to develop students knowledge of other cultures	,955	,329	-1,530	267	,127
With Regards to providing opportunities for international students, how would you rate your organisation? (e.g. student support, involvement in clubs and societies)	4,110	,044	-,711	266,944	,478
My teaching has changed to accommodate the increasing numbers and the varying needs of international students	2,092	,149	-1,096	266	,274
I adapt my assessment of learning to take account of student diversity	14,126	,000	-2,726	261,112	,007
Managing international students is harder to managing local students	2,155	,143	1,824	267	,069
It is not enough to speak foreign languages in order to understand international students' needs	,286	,594	-,385	267	,701
If you have gone on an exchange abroad you understand international students better	1,317	,252	,083	267	,934

According to the results of the independent samples t-test, only the importance of developing students' appreciation of cultural diversity differs significantly by gender (sig. 2-tailed: 0,022). The other nine statements do not differ significantly by gender.

Table 4. The results of independent sample t-test for multicultural education in terms of country

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
I encourage critical evaluation of the cultural foundations of knowledge in my discipline	9,234	,003	8,384	264	,000
It is important to develop students' capacity for social interaction across different cultural groups	4,671	,032	-,260	93,425	,796
It is important to develop students appreciation of cultural diversity	2,335	,128	-,840	266	,402
It is important to develop students knowledge of other cultures	,096	,757	-,380	267	,705
With Regards to providing opportunities for international students, how would you rate your organisation? (e.g. student support, involvement in clubs and societies)	4,119	,043	-1,472	114,267	,144
My teaching has changed to accommodate the increasing numbers and the varying needs of international students	9,234	,003	7,151	82,212	,000
I adapt my assessment of learning to take account of student diversity	3,354	,068	,848	265	,397
Managing international students is harder to managing local students	,425	,515	-4,951	267	,000
It is not enough to speak foreign languages in order to understand international students' needs	,632	,427	-,127	267	,899
If you have gone on an exchange abroad you understand international students better	,022	,882	1,673	267	,096

According to the results of the independent samples t-test, academic staff from Lithuania and Turkey have different attitudes about encouraging critical evaluation (sig. 2-tailed: ,000), changing teaching style according to the varying needs of international students (sig. 2-tailed: ,000). Academicians in these two countries have different opinions on whether managing international students is more complicated than managing local students. The other seven expressions do not differ significantly according to the countries.

5. SOLUTIONS AND RECOMMENDATIONS

Today, with the effect of globalization, cultural diversity has increased in classrooms and all society. According to OECD data on students studying at undergraduate and graduate levels, the percentage of international and foreign students studying in OECD countries increased from five percent in 2013 to eighteen percent in 2018. Educational institutions, especially universities, have become multicultural environments where communication with individuals from different cultures has become inevitable. Thus how different cultures can be better included in the education process is becoming an important issue.

One of the ways to increase the effectiveness of multicultural education is to adopt a learner-centered teaching approach. Students' previous experiences and cultural characteristics are taken into account during knowledge transfer in the learner-centered education approach. Instructors establish active dialogues with the teacher and allow students to take an active role in the learning process. One of the learning methods that can be used in multicultural education is the cooperative learning strategy. Cooperative learning strategy is a learner-centered education method that helps students learn more efficiently and help students to develop communication, critical thinking, problem-solving, and social skills. Group work is the most common technique used in cooperative learning strategy. Moreover, creating effective multicultural education environment curricula should be revised and made exciting and meaningful for national and foreign students.

Instructors" have great responsibility to increase the effectiveness of multicultural education. Instructors must know the importance of multiculturalism and the management of multicultural classrooms. In this respect, instructors and programs that enable instructors to have experience in living or teaching in different cultures will be beneficial.

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CHAPTER 6

Factors Affecting International Students' Academic Performance

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ABSTRACT

Even though international student mobility has been cut short due to the pandemic, this process that has been going on for years has been making valuable contributions for a long time for everyone involved. International students help host countries both financially and culturally while they gain experience, interact with different cultures and carry on with their academic studies. One of the serious issues they may face abroad is disruptions in their academic performance. While there may be many reasons behind this, previous literature has focused on possible causes and solutions to implement. This chapter briefly explains the viewpoints of scholars in this field and what can be done to combat unfavourable factors which may harm international students' academic performance along with policy implications for the rapidly digitalizing internationalization process. Challenges that may arise in the future are also discussed.

Keywords: *Academic Performance, Internationalization, Higher Education Institutions, Social Integration*

1. INTRODUCTION

International students and the internationalization process add value to institutions and countries in many aspects. Their impacts can be seen in the community, in the university, in the classroom, and even in society itself. International students make great contributions to host countries and HEIs throughout

their studies. Simply put by Knight (2008), internationalization is “the process of integrating an international, intercultural or global dimension into the purpose, functions, and delivery of post-secondary education.” which emphasizes the dynamic nature and openness of the process.

Internationalization can yield positive outcomes like improved academic quality and gear students and staff to meet higher international standards. Developed countries generate revenue from students coming from abroad to study and can benefit from brain gain while promoting open-mindedness (Jibeen and Khan, 2015).

Although internationalization is beneficial for students and the country they travel to, it does not come without some hurdles to overcome. These issues can range from social problems to academic performance. With careful attention and proactive actions taken by staff, nearly all those situations can be improved, resulting in better academic performance and a joyful experience for international students.

Many undesirable determinants may alter the academic performance of international students according to research in this field, but few of them stand out like the language barrier (Mori, 2000; Mahat & Hourigan, 2007; Hagedorn & Ren, 2012). The language barrier is one of the main problems international students must deal with when abroad, which directly affects their academic performance.

To add more, different students adopt different strategies while learning and studying and international students are no exception. To put this into some perspective, House (2000) found that variables like academic background or self-belief had a statistically significant effect on grade performance among students. It is known that sociodemographic factors of students' home country also play an important role in their academic life and performance. Stoyhoff (1997) argued higher achievers among international students spent more time studying and will be able to extract important ideas from spoken or written material.

Many factors play different roles when international students' academic performance is the topic of discussion and some common ones can be addressed to improve the process, resulting in better outcomes in the future to create a sustainable experience for everyone involved. As internationalization benefits both HEIs and students who decide to study abroad, components of the process should aim to improve it as much as possible to keep it attractive and rewarding.

Commercialization, brain drain, and low-quality education are major risks that were identified concerning internationalization (Jibeen and Khan, 2015). Charging a high amount of fees from international students from universities' branches and channeling in back to the main one to finance it is done by many institutions. Some believe internationalization is a threat to national identity, can cause homogeneity in international curriculum, and can trigger brain drain (Jibeen and Khan, 2015).

2. BACKGROUND AND LITERATURE REVIEW ON FACTORS AFFECTING INTERNATIONAL STUDENTS' ACADEMIC PERFORMANCE

2.1. Causes of Disruptions Regarding International Students' Academic Performance

There are many different approaches to measuring and evaluating academic performance in previous literature as it is hard to define success in an objective sense. Some authors have claimed higher grades and exam scores are a good indicator (Finn and Rock, 1007) whereas some were more career-centric and believed job offers in the future career (Colarelli et. Al, 1991) should be considered as a good indicator of performance. Skill-centric or ability-centric approaches are also common throughout the literature, but the comparison of GPAs is commonly used as it captures many different factors and it is easy to measure and compare among different groups.

One of the extensive studies carried out to examine the factors affecting international students' academic performance is by Hagedorn and Ren (2012) which focuses on graduate-level students. By using a questionnaire developed from the literature, three constructs, namely demographics, academic inputs, and academic performance are measured. The authors identified different factors affecting students at different levels with only two statistically significant for both masters and doctoral students. Central and South Asian students were less likely to earn a higher GPA at the graduate level and those who had a high undergraduate GPA performed better in their later studies. Interestingly, female students were predicted to have a higher GPA at the master level whereas the opposite was true for male students in doctoral degrees.

Rienties et. al (2012) discuss the role of academic and social integration on academic performance among students in the Netherlands using a questionnaire. As expected, the results suggest academic integration affects academic performance positively in a significant way. Another important finding

is that Western students adopt better in terms of social integration compared to Dutch students. Their motivation and learning attitudes adjust better compared to the domestic students. Contrarily, non-western students have lower scores regarding academic and social integration which may create problems in both their academic performance and their well-being. Most importantly, the bottom line is that academic success is primarily a result of academic integration.

Parallel to this, Li, Chen, and Duanmu (2010) conclude there are distinctive characteristic differences between Chinese and non-Chinese students abroad. The perceived importance of learning success to family, language skills, and social communication with their compatriots play a significant role for international students. Despite these characteristic differences, the academic performance of Chinese students is not dampened.

From a similar point of view, Lebcir, Wells, and Bond (2008) form a conceptual framework consisting of “Teaching Style”, “English Language and Communication” and “Assessment Methods” to determine the role of those variables on international students' academic performance. Expectedly, their findings indicate the details given in lectures and their speed, internet sources used, skills in the English language, individual or group assessment methods, and their content are all significant drivers of academic performance.

Even though many papers discuss the issues international students face, He and Banham (2009) argue policies in place are helping international students close the gap between domestic students in terms of academic performance. Although their data set may have been limited and prone to bias, more attention to this topic may result in optimized policies to improve the overall academic performance of international students in the future.

Andrade (2006) suggests many variables that have been studied before are significant, but their effects may vary. Many factors like language proficiency or study habits are again underlined as important drivers of academic success in academia.

Another study that differs from the previous one which analyses factors of international students' academic performance from their perspective was authored by Gatfield, Barker, and Graham (1999) in Australia. The findings suggested academic instruction was highly important along with good teaching and teaching support facilities. It is worthy to note that Australian and in-

ternational students ranked many variables on a different scale regarding their importance which is a manifestation of different perceptions among domestic and international students.

3. SOLUTIONS AND RECOMMENDATIONS TO IMPROVE THE ACADEMIC PERFORMANCE OF INTERNATIONAL STUDENTS

Given the scope of the previous studies, the language barrier stands out as a serious setback regarding academic performance. As pointed out by Galloway and Jenkins (2009), Sherry et al. (2010), students must not face any language barriers and should be able to understand the teaching language effectively in both their academic and social life to reach their potential. The ability to understand and communicate in a foreign language is a crucial component of academic performance.

To improve matters from this perspective, many universities set a minimum score standard in English for admission and offer support services to their students. Standardized tests have been a topic of debate regarding their ability to measure competence, but their scores are still mainly used as a criterion during admission processes. It may be beneficial for HEIs to adopt innovative approaches and offer services like language courses or writing classes as frequently as possible to familiarize international students with academic language as well.

An equally significant aspect of the issue is the language used in the classroom. Academic staff should be ready to offer understandable and comprehensive materials to help students feel at ease and enable them to focus on the important academic aspects of the course. Teaching methods should be adaptable to the needs of students and must be kept up to date with the necessities of the internationalization process. To put things into perspective, according to the results of the academic hospitality survey conducted with approximately 600 international students from 5 different countries (Turkey, Spain, Lithuania, Netherlands, and Ireland), 26.48% of the students participating in the survey stated that they had problems with the teaching methods of the university.

International students do not only participate and interact with others in the classroom but outside the classroom as well, which increases the importance of services in HEIs offered by the non-academic staff. To help fight the language barrier faced by the international students, non-academic staff should

be able to communicate fluently in English as well. Pieces of training offered to international students in English can be expanded to include non-academic staff who do not feel sufficient in their language skills.

Another important step during international students' adjustment process to a new environment is social integration. Traveling abroad usually means interacting with a different culture and a different way of daily life which affects academic performance. Helping students regarding their accommodation, bureaucratic processes, informing them about their duties and rights can go a long way to lower stress and help them focus on their academic duties. Language and social integration are closely tied as well, which creates a need to work on them together whenever possible.

A study carried out by Ramburuth and Tani (2009) draws attention to differences between experiences and learning perceptions of different student groups. According to their findings, there are differences in prior learning and preparation before entry into university, self-confidence, and the ability to participate in classroom discussions, interacting with peers and engaging with teaching staff from similar and different language backgrounds between student groups.

Weekarody and Jerez (2008) offer Quality Assurance Mechanisms to address those issues. Although different countries around the globe adjust those mechanisms to their needs, making those policy-level changes and monitoring them could be beneficial. As they point out, highly internationalized countries use those mechanisms to find the balance between international students' expectations and meeting them given the circumstances. It must be noted that this process does not solely depend on HEIs or other institutions as these processes also include many others like the society itself and other external factors. Raising awareness is crucial to enhance the academic performance of international students and the quality of education in general.

Another criticism regarding the academic performance of international students is the measurement methods. As mentioned in the previous part, many different approaches are established throughout the literature in past years. They can be briefly summarized as follows (Kumar, Agarwal, and Agarwal, 2021); academic achievement-centric, skill, and ability-centric, knowledge-centric, career-centric, or persistence-centric with all of them focusing on different aspects of students' success. Some authors advocate GPA can capture efforts involved (Goldman and Widawski, 1976), some focus their at-

tention on retention as a basis for academic performance and believe GPA is a good measure (McGrath and Braunstein,1997) and some authors discuss the relationship between GPA and job performance afterward (Roth et al.,1996). In an overall sense, GPA is a good indicator of academic performance (Pascarella and Tenzini, 2005). Although GPA is a universally accepted metric for today, there is a good possibility that HEIs may need to widen their horizon to offer better and well-suited opportunities to different student groups while taking other factors into account.

There are some policy implications for HEIs to offer a more rewarding and welcoming academic environment to international students. Adoption of these policies can yield positive outcomes for both institutions and students in both the long and short term along with host countries.

Good practices for assisting international students and exchanging them with other institutions can improve the system in an overall sense. Being culturally aware, avoiding culturally related words or jokes, stimulating interaction in classes are just a few methods that can be adopted by the academic staff. Moreover, encouraging participation during course time and making sure everyone is involved can improve the academic performance while helping the international students feel welcomed in a foreign country. These efforts to make international students feel at home may include training the academic and non-academic staff about culturally sensitive topics or possible teaching methods to utilize as well.

HEIs must familiarize themselves with the internationalization process and keep up to date with developments. Managerial issues may result in host countries that do not have a long tradition of receiving students in a disadvantaged position as it will be challenging for international students to settle down without the help of host institutions (Kondakci, van den Broeck and Yildirim, 2008).

Some common problems which international students face are discussed by Kondakci, van den Broeck and Yildirim (2008) as lack of managerial support, language preference of local students, local students' orientations, and lifestyle which create boundaries along with cultural mismatch and lack of student representation. The policies developed to improve the experience of international students by HEIs should aim to minimize those hardships and prevent possible challenges.

Monitoring the quality and progress of internationalization is also carries great importance, some methods rely on different metrics like Knight (2001) but in conclusion, recognizing the significance of internationalization and its fundamentals is expected to unfold itself on students' academic performance as a great contributor. The correct interpretation of this data is equally important as materializing the policies stemming from it. Another important topic of discussion in terms of quality management in HEIs is the registration, licensing, and recognition processes which may not be always standardized and may result in misvaluations. In this framework, quality assurance mechanisms and accreditation methodologies should reflect the realities of the education systems in host countries and all those outputs should be in coherence between borders as well. It would not be surprising if more actors entered the market when a great profit is at stake which may harm the quality of education worldwide.

4. FUTURE RESEARCH DIRECTIONS TO IMPROVE INTERNATIONALIZATION IN THE LIGHT OF DIGITALIZATION AND OTHER DEVELOPMENTS IN MODERN TIMES

Internationalization is a unique process where every member of it benefits in many different aspects. Host countries benefit financially, international students benefit socially and academically, the society and members of the HEIs benefit culturally from those interactions. Despite the decrease in international mobility during the pandemic, internationalization is too costly to give up. Despite the drawbacks of these times, it will not be surprising if the adoption of technology and new styles of teaching will contribute to it in the future.

There will be some risks to cope with, however. Social integration may fall into danger with rising discrimination, financially hurt students may not be able to pursue their education despite their academic performance and the level of understanding in the academic environment may lower. It is crucial to foresee those adverse trends, analyze them and mitigate the risks whenever possible.

There are also many factors to consider when discussing academic performance such as gender where Powers and Wagner (1984) studied at a lower level, the age which may be a driver of commitment among student groups (Lord, Bjerregaard and Hartman, 2013), the role of self-efficacy and its role on academic success (Chemers, Hu and Garcia, 2001), the students' interest

on the subject taught and attention given (von Mizener and Williams, 2009), the students' learning styles or how they conceive information (Reid, 1995), the students' tendency to attend classes and other learning strategies (Soares et al., 2009), the students' time management habits (Macan et al., 1990), the students' previous achievements in life (Li et al., 2010), the students' psychological well-being (Mihaela, 2015), the students' family structure and its dynamics (Ajila and Akinyede, 2000), the students' instructors' teaching styles and methods (Schwerdt and Wuppermann, 2008), the students' sociodemographic factors like families' income level (Eamon, 2005) and the students' relationship with their instructors (Wilson, Ryan, and Pugh, 2010) and even with his/her peers (Sacerdote, 2001).

HEIs rely on international students not only because of the financial advantages but also for the values they bring to the host country and its community. To keep the internationalization process beneficial, HEIs must focus on multiple factors that may affect international students' academic performance and develop proactive methods to fight those before they emerge. Future research basing itself on this proactive point of view may provide fruitful results.

Lastly, with remote learning on the rise after the COVID-19 pandemic, different methods of teaching and student-instructor interactions can provide valuable lessons. Lee and Rha (2009) point out the importance of instructional design and management style on academic performance in a web-based distance learning environment where they claim well-structured material is an adequate substitute for a teacher's one-to-one interaction. Distance learning may have been the only option during the pandemic due to campus closures, but its effects on internationalization seem here to last for a little longer.

5. CONCLUSION

All things considered; the benefit internationalization brings to every component is undeniable. Host countries generate income and associated benefits whereas international students get the chance to explore a different culture and academic environment. To keep the process beneficial for every party, policy-level changes can be implemented. Those policies should be addressing the barriers international students face to provide the conditions where they can achieve their maximum potential in both academic life and social interactions. Many of the problems faced by international students that hinder their academic performance can be solved via understanding their expectations and communication.

Although academics may have an important and prominent role during the internationalization process, proper training of every staff involved and preparing them to provide a positive experience for international students are equally important in a student's success and academic performance abroad. A strategic, long-term approach must be adopted to achieve this while promoting harmony among every party involved and treating them as equals regarding the internationalization process.

While all these goals are trying to be achieved, it should not be forgotten that an inclusive internationalization process must consist of objective standards when measuring academic performance or ranking among students but also take subjective factors like students' individual characteristics, e.g., their culture, social habits, and personal characteristics into account. As Cao et al. (2014) simply put it, this process is a mutual one where faculty's attitudes toward internationalization and international students have a significant effect on their teaching practices with an international student, the adjustment of their teaching practices is conducive to the academic performance of international students and students' enhanced learning outcomes can raise the level of faculty satisfaction in teaching international students.

To achieve a high standard of internationalized HEIs, priorities, choices, and levels of commitment of students, academic and non-academic staff to the imperatives of internationalization is crucial along with the adaptability of international students to new environments (Kondakci, van den Broeck and Yildirim, 2008). Internationalization is a dynamic process on its own nature and international students' can perform better when their needs are met swiftly.

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KEY TERMS

Quality Assurance Mechanisms: Systems to ensure the existence, availability, and correct allocation of resources.

Digitalization: The use of digital technologies to improve or modify a current system and value-producing opportunities.

Language Barrier: A linguistic barrier which hinders communication.

Grade Point Average (GPA): The average score to indicate overall grading of a student in HEIs.

Social Integration: The process where newcomers join the social structure of the host society.

CHAPTER 7

Developing Intercultural Competence of Academic Staff: The Role of Continuing Professional Development

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ABSTRACT

The current article discusses the changes in the academic environment of the higher education institutions with the increasing number of international students arriving and changing the conservative methods applied by the universities. This causes many problems for the universities and for the academic staff who need to adapt to the new academic environment as well as to update their teaching materials. It is discussed how cultural differences are approached moving from multiculturalism to transculturalism and how it should be addressed when working with international students and making them feel welcome. Afterwards the article recognises the problem of English as a second or third language for both the academic staff and students as well as the measures that could be taken to improve it. Finally, the discussion moves towards the methods of teaching that the professors use and what are their advantages and disadvantages.

Keywords: *Transculturalism, Second Language Learning, Academic Staff Competencies*

1. CHANGES IN THE HIGHER EDUCATION INSTITUTIONS

Increasing number of international students is currently noticed in numerous higher education institutions all over the world. Even with the pandemic which has affected the population, the numbers of international students are increasing and are reaching record heights. According to an article in the *Guardian*, United Kingdom has seen the increase in the students from outside of the UK and the numbers jumped by 9 percent, even when the decline was predicted due to the pandemic (Adams, 2020). This shows that even with difficult conditions that also effect the financial situation of the students and their parents, the students see the benefit of the international studies and do not consider postponing their education to later years. Overall, according to UK's Higher Education Statistics Agency (HESA), in the academic year 2019/2020, which was already marked with the beginning of the pandemic, the overall number of international students in the UK, surpassed 500,000 students (HESA, 2021). This number is the highest that has ever been recorded for the international students in the United Kingdom and is a result of many campaigns that the country has done for its higher education. The country is known for its multicultural environment and is especially attractive to the students because of English as a native language.

This process and the increasing number of international students has caused many challenges for the managements of the universities, the academic as well as non-academic staff. Bringing students from various cultural backgrounds creates a new international environment, which needs to be pleasant and welcoming for both the academic staff and the international students. Understanding and respecting every culture is key for successful studies. The professors and the students may see the world differently and misunderstand each other in many cases throughout their studies. It is therefore very important to know the cultural differences and try to avoid any possible problems in the teaching process and try to help the students excel at their studies.

Another problem that is encountered by both the academic staff and the students is their level of English required for studies. This is especially true for the universities in Europe and other countries, where the staff and the fellow students do not speak English fluently. The academic staff needs to present the knowledge to the students and do it in an understandable manner. Since professors and other academic staff is considered to be the face of the higher education institutions and are the ones who are providing the education to the students, it is very important that they would meet the highest standards,

including their level of English, when instructing the students, in order to provide the learning material in the clearest possible way. This is especially important since in most of the cases international students also know English only as their second or third language and not their mother tongue.

The final problem that will be discussed is the methods of teaching that are applied by the professors. This is also considered to be one of the most relevant issues since the professors need to adapt their teaching material to fit the needs of both the local and foreign students, while the mode of teaching that the students are used is not necessarily the same that they will encounter in the new educational establishment. Also, some teaching methods might be more effective than others. This article aims at addressing the biggest problems that the academic staff and the students encounter due to the changes in the cultural environment of the higher education institutions and it will be ended with the possible measures and solutions on how to manage the aforementioned problems and to provide the best experience for both the international and the local students.

2. CHANGES TO THE PERCEPTION OF CULTURE

When discussing the international students and their interaction with their professors and other academic staff, it is important to address the terms for such communication. Normally, the communication between the people from different cultures can be defined as cross-cultural, intercultural and multicultural. Each of these terms represent different types of communication between persons from different cultures and are recognised as synonymous terms for such a mode. The terms themselves do not have any positive or negative connotations. However, there are new approaches to such communication, suggesting that it should go from being multicultural to transcultural. The two terms themselves also seem to be synonymous but in fact they have managed to gain both positive and negative connotations. Caleb Rosado (1996) argues that multiculturalism is a widely used term, which is very common in politics and education, however, it does not have a very widely recognized definition. “Multiculturalism is a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society” (Rosado, 1996). This definition acknowledges the existence of different cultural groups which are defined by their distinctive behaviours, despite that they are all valuable and

can coexist with each other. The emphasis is however put on the difference and managing to live together despite that. Lucia M. Grosu-Rădulescu (2012) discusses how the perception of multiculturalism has changed and how it has both positive and negative meanings which were acquired over time. The positive side being the fact that all of the cultural minorities are recognised and considered to be culturally different. This helps to celebrate the cultures and being different is no longer considered as something unwelcomed. The negative side to this approach is that it is recognised that there is one main culture, however, there are also many smaller groups of people, who share different cultural traits and, in this way, belong to different cultural groups, which coexist with that main culture. This approach is therefore critiqued for being segregating and not seeing the culture as a whole, including many different aspects (Grosu-Rădulescu, 2012). Also, considering one culture as a main one creates segregation and imbalance of power.

This is where another new term called *transculturalism* appears. The term itself is considered to be much more inclusive and liberal. Janette Ryan (2011) encourages the approach and indicates that “transculturalism recognises that cultures are fluid and change through interactions with one another, and envisages the formation of new cultures through combining elements of different cultures” (Ryan, 2011). This shows how the world has already changed due to the constant migration and that it is no longer possible to define and separate different cultures. They are all coexisting and shaping each other. Therefore, cultures can no longer be considered as completely separate entities, existing in a social vacuum. Even with very large countries with one dominating culture, the smaller cultures that have been living and staying there for years and new cultures that are constantly arriving to the country affect each other significantly. The city of London is also a good example of this, where due immigration, even the old and conservative English culture and the city itself have been affected and altered culturally. According to Rizvi (2010), there are these new processes where the borders are open and the students see the benefit in acquiring the education in a foreign country. The processes now have “altered the social and political terrain within which universities now operate” (Rizvi, 2010). The education has changed for good and the numbers of international students only continue to increase and are projected to be increasing in the future. Considering this fact, the universities need to adapt to the new reality and the people who have the most contact with the students are actually the academic staff. Such staff should understand that this is the new reality.

It is no longer possible to divide the students by their culture and to separate them based on their values and beliefs. The society is now very mixed and influenced by cultural changes. This requires the professors to change both their perception to the students and to adapt their teaching models. The article will further discuss the problems which are encountered by the professors resulting from these cultural differences and will present further challenges and recommendations.

3. LEARNING IN A SECOND LANGUAGE

When teaching both local and the international students, communication is considered to be the key element. The problem is that in many universities, English is not a native language for most of the professors. The same applies for the students, when they come from the countries where English is not a national language or they are used to different types of dialects. This creates a major problem for the professors as they need to provide their teaching materials in the clearest possible manner. Nieto and Zoller Booth argue that language and culture are inseparable entities and language is often used to express some cultural features. "It is therefore at this point that language becomes an essential component of culture, as it becomes the vehicle to transmit the ideological system" (Nieto and Zoller Booth, 2010). Therefore, language is essential for both students and professors to express their culture, to communicate with each other and for the professors to provide the necessary knowledge to the students. After all, the students are coming for their international studies in order to learn in a multicultural environment and to receive a degree that would be recognised worldwide. Given these expectations, the teachers are expected to deliver the desired result for the students. The students are the clients who are buying the product and they expect to be happy with it. Main reason that the students are choosing education abroad is also to ensure the better future for themselves and to find better jobs in the international environment.

Considering the situation, where English is a second language for both the professors and for the students, it is important to address the issue of the second language learning. Krashen (2003) describes the second language learning as having two stages: acquisition and learning. Acquisition is a subconscious way of learning the language, where it is acquired without any specific effort, while learning is an intentional way of trying to learn a new language and putting efforts into this purpose (Krashen, 2003). Being in the international environment together with other students offers the acquisition stage of such learning, while English classes are part of the direct learning. Some universities offer English

language courses for both the professors and for the students. Professors take English language courses to improve their competencies for teaching their students both at their home university and abroad. Following this, professors are very much encouraged to travel and to teach in foreign universities, gaining a lot of valuable experience. Meanwhile, the students sometimes are also offered to gain the necessary level of English before even starting their degree studies. This is especially beneficial for the students who cannot obtain an official English certificate or proper education in their home country.

Students do experience some difficulties when communicating in a different culture and some of these difficulties are encountered due to the language. Alexander Macgregor and Giacomo Folinazzo (2018) argue that students may encounter many problems when learning in a foreign language. They mainly experience problems when not understanding the technical terms and the ones which are specific to a particular subject matter. It is difficult for the local students as well, but foreign students are especially sensitive for this subject matter. The teachers also need to consider the reading materials and loads. Some students may need more efforts and time to translate and to grasp the provided material, which might be completely new to them (Macgregor & Folinazzo, 2018). The last problem that the students encounter due to the language barrier is rather cultural, where teachers use examples, idioms and phrases which are particular to their culture or to the English language speaking culture. These aspects of language are the hardest to learn when learning a new language and are usually learned the last. Therefore, the professors should be very careful when using such discourses and to consider the current level of students that they have in their classroom. The teaching material should be presented very clearly concentrating on the content and avoiding any culture specific examples and explanations of such a material.

4. MODES OF TEACHING INTERNATIONAL STUDENTS

There are also two main approaches to teaching international students which are often discussed and considered as either positive and negative practices, when encountering such difficulties. The main and the most widely used approach is teacher oriented. Graham Badley indicates that the problems underly in the fact that professors are teaching for a long time already and they often base their teaching methods on the way that they themselves were taught at school or university. “Part of the trouble here is that many university teachers inherit what may be termed a functionalist model of education, a model whose dominant epistemology emphasises the expert transmission of

a non-negotiable curriculum of concepts and facts to relatively-passive students via highly-didactic pedagogic strategies” (Badley, 2000). This method of teaching international students indicates that the teacher is the authority and the information that the teacher provides is unquestionable and cannot be discussed. In this approach the students are left without a voice and are not encouraged to express their opinion, to discuss or to work in groups. It does not encourage the discussion between the professor and the student, between the local students and the foreign students as well among the international students themselves. As mentioned before, in such mode of teaching, communication between all of the relevant parties is essential. Even though in some cultures the professors are considered to be authorities and the students have certain respect for them, because of globalisation and open borders, this approach cannot take both the students and the professors very far.

The second method is considered to be the opposite of it, that is a teaching method, which is oriented to the student or to the teaching process itself. Using this method, the attention is removed from the central figure, which is the professor and then distributed among many people, the students, who also become active in the teaching and learning process and are encouraged to discuss and express their opinions. The problem remains still that the academic staff is not often ready to adapt to the new reality and to change their type of teaching which has been working for them for a very long time and which they consider to be a successful and effective way of teaching. Therefore, professors are encouraged to constantly improve their skills by participating in various seminars, especially if they are organised in a foreign country, addressing the problems of the international students.

5. IMPROVING THE COMPETENCIES

Considering the aforementioned problems, it is important to address these issues and to improve the professional competencies of the professors. First of all, considering the fact that societies all over the world are changing and are now considered from being multicultural to becoming transcultural, the views of the academic staff should become more global. Jane Edwards tries to explain how the educational system has changed throughout the years and the outcomes that were not expected previously. “In addition, the way in which we think, as a global community, about globalization and what it means and how to respond to it within our educational systems results in linguistic convergence as well as model convergence—toward English, of course—and that also has implications” (Edwards, 2007). Meaning that globalization has af-

affected many processes in the world, however, higher education institutions are the ones that were affected in some of the most ways. The globalization also comes to the higher education institutions in several ways. One way is that the academic staff receives large groups of international students who come for exchange studies, full time studies or internships. They may stay for shorter period of times or for several years. Despite the time period that the students will be spending at the hosting institution, the students need to be comfortable and happy with the knowledge that they receive. The other direction is when the professors go on and teach as guest professors in foreign partner universities, in this manner creating international partnerships and long-term bonds. Therefore, the academic staff not only receives the international students as second-hand recipients, but are also able to actively experience the globalization processes by travelling to other countries and in some way experiencing what the students feel when travelling to study abroad. Unfortunately, many professors are afraid of their skills and ability to teach in a foreign university. However, this is a very great practice for globalization processes and moving from the multicultural to transcultural notion, promoting the fusion between different cultures both at home and abroad.

While maintaining the same dialogue, it is also important to have a sufficient level of English language, for the students and the professors to understand each other better. Nieto and Zoller Booth quote Lev Vygotsky in expressing his view on the language: “Vygotsky also viewed language as a tool and as a psychological function; in the process of learning a second language, students are expected to create a new reality of their experience with the second language and the new social context” (Nieto & Zoller Booth, 2010). Meaning that both the professors who speak English as their second language and students for whom English might be the first official or the second language, need to meet in a new different environment, where they should try to establish common grounds and rules for their mutual communication in order to reach goals that would be beneficial for both parties. This common ground should be a safe space where none of the parties are judged for their level of English and simple mistakes that each of them could make. Especially, if for both sides English is only a second language, the struggles of thinking in one language and expressing yourself in another language should be known to everyone and cannot be considered a disadvantage.

Another important step in regard to the issue of the second language would be constantly testing the level of both students and the professors who need to

provide or attend the classes presented in their second language. Without the improvement of language, the level of both students and the academic staff could lower, resulting in worse communication and worse academic results. This is noticed when students and professors simplify and do not use the complicated structures of the English language, facilitating the communication and teaching process, but resulting in a modified and simplified language. This is especially difficult and is a problem if a professor goes on to teach students in a foreign university. Such professor is the face of the higher education institution and a tool for globalization, therefore he or she should show the best possible results and promote the university.

One of the last problems mentioned are the methods that professors use when teaching international students. It was argued that the teaching is usually oriented to the persons and it can either be a professor or a student. As Edilson Arenas shows, after conducting a small-scale research, the results show that currently the trend is still the same, where the professors tend to concentrate their teaching methods on themselves without even considering the approach which is devoted to the students. „An understanding of this may be used to implement staff development programmes for teaching practices that promote a student-focused approach to teaching to encourage knowledge creation and conceptual change when teaching international students” (Arenas, 2009). This data is especially useful when creating the measures to improve the experience of the international students. As discussed before, the approach where the professor is considered to be the main actor of the education process and the teaching is done through this sole prism is a rather harmful approach, since the students feel that their opinion is not valuable and in such a manner they do not develop any critical thinking. Bradley (2000) explains that the professors, feeling their dominance, should actually try to avoid this notion and encourage mutual relationships. It is considered that the global mode of teaching reaching for transcultural approach should avoid dominance at any cost. Considering this approach, there are several measures, which could be undertaken to improve the teaching methods of the professors. Bradley takes Wingspread (1993) and describes the qualities of the best professor: “values teaching and learning as more concerned with inquiry into knowledge rather than transmission of knowledge; encourages student-teacher contact; promotes co-operation among students; fosters an active and deep approach to learning; requires prompt feedback to students; provides prime time on main learning tasks; generates high expectations and individual responsibility; and respects diversity

(Bradley, 2000). All of the mentioned measures should help the professors, first of all, to respect a variety of cultures in the classroom and then second of all, maintaining the constant dialogue with the students. The professor is not the only one who should be speaking or sharing his or her knowledge during the classes. In the same way as there is no single truth, the teaching process should be mutual and oriented to problem solving. The students are currently striving for the universal education and problem solving is one of the main qualities that should be taught, which in consequence will later result in better jobs and wider cultural experiences for the students.

There is yet another method which is widely considered as a measure for moving from the professor-oriented approach to the student-oriented approach, which is encouraging them to work in groups. Johnson and Johnson offer some insight into this type of learning: “Cooperative learning is a versatile procedure and can be used for a variety of purposes. Cooperative learning groups may be used to teach specific content (formal cooperative learning groups), to ensure active cognitive processing of information during a lecture or demonstration (informal cooperative learning groups), and to provide long-term support and assistance for academic progress (cooperative base groups)” (Johnson & Johnson, 1999). This quote offers a variety of benefits which are even long term and can help the international students in their learning process and the teachers to engage the students in the learning process and to receive a certain feedback. This is also true when the professor gives board to the students and they become the centre of attention during their lectures. The process itself also creates some empathy from the part of the students, since even for a short period of time they interchange the roles and can feel what the other person is feeling during the teaching process. The dominance and the power still remain at the professor’s hands but it is no longer prominent. The students are not considered as inferior, but as fellows who can conduct and keep a discussion on a certain scientific matter. Even though for some cultures, this may be considered as unacceptable, it is a perfect way to direct the attention from the teachers to the students and to break some certain cultural norms. The students may feel uncomfortable or afraid in such situations but this is another way to go from multicultural to trans-cultural view, embracing the differences and interchanging the roles.

Further on, Jeroen Janssen and Theo Wubbels (2018) discuss the benefits and the issues of such cooperative learning process. The problems that the teachers have encountered are mainly dividing the students into groups, trying to separate students from different cultures into different groups, while the

students feel safer and more confident while working with people who come from the same background as they do. It is also indicated that not all of the groups are effective in the collaboration and do not reach the desired results. Also, teachers often lack time and structure for such group activities (Janssen & Wubbels, 2018). Therefore, it is especially important for the professors to consider the cultural and gender variety of the students that they have in the group and try to engage them into the teaching and learning process. Also, the main goal of such group activities is that all of the students would be involved in the provided tasks and would get the benefits of such learning activities. It is also a measure for internationalization, because this is the perfect opportunity for the professors to put local and international students into the same groups. While the communication between the local and international students often does not come naturally, it is important to encourage it. After being put on the same task, students are forced to communicate with each other and connect into group work. They may even meet after classes if the group work presented by the professors requires some additional presentations or research by the group of students. Such formal interaction can later on become informal, making the adaptation process easier for the international students and avoiding the isolation, which is often observed among such students when starting their studies in a foreign higher education institution.

Currently new types of Universities are evolving (eg. ECIU University <https://www.eciu.org>), new ways of teaching are emerging - open for anyone, including researchers, professors and students, where the learning process is based on real-life challenges that the students need to solve. Challenge-based learning approach follows a specific structure consisting of three main steps:

1. Engagement: The basis for motivation is to be working on a 'Big Idea'. This might be anything within a social, economic, or environmental theme such as health or public transportation. All the participants, teachers, students and external partners make sure that they agree on the final challenge to work on.
2. Investigation: All the team need to ensure that they all understand the challenge and can contribute towards solving it with their knowledge and skills.
3. Action: partners can use their shared knowledge to design and prototype new solutions. The implementation of the prototype and the evaluation are steps in the action part.

The biggest advantages of this type of a university is its new concept, which unites the universities around Europe, encouraging the internationalisation process and the teaching method itself is based on the problem-solving. Moreover, the problems that are presented to the students are topical problems experienced by municipalities in various European cities, which need solutions and can also be supported by local businesses, so this creates the possibility for a student to feel that his work has real impact on his surrounding and gives possibility to contribute to real change. This new version of a university manages to gather universities, researchers, professors, students, private businesses and city municipalities to work towards the same goal. The persons solving the challenges also are enabled to freely move between different partner universities, encouraging the globalization of the higher education institutions even more.

6. FUTURE OF ACADEMIC STAFF AND GLOBALIZATION PROCESS

Because of the aforementioned globalization processes and the increasing numbers of international students, it is obvious that the teaching in higher education institutions will definitely change. For now, knowing English at a higher than intermediate level is not necessary for each staff member of the university, in both the academic and non-academic system. It is a necessity for the professors who are teaching international students and also teaching in the foreign universities. With the current tendencies of the increasing number of students, it seems that most if not all of the professors working in the higher education establishments will be forced to adapt and learn English at a greater level in order to be able to teach international students in the field that they are specialising. This will require new arrangements to be made regarding the language teaching and the certification. As mentioned before, it will not be enough for the academic staff to only have the necessary knowledge of the subject matter and the language, but they will also need to attend and finish the courses on multiple cultures and how they should engage in the cross-cultural communication.

For the better quality and the future of higher education it would also be very useful to do a further research on teaching methods and their impact on the international students. The research should be extensive, including the teaching methods and their impact on the students' results as well as their critical thinking and public speaking skills. The professors could also participate in such a research by adopting new teaching methods and indicating how it has changed their work load and whether it is more beneficial for their professional career as well as how does it help when communicating with the international students.

Since there are discussions of a mandatory international semester for all of the students, which would include them going abroad for studies or internship for at least one semester or at least attending some classes about different cultures or classes in a foreign language. The same international experience could be applied for the academic staff, where they would need to attend similar courses about different cultures or would be obligated to travel and gain such valuable experience abroad. Of course, in this case, the academic staff should be motivated to improve their qualifications especially in the internationalisation sense. The main task for the universities would be to create a reward system for such activities performed by the professors.

7. CONCLUSION

To conclude the current article, it is important to stress that academic staff is a very valuable part of the community in every university. As a scientific institution, the university could not sustain without its qualified professors. With the changing environment of the university, where the number of international students is increasing due to globalization and the universities want to attract more and more such international students, before even starting the campaigns, the universities should pay attention to the quality of the education, which starts with the academic staff. Such staff should be equipped and ready to welcome newly arriving international students and provide them with the best quality of education.

As discussed, since moving to transculturalism and recognising the different cultures as a whole, which is a fluent organism affecting each aspect of our lives, the professors need to consider the cultural differences and to accept the students the way they are as well to adapt their materials for both the local and the foreign students. Meanwhile the problem of English as a second language will also persist so it is essential to keep an excellent level of English for both the students and the academic staff in order for the professors to be clear and increase their competences and for the students to be able to follow the lectures

Finally, since the approach of the professors is significant when choosing the mode of teaching for foreign students, it is essential to review such teaching methods and to make them as friendly for the international students as possible. As mentioned, the professors should not centre the whole classroom work around themselves and make the students active participants, by asking them to prepare presentations and work in groups, enabling them to improve their problem-solving skills and providing a possibility to communicate with both the local and other international students, avoiding isolation.

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CHAPTER 8

Developing Intercultural Competence of Non-Academic staff: The Role of Continuing Professional Development

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ABSTRACT

Internationalization takes an important place in the academic activity plans or strategic plans of higher education institutions. Intercultural competences and skills that enable internationalization are discussed not only from the point of view of academic staff or students, but also of administrative staff. The underlying reason for this is that internationalization is very complex and multifaceted. explanations on how the phenomenon of continuous professional development can be used as an effective tool in the development of intercultural skills and competences, especially for non-academic personal specifically administrative personnel, who is one of the important stakeholders in the execution of processes in higher education institutions. In this context, first of all, the intercultural competences and development of the administrative staff in higher education institutions are included, and then explanations are presented about how continuing professional education can be a tool for the effective development of the intercultural competencies of the non-academic and administrative staff.

Keywords: *Intercultural Competence, Non-Academic Staff, Continuing Professional Development (CPD)*

1. INTRODUCTION

Due to the phenomena of globalization and mobility, international education has made the development of intercultural competence (IC) increasingly necessary and important for many educational levels. Today, the contributions of higher education institutions to the field of international education and the opportunity to bring together students from all over the world bring the development of IC to the agenda, especially in higher education institutions (Yarosh et.al., 2018: 52-53).

The twenty-first century is a period of many challenges and competition for higher education institutions. Universities have tried to adapt to the rapidly changing world and have had to follow the developments both in terms of knowledge and culture. In this process, their preparation for the global market and related responsibilities have also emerged. While globalizing knowledge and competences have made the internationalization of universities compulsory, on the other hand, it has revealed the expected results of internationalization, namely, training “intercultural competent students or “global citizens” as a necessity. In this sense, the internationalization of higher education institutions is seen as the most effective response to cope with the difficulties in today’s world (Deardoff, 2004: 13).

As the above mentioned reasons pointed, internationalization often takes place in the academic activity plans or strategic plans of higher education institutions. Intercultural competences and skills that enable internationalization are discussed not only from the point of view of academic staff or students, but also of administrative staff. The underlying reason for this is that internationalization is very complex and multifaceted. In line with this basic reason, higher education institutions should support all their stakeholders (students, administrative staff and faculty members) with an intercultural perspective and should base them on policies that enable them to be more sensitive to the differences that arise between cultures (Kawalilak & Lock, 2018: 235). In order to achieve this, various tools are used and many studies in the literature focus on the effects of these tools.

This study provides explanations on how the phenomenon of continuous professional development can be used as an effective tool in the development of intercultural skills and competences, especially for non- academic personal specifically administrative personnel, who is one of the important stakeholders

in the execution of processes in higher education institutions. In this context, first of all, the intercultural competences and development of the administrative staff in higher education institutions are included, and then explanations are presented about how continuing professional education can be a tool for the effective development of the intercultural competencies of the non-academic and administrative staff.

2. THE CONCEPTUAL FRAMEWORK: INTERCULTURAL COMPETENCE AND CPD

The concept of intercultural competences first appeared in Edward T. Hall's work titled *Silent Language*, published in 1959, and refers to the skills of an effective and appropriate communication process between individuals from different cultural backgrounds (Schoenfeld, 2020: 23). With this general expression, it draws attention to the definition of culture directly. In the most general terms, culture is as follows according to UNESCO:

“The set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs”¹

As can be understood from the definition, it is a set of assumptions and practices shared by its members on the basis of culture. In this sense, it is interpreted as a set of assumptions and practices that distinguish one group from the another group. However, it is known that cultures develop with a multiple structure in their own way, even within each group, a homogeneous structure is not maintained, and even small groups within the same group can differentiate. This common point makes it necessary to deal with intercultural difference and diversity within a culture (Deardoff, 2019: 4).

The presence of different small groups even within the members of a group can lead to differences in the culture adopted. It is precisely for this reason that the concept of intercultural competence comes to the fore at this point. In order to understand the differences in terms of culture, it is extremely important to make an evaluation by referring to various elements that are sometimes incon-

1 This definition is taken place in the UNESCO UNIVERSAL DECLARATION ON CULTURAL DIVERSITY report which was adopted by the 31st Session of the General Conference of UNESCO PARIS, 2 November 2001. Regarding this definition, there is an explanation about the reference of the concept in the report. This definition is in line with the conclusions of the World Conference on Cultural Policies (MONDIACULT, Mexico City, 1982), of the World Commission on Culture and Development (*Our Creative Diversity*, 1995), and of the Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1998).

sistent with each other, as well as many social practices (Hoskins & Sallah, 2011: 116). This situation refers to the concept of intercultural competences, which is generally defined as “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” as Deardoff (2006a, p. 249) also states. As can be seen from the aforementioned classic definition, intercultural competencies encompass an individual’s ability to function effectively in different cultures. It also includes finding ways of thinking and acting appropriate for these cultures in order to survive among different cultures (Leung, et.al, 2014: 490).

Intercultural competences are gathered within the framework of common features by many definitions from the literature. These are generally classified as intercultural knowledge and skills, the ability to approach intercultural issues as an internal result, and the ability to communicate constructively as an external result of intercultural work (Deardoff, 2006b: 7; Hoskins & Sallah, 2011: 121).

In addition to these, the literature suggests various basic elements required for intercultural competences which are “*cultural self-awareness or consciousness-raising; awareness and acceptance of difference, and others’ cultural worldviews; awareness of the social-construction of race, and prejudice and discrimination in historical and contemporary societal and school contexts; knowledge of cultural patterns and culture specific knowledge ; knowledge of and skill in using different communication and learning styles; knowledge and skill in using diverse classroom management strategies; ability to adapt the curriculum content to reflect cultural diversity of students; and skills to implement various pedagogies, including discourse, participation and assessment, that are culturally relevant to one’s students*” (DeJaeghere & Zhang, 2008: 260).

The common and traditional features and elements in the definitions indicate that, it is remarkable that most of them focus on individual differences and intercultural competencies and are explained by personal characteristics (Leung, et.al, 2014: 490). However, considering that each element covers behaviours, knowledge level and skills in a specific way, it is known that the effects on the development of intercultural competences should also be evaluated with the effects on professional development (DeJaeghere & Zhang, 2008: 261). This presents two types of approaches or tools called formal intercultural learning and non-formal intercultural learning, which are suggested for the development of intercultural competences. Formal intercultural learning, on the one hand includes intercultural learning processes that are developed with courses or seminars taken in accordance with an educational curriculum

and supported by experiential learning processes such as internships abroad or finding a job in a foreign country. Non-formal intercultural learning, on the other hand, generally develops with the mobility of individuals, art, music, museums, libraries, etc. It refers to the learning processes that are experienced in daily life, such as religion, language, race, political opinion, socio-economic status, age, and gender (Deardorff, 2019: 6). Both learning approaches basically serve the phenomenon of global citizenship and enable individuals to continue their lives by considering intercultural differences.

According to Bok (2009: 14) intercultural competence should be developed as a lifelong process. The continuation of the learning process, which is the basic philosophy of lifelong learning, and the continuous support of the development of intercultural competences with any of the above-mentioned tools emerges as a necessity.

It is possible to say that continuing professional education (CPD) is one of the learning models that supports lifelong learning processes. Friedman and Phillips (2004:361-362) state that CPD is one of the learning models frequently used in the development of any profession for all countries today. In this sense, CPD is a learning model that offers learners with learning strategies that are flexible, self-reflective and beneficial by allowing them to take control of their own learning process. Thus, it is one of the important tools used at the point of professional competence in any field. When CPD is considered at the point of development of intercultural competence, considering that intercultural competence will be activated throughout the education and professional development of the individual (Bok, 2009: 15), it is possible to say that CPD plays an important role in the development of intercultural competences.

Generally, CPD is the systematically maintained developments and improvements that are necessary for the individual to gain relevant professional and technical knowledge and skills throughout his working life (Friedman and Phillips, 2004: 363). When we look at the CPD practices adopted in higher education institutions, it is possible to see that this learning model is maintained by higher education institutions for the development of many professional fields. In addition, CPD, which is prioritized at the academic staff level, also makes distinctions at the personnel level that supports the learning processes. At this point, it is seen that higher education institutions play a dual role by applying the CPD learning model and supporting the continuous development of both their own academic staff and the administrative personnel of other institutions in various professional fields (Clegg, 2003: 38).

Specifically, at the point of development of intercultural competences, it is extremely important that all higher education institution personnel who ensure the execution of learning processes with international students use CPD as a tool and turn intercultural competence into a lifelong learning philosophy through it. The most important benefit at this point will be the acquisition of intercultural competence, which is the most important element and assurance of effective cultural communication (Schoenfeld, 2020: 21). The next section of this study focuses on the role of CPD in the acquisition of intercultural competencies, especially for non-academic staff in higher education institutions.

3. DEVELOPING INTERCULTURAL COMPETENCE OF NON-ACADEMIC STAFF THROUGH CPD

As it is a well-known fact, there are two broad categories of employees in the higher education sector: ` and non-academics. In general, academics rank high in the management hierarchy of the organization. Non-academic staff can be generally referred to as professional workers who do not perform academic employment functions in educational institutions, but contribute significantly to the future of universities. Both personnel classifications also carry the necessary duties and responsibilities for the effective establishment of the training environment and the complete execution of the training process.

The global business atmosphere, along with the rapid changes in the general systems of the country in socioeconomic, demographic and technological aspects in every sector, has led to a high demand for highly educated, skilled labour to meet the requirements of the technically demanding working environment. Therefore, career development has been recognized as important requirements affecting career improvement opportunities, which remain a key determinant of employees' organizational relationship, regardless of the type or nature of the organization. Developing physically, socially, intellectually and mentally trained employees through different career development procedures remains extremely important in maintaining high productivity levels. Properly prepared training can effectively shape an organization's human resources to perform effectively and efficiently, and can provide reassurance that human resources are the organization's most valuable assets. The aforementioned situation arises in a similar way in terms of acquiring and developing intercultural competences of personnel in higher education institutions.

According to Leung et.al (201: 508), education and development studies make positive contributions to the improvement of intercultural competences. Since the basis of intercultural competences is to provide interaction between

individuals in a compromise way by considering both the specific and general characteristics of cultures, having an intercultural way of thinking also includes a skill that can be developed in the process (Hall, et. al, 2013: 6). At this point, education is extremely important for individuals to develop intercultural competencies in terms of knowledge, skills and behavior.

At the point of acquisition and development of intercultural competences, it is possible to come across a large number of educational materials or interactive educational resources, including formal education processes. It is also known that formal intercultural learning environments are frequently prepared/updated for academic staff and students, who constitute the most important components of the education and learning process, and are supported by learning theories depending on the dynamics of the global business environment.

As mentioned above as a result of increasing mobility and globalization, higher education institutions have opened their doors to students all over the world by offering study and internship mobility abroad, causing them to show more effective and visible activities at the point of gaining intercultural competences within the institution. This explains that CPDs, which can be shown in the formal learning model, can be used as an effective tool in the provision of intercultural competences. However, it is also known that for many occupational fields, CPD is shaped on the basis of the informal learning model. It is seen that more individuals adopt the informal learning model in a structure where they provide professional development while operating in their own professional field, that is, while at work. In this context, it can be said that CPD, which develops in a formal or informal learning model, plays an active role in providing continuity in the acquisition and improvement of intercultural competences of non-academic personnel.

The acquisition and development of intercultural competences of academic and non-academic personnel in higher education institutions has started to gain importance since the 1990s. It has been suggested that interculturality in educational institutions and the dynamics that provide this can be gained from two aspects. The first of these is the acquisition of intercultural competences through personal development at the individual level (Moosmüller & Schönhuth, 2009: 215). The second is that intercultural differences can win at the organizational and social level. While the first refers to the continuous self-development of the individual, the second refers to the development and improvement of the relevant institution with all its stakeholders. In terms of both levels, CPD emerges as an effective tool.

It is necessary to present the whole of the knowledge, skills and behaviors targeted in the CPD (Kennedy, 2005: 236). However, an important factor for the realization of CPD is the learner's willingness to do so. Because in CPD, individuals take control of their own development and learning processes and can stay connected to the ongoing process. In addition, the organization's institutional support of the CPD and the establishment of the financial mechanism that allows its personnel to stay in the process are also important in terms of producing the expected results from CPD (Megginson & Whitaker, 2007: 3).

In this regard, it is necessary to provide an institutional-level learning set for the personnel in higher education institutions and this should be supported by the personnel's individual on-the-job learning processes (Megginson & Whitaker, 2007: 5). According to Storti (2009: 274), the basic topics that should be included in the trainings to be given at the point of gaining intercultural competences are as follows:

- Identifying the components of culture and explaining how to interact with individuals from different cultures,
- Identifying core values and assumptions in individuals' own cultures,
- Identifying core values and assumptions in target cultures,
- Identifying differences (very commonly known differences) in other cultures with which the individual interacts with his or her own culture.

Similarly, Paige (2006:40–41) states that the trainings to be prepared in order to ensure the development of intercultural competences should have five cultural learning dimensions. These are as follows (As cited in Paige and Goode, 2009: 336-337):

- *Learning About the Self as a Cultural Being:* This element of culture; requires individuals to be aware of how they shape their identities, behaviours, values and beliefs. Cultural self-awareness plays an extremely important role in the acquisition of intercultural competences. Therefore, cultural self-awareness is one of the elements that should be included in the CPD at the point of development of intercultural competences.
- *Learning About the Elements of Culture:* This element includes individuals to have the necessary knowledge of shared beliefs, values and behaviors of a culture and to recognize the cultural characteristics of the people they interact with. For this reason, knowing the cultural charac-

teristics of the people with whom one interacts provides positive effects in the acquisition of intercultural competences.

- *Culture-Specific Learning*: This element includes an individual's knowledge of cultural characteristics of the group he/she visits or has just joined.
- *Culture-General Learning*: This element expresses the necessity of individuals to have knowledge about basic concepts such as adaptation, acceptance, culture shock, assimilation arising from intercultural differences in their international experiences. Having information about the basic conceptual framework at the point of ensuring cultural harmony will also facilitate the adaptation process to the destination.
- *Learning About Learning*: By knowing and using certain strategies such as learning from the media and interacting with people in the host culture, learners become more familiar with the host culture. Effective culture learning involves testing and developing one's understanding of culture. At this point, learning and having sufficient knowledge and skills come to the fore.

After the presentation of a learning kit to ensure the CPD of non-academic personnel at the higher education level with educational materials covering the basic topics specified, supporting the personnel at the institutional level with individual on-the-job learning processes can be an effective solution for the development and improvement of intercultural competences. According to Collin et. al (2012: 158), the acquisition of qualifications through professional learning processes inevitably constitutes a process that individuals support and control. In this process, which emerges more successfully with the support of the individual at the organizational level, it is a necessity to provide an active learning environment.

4. THE CPD MODEL FOR NON-ACADEMIC STAFF

Intercultural competence should be handled in a structure does not only develop with knowledge, attitudes, values and behaviours but also supports interaction between individuals from different perspectives. However, it is not an easy task to gain and develop intercultural competence as mentioned in general terms. The underlying reason for this is that individuals' interaction skills and abilities are not directly related to these competencies. Individuals should have the chance to communicate effectively with other people, to understand/accept and adapt to the requirements of different cultures, and to ex-

perience information from different orientations in a more free and unlimited exchange environment. With the addition of the ability to manage change to these, an intercultural learning environment including active learning environments should be presented to all stakeholders in this process (Henningsmoen and Solis, 2018: 245-247).

At this point, continuous professional development programs gain importance especially for non-academic staff, who are one of the important stakeholders of international education. Thanks to the trainings prepared at the level of higher education institutions and recommended in line with a strategic target adopted by the senior management, the individual will be able to complete both the formal education processes and follow the steps of gaining and developing intercultural competence with the informal learning style for his own professional development. In this part of the study, a proposal for a CPD model that enables the development of intercultural competences especially for non-academic staff is presented and discussed.

According to Deardorff (2006a: 69-70), it is possible for an individual to develop intercultural competences and skills through education and learning. In this context, as cited in Henningsmoen and Solis (2018: 247) the following intercultural skills should be presented within the proposed education program:

- *“inter mindfulness”—cognitive awareness of an individual’s communication and social interaction with others,*
- *“cognitive flexibility”—being open to new mental classifications and avoiding old classifications,*
- *“tolerance for ambiguity”—the ability to cope with ambiguous situations,*
- *“behavioural flexibility”—the ability of an individual to adjust their behaviour to other people,*
- *“cross-cultural empathy”—empathy for another person’s situation means having the ability to understand another person’s situation.*

The specified intercultural competences can be presented to non-academic staff in a CPD training program prepared in higher education institutions, or they can be included in a CPD that the staff will adopt themselves. At the point of developing intercultural competences, the acquisition of the five important skill levels listed above is extremely important. In addition to these, the development of a supportive learning strategy that can improve the learning process-

es of the personnel is also an issue that should be addressed within the CPD program adopted at the higher education level. At this point, the recommended steps to be fulfilled in the learning strategy are as follows (Grantt, 2017):

- **Step 1 – Identify what to learn:** It includes the processes of identifying what non-academic staff have to learn, their needs and deficiencies.
- **Step 2 – Plan how to learn:** In this process, the staff should plan how to complete the learning process by which a formal intercultural competence training provided at the institutional level will allow the learning processes of the personnel to be completed in a formal way.
- **Step 3 – Learn:** It expresses the effective fulfilment and completion of learning with the determined learning process.
- **Step 4 – Use the learnings and show effects:** This step refers to the implementation of the training received by the personnel and reflecting it to their on-the-job processes.

The learning strategy that can be realized with the specified steps will turn into a continuous process with the self-evaluation of the personnel and the evaluation of the institution officials. According to Fantini (2009:463), in order for the evaluation process to be carried out effectively, it is necessary to create a good combination of evaluation in the CPDs, which are necessary for the acquisition of intercultural competences, as in all fields. The following elements need to be well analysed in order to decide on the assessment format that best fits the assessment objectives.

- **Direct Evaluation** – It is usually announced at specific times in line with a CPD adopted at the institution level and directly documents the measurement results of actual learning level. Traditional tests and quizzes are the most widely used tools among direct assessment examples. In addition, portfolios, graduation projects and embedded course assessment tools are other direct assessment tools.
- **Indirect Evaluation**– It consists of observational or experiential evaluation results, as opposed to directly applied evaluation tools.

Within the CPD program adopted at the institution level, a single assessment tool can be used or it will be possible to use more than one assessment tool at the same time. The awareness of the personnel in the CPD process to constantly monitor their own development processes is one of the important steps in the evaluation phase.

As stated above, in order to develop the intercultural competencies of non-academic personnel in higher education institutions, CPD programs should be designed to cover all the details in a good way. Even if a CPD program adopted at the institution level has been adopted, it is necessary for non-academic staff to make continuous professional development an individual goal in order to operate the process effectively. However, it should not be forgotten that the individual's ability to develop or acquire intercultural competencies only with the education received within the scope of a formal education program is low, and these competencies bring along a long-term personal development process.

5. CONCLUSION

The main purpose of this study is to provide explanations that continuous professional development can be an effective tool in the development of intercultural skills and competencies, especially for administrative staff, who are one of the important stakeholders in the execution of processes in higher education institutions. Intercultural competences, which have no common definition in the literature, have become more visible, especially on the basis of the global business environment and the internationalization of educational institutions. Intercultural competences and skills that enable internationalization are discussed not only from the point of view of academic staff or students, but also of administrative staff. The underlying reason for this is that internationalization is very complex and multifaceted. In line with this basic reason, higher education institutions should support all their stakeholders (students, administrative staff and faculty members) with an intercultural perspective and should base them on policies that enable them to be more sensitive to the differences that arise between cultures (Kawalilak & Lock, 2018: 235).

In the most general terms, intercultural competencies encompass an individual's ability to function effectively in different cultures. It includes finding ways of thinking and acting appropriate for these cultures in order to survive among different cultures (Leung, et.al, 2014: 490). References are made to the general definition specified in many studies, and when we look at the common and traditional features and elements in the definitions, it is noteworthy that most of them focus on individual differences and intercultural competences are explained by personal characteristics.

At this point, it shows the necessity of individual development processes in the development process of intercultural competences. In the studies in the literature, the acquisition and development of intercultural competences of the

personnel in higher education institutions is in the form of personal development at the individual level and the acquisition of intercultural competences, and it is suggested in two basic processes that adaptation to intercultural differences can be gained at the organizational and social level. While the first refers to the continuous self-development of the individual, the second refers to the development and improvement of the relevant institution together with all its stakeholders. In terms of both levels, CPD emerges as an effective tool. Because CPD requires the presentation of all of the knowledge, skills and behaviors targeted at the point of gaining qualifications in any professional field. In ensuring an effective CPD process, since individuals take control of their own development and learning processes in CPD, the learner's willingness to do this is to be ensured.

In this context, a CPD program should be prepared for the acquisition of intercultural competences with a strategy adopted at the institutional level in higher education institutions and non-academic staff should benefit from this program as well as academic staff. The development process of qualifications will be accelerated by the organizations adopting the CPD program institutionally, preparing a learning set that includes the necessary elements for the acquisition and development of intercultural competences, and pointing out the appropriate steps to be followed in the CPD to the personnel who will benefit from this learning set.

It is extremely important for the effectiveness of the process that each staff member is aware of some basic principles regarding CPD at the point of gaining and developing the intercultural competences of the non-academic staff in a higher education institution with the CPD program. These basic principles are as follows (Megginson and Whitaker, 2007: 5):

- Professional development refers to a learning process that continues throughout a person's professional life.
- Individuals are responsible for controlling and managing their own development processes.
- Individuals have to define what their learning needs are and decide how to fulfil them.
- Learning objectives must be clearly defined and aligned with the institution's objectives.
- Learning can take place more effectively when it is accepted as an integral part of the work performed.

When the development of intercultural competences of a staff who adopts the stated basic principles is supported by the corporate strategy and supported by an exemplary education and learning model pointed out in the previous section; The internationalization process of the institution will be facilitated and its capacity to adapt to intercultural differences will increase. Especially at the point of development of intercultural competences, it is extremely important that all higher education institution personnel who ensure the execution of learning processes with international students use CPD as a tool and make intercultural competence a lifelong learning philosophy through CPD. The most important benefit to be gained at this point will be the acquisition of intercultural competence, which is the most important element and assurance of effective cultural communication.

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CHAPTER 9

Internationalization of the Curriculum in Higher Education Institutions: Internationalization at Home

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ABSTRACT

The purpose of this chapter is to present a theoretical framework for internationalization of the curriculum (IoC) as a part of internationalization at home (IaH) initiatives enacted in higher education institutions. After presenting a background about IaH, the chapter firstly examines internationalization of the formal and informal curriculum by focusing on the expected learning outcomes for a better accomplishment of IoC. Furthermore, the chapter will explore the basic misconceptions and myths about internationalization and IoC so as to enable interested academics avoid those while taking initiatives towards IoC. Finally, some recommendations and future directions will be provided for interested stakeholders to facilitate more appropriate IoC initiatives based on the nature of internationalization at home.

Keywords: *Curriculum, Misconceptions, Purposeful Internationalization*

1. INTRODUCTION

Internationalization is one of the important agendas of recent years in the field of education, as in many fields from economy to technology, from culture to politics, from diplomacy to security. It should be noted that this has become much more evident especially in higher education (Gürüz, 2011). Undoubtedly, the mobility between countries and regions in the field of education is not a phenomenon unique to the modern period. In every period of history, there have been important educational and scientific centers of the world. On the other hand, it is also known that the policies that follow the developments in science, technology, and art and aim to attract well-known scientists and artists of their era are implemented by state administrators (Çetinsaya, 2014).

However, in the modern era, higher education has become accessible to large masses, the impact of university education on the socio-economic status of the individual, its contribution to cultural development, its determinant in vocational acquisition, and the fact that it has become an important part of the development and management strategies of countries has increased the demand for university education significantly (Yılmaz, 2014). With the developments in communication and transportation technologies, the effect of globalization and the contribution of policies encouraging internationalization, the opening of educational institutions to foreign countries and the mobility of international students and academics gained a different momentum (Çetinsaya, 2014).

In order to systematize internationalization activities with the increasing global interest towards international students, national strategy and policy studies are carried out by countries that attach importance to this issue. Many of the prominent actors in hosting international students approach the issue holistically and prepare framework legislation with the top policy and strategy documents, examples of which are given in Table 1 (KAM Report, 2015). As summarized in the Table 1, the holistic and umbrella policies of almost every country are shaped on the necessity of contributing to the internationalization strategies and the necessity of handling this process holistically. However, although these processes are supported by policy texts or plans, the most important input of the process is defined as the curriculum and the phenomena of internationalization at home.

Table 1: Policy and Strategy Documents of Some Countries on International Students

Australia	Australia International Student Strategy (2010-2014), International Students Education Services Act (2000)
United Kingdom	British Prime Minister's International Education Initiatives (1999 2005/2006-2011)
New Zealand	Leadership Report for International Education
Canada	Advisory Panel Final Report on Canada's International Student Strategy: 'International Education: The Main Source of Canada's Future Prosperity'
Japan	Global 30 Program
China	Medium and Long Term Education Reform and Development Plan (2010-2020)
Turkey	International Student Strategy Document

Source: KAM Report, 2015: 42

Internationalization at Home (IaH) is a relatively recent phenomenon, but one which has evolved into a wide range of understandings. So as to enable appropriate initiatives for internationalization of the curriculum based on the nature of IaH, academics and related stakeholders are expected to have a well understanding for internationalization and IaH. As IaH could not be considered as random and haphazard activities on the way of internationalization, it is important to have a deep knowledge lied behind IaH philosophy. This also facilitates an appropriately intended internationalization of the curriculum (IoC). As in IaH, internationalization of both formal curriculum and informal curriculum requires a purposeful and holistic strategy for the enactment of internationalization initiatives.

By considering those, the purpose of this chapter is to present a theoretical framework for internationalization of the curriculum (IoC) as a part of internationalization at home (IaH) initiatives enacted in higher education institutions. This chapter has been constructed in two components so as to explore and examine below:

i) the internationalization of the curriculum by focusing on the expected learning outcomes for a better accomplishment,

ii) the basic misconceptions and myths about internationalization and IoC so as to enable interested academics avoid those while taking initiatives towards IoC. In this way, it is intended to present an outline for potential internationalization initiatives in higher education institutions.

2. BACKGROUND

To start a discussion on Internationalization at Home (IaH), understanding the components of the term “internationalization” becomes a requirement. In literature, two core components of internationalization policies, which are internationalization abroad and internationalization at home (IaH), are perpetually evolving and intertwined (Knight, 2008). Based on Knight’s point of view, internationalization abroad is appeared as education across borders which includes mobility of people, programmes, and projects, while the latter, IaH, is focused more on curriculum and activities aiming at developing international and intercultural skills and understandings (de Wit et al., 2015).

The idea of Internationalization at Home has emerged as an alternative perspective against internationalization abroad. Based on this mobility idea, Erasmus programme established in 1987 has become popular and led European countries to agree in Bologna Declaration of 1998 so as to enable mass mobility across Europe. Then, a goal has been specified that more or less 20% of graduating students should have spent some period of study abroad (Teichler, 2020). Though studying abroad seems a primary way to enhance knowledge and engagement with the world, a vast majority of Higher Education (HE) students has not been and will not be able to study in such a mobility (Agnew & Kahn, 2014). That’s why, some scholars consider IaH as an alternative to traditional internationalization. According to De Wit et al. (2015), IaH movement has developed as a reaction to high emphasis on Erasmus mobility target of 10 percent of HE students, which is somehow inadequate in providing an international mobility opportunity to the rest 90 percent HE students. So, the following questions has emerged in IaH literature: How it is possible to extend internationalization in higher education? Is it possible to offer the vast majority of students an international and intercultural environment unless it is possible to integrate them with such mobilities? In this sense, higher education institutions could be expressed to have engaged in strategies to respond such questions and then, the importance of IaH has increased.

Beyond traditional degree, student and staff mobilities, the internationalization of the curriculum and the teaching and learning process has emerged as a recent focus in literature (De Wit, 2011a). IaH was initially defined as “... any internationally related activity with the exception of outbound student and staff mobility” (Crowter et al., 2001). For a while later, the term was re-described as “...a set of instruments and activities at home that focus on developing international and intercultural competences in all students” (Beelen &

Leask, 2011). As is seen, an intercultural perspective has been fostered with its subsequent definition. However, the term has been revisited and a revised definition has come out as "...the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (Beelen & Jones, 2015). This very recent definition is widespread in related literature. By considering also this recent definition, IaH is comprised of initiatives that enable students to enhance their international awareness and international skills. For this reason, it is asserted to be more curriculum oriented. The initiatives regarding IaH encompasses curriculum and programmes, teaching and learning process, extra-curricular activities and cooperation with local cultural groups (De Wit, 2011a). Besides, Beelen and Jones (2015) attribute importance to domestic learning environments, which implies that IaH may occur not only with presence of international students, but also with only local students who could bring their diverse backgrounds into any learning environments. In this regard, internationalization of both formal and informal curriculum could contribute to enrich domestic learning environments. Furthermore, management bodies' adopted initiatives could be expressed to foster such IaH perspective. All in all, within the scope of this chapter, the discussion will be on the internationalization of the curriculum in higher education institutions, and basic misconceptions and fundamental truths in IoC literature.

3. INTERNATIONALIZATION OF FORMAL AND INFORMAL CURRICULUM

As briefly described in background, IaH is oriented at curriculum, teaching and learning as well as learning outcomes. Internationalization of curriculum is among the targets of many higher education institutions which desire their graduates to cope with the challenges and adapt the requirements of the globalized world. An increasing importance is attributed to embody an international perspective into the curriculum, which is also referred in European Union's higher education strategies (de Wit et al., 2015). Developing international and intercultural competences within this process is considered as a valuable graduate outcome (Leask, 2009). According to Leask (2009), internationalization of the curriculum (IoC) is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a program of study. With this definition, IoC is seen as a process which necessitates a planned and systematic work. However, it would be an internationalized curriculum when it becomes a prod-

uct. In order to reflect IoC as a product, Leask refers to the outputs of the notion as follows: An internationalized curriculum will engage students with internationally informed research and cultural and linguistic diversity, and purposefully develop their international and intercultural perspectives as global professionals and citizens. There is also an OECD (2009) definition which reflects an internationalized curriculum as one with an international orientation in content and/or form, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic and/or foreign students. However, this definition of OECD has been criticized by some scholars (Beelen, 2014; Rizvi, 2007). The main rationale of the criticisms is that it is a very narrow view of IoC and it does not seem to recognize intercultural opportunities in a domestic context (Beelen & Jones, 2015). It seems that the possibility of internationalization in domestic context is stressed in the process of IoC, which is one of the core components of IaH. As seen above, it could be inferred that IaH and IoC as closely related notions are intertwined and complementary to one another. With regards to IoC, many scholars (De Wit et al., 2015; Leask, 2009, 2015) suggest that internationalization of both formal curriculum and informal curriculum is possible.

The first dimension of internationalization initiatives that could be enacted in higher education institutions is to internationalize the formal curriculum in a purposeful way. As is seen also in Beelen and Jones' (2015) perspective, an intentional incorporation of international and intercultural dimension into formal curriculum is one of the key intentions of IaH. Scholars suggest that internationalization of formal curriculum constitutes an important element of internationalization initiatives in higher education institutions (De Wit et al., 2015; Leask, 2009, 2015). What is meant by *formal curriculum* is the syllabus and all the relevant planned and systematic activities (De Wit et al., 2015). According to Leask (2012, 2015), this is the planned and sequenced programme of teaching and learning activities organized around defined content areas and assessed in various ways. Leask also suggests that internationalization of the formal curriculum is towards the inclusion of international learning experiences, development of international and intercultural learning outcomes.

The second dimension of internationalization initiatives which foster the learning of higher education students is to internationalize the informal curriculum in a purposeful way. The perspective of Beelen and Jones (2015) also suggests that an intentional incorporation of international and intercultural dimension into informal curriculum is another component of IaH. What is meant

by *informal curriculum* is additional non-assessed activities and student services which contribute enriching the learning (De Wit et al., 2015). According to Leask (2012), this encompass various extra-curricular activities on campus and is an important part of the landscape in which the formal curriculum is enacted. Leask (2015) states that it does not constitute a part of the formal curriculum but could support learning by covering formal mentoring programs, peer assisted study sessions, and organized social activities within it, and it indirectly contributes formal curriculum.

As is seen in Leask's (2015) perspective, IoC is towards the inclusion of international learning experiences, development of international and intercultural learning outcomes. Such learning outcomes are among the constituents of curriculum design. Because some international and intercultural elements in learning outcomes are expected to be seen in an internationalized curriculum. In this stage, the question emerges: What outcomes does an internationalized curriculum should embody? Green and Mertova (2011) summarizes three expected outcomes of an internationalized curriculum, which is proposed by the Centre for International Curriculum Inquiry and Networking in UK based on the related literature. These outcomes are as follows:

i. Global perspectives: In addition to disciplinary knowledge, internationalization of curriculum requires knowledge of other countries and cultures and competence in other languages.

ii. Intercultural competence: It contains a sensitivity to others' point of views, a willingness to try and put oneself in the shoes of others and see how things look from their perspective.

iii. Responsible global citizenship: It reflects to understanding the necessity to engage with issues of equity and social justice, sustainability and the reduction of prejudice, stereotyping and discrimination.

Based on the above three outcomes, Green and Whitsed (2015) states that the first intended outcome, global perspectives, stress the requirement of interdisciplinary education as it necessitates a historical, local, and also a global perspective. For the second outcome, intercultural competence, it is related to the ability to interact with individuals from other cultures, which enhance an understanding for racism phenomenon. However, the final expected outcome promotes the first two of them. Besides, Green and Whitsed (2015, as cited in Jones and Killick, 2007; Leask, 2005; McTaggart, 2003; Rizvi, 2000; Whalley et al., 1997) presents a list of internationalized curriculum outcomes agreed by many scholars as below:

- understanding the global nature of economic, political and cultural exchange
- demonstrating culturally inclusive behavior
- viewing change as positive
- engaging critically with the global plurality of knowledge
- appreciating that knowledge is constructed differently in diverse cultures
- being aware of one's own cultures and perspectives
- being able to identify ethical issues that may arise in their personal and professional; live in international and/or intercultural contexts
- valuing cultural and linguistic diversity
- applying critical thinking skills to problems with an international or intercultural dimension
- reflecting critically on one's own cultural identity and its social construction
- recognizing and appreciating different cultural perspectives on the same issues
- developing a global imagination.

As seen above, an intentional, purposive, and a holistic approach seems required to accomplish the production of such outcomes for an internationalized curriculum. According to Clifford (2009), an active participation and engagement of various academics in each area of study should be encouraged so as to enable accomplishing such outcomes. Similarly, Green and Whitsed (2015) reveals that a critical exploration of the foundations of each discipline or area of study should be demanded for curriculum internationalization. This process of exploration should also consider that discipline's main assumptions and way of functioning for an internationalized curriculum. As it seems, academics in higher education institutions are at the very center of the process of internationalization of the curriculum. However, IaH literature reveals that there are some misconceptions faced and experienced by academics as well as various stakeholders in higher education institutions. These misconceptions have a potential to lead the process of curriculum internationalization not to become successful as intended. The following part examines those misconceptions within the scope of IaH and IoC.

4. MISCONCEPTIONS ABOUT INTERNATIONALIZATION AND IOC

There are some misconceptions about internationalization and also IoC, which leads internationalization initiatives to become insufficient and sometimes inappropriate whilst the very nature of IaH and also IoC is considered. That's why, this part examines the common misconceptions about IoC and internationalization so as to create opportunity for interested stakeholders to avoid from those. There are some scholars (De Wit, 2011b, 2013; Knight, 2011, 2014; Leask, 2015) who present such misconceptions in a systematic manner, which will be evaluated in detail below.

There are some misconceptions about what is required for internationalization of the curriculum. Leask (2015) reports some of these misconceptions in five dimensions as follows: *The first* is that recruitment of international students in higher education institutions is considered to result in IoC. Though it is true that it enriches the learning environment, it might not be claimed to be only about teaching international students. *The second* is that the provision of transnational education, which refers to adapting a curriculum to be instructed across borders, is commonly accepted as a part of IoC. This is somehow similar to localization. The reason for this misconception is that intended or expected learning outcomes may not involve intercultural or international perspective. *The third* one is that IoC is considered as an outbound mobility. However, what is designed to be reflected in IoC is the addressing for all students in domestic learning environment, rather than addressing for a minor number of students. *The fourth* one is that the initiatives to consist of an internationalized curriculum will produce a homogenized and global curriculum which empower the majority and dominant groups' knowledge. The reason behind this is that globalization is experienced as an oppressive force by many powerful states in some ways, which increase the inequalities between minority and majority or rich and poor both economically and intellectually. If IoC is considered with such a perspective, a dominant and also mostly western based IoC initiatives might be inappropriately adopted. *The last, but not the least*, one is that a curriculum aimed to be internationalized is not a generic curriculum adopting a perspective that it fits to anywhere or anyone. For this reason, such initiatives are expected to facilitate students' skills and attitudes by considering the specific disciplinary, regional and national context of the institution.

Besides the above misconceptions which are in specific to internationalization of the curriculum, there are also some myths about the internationalization in general, which somehow leads to inappropriate initiatives for IoC within higher education institutions. Knight (2011) highlights five myths about internationalization as follows:

a) the higher the number foreigner students in university campus, the more an international culture and also curriculum will be produced.

b) the extent to which a university is international defines its international reputation better.

c) the more network memberships and international (student/staff) agreements a university has, the higher prestige it has.

d) the higher number of international accreditations will result in a better internationalization.

e) an international marketing schema is directly related or equivalent to an institution's internationalization plan.

As is seen through the myths reported by Knight, each attempt or initiative does not directly lead to the internationalization of an institution. In specific to IaH and IoC, internationality of the domestic learning environments should be considered, and initiatives should be taken by considering the internationalization perspective of learning outcomes which are among the core components of an internationalized curricula. Knight (2011) also suggests that a reflection on the above myths needs to be discussed so as to ensure that internationalization initiatives in HE institutions are on the right pathway.

Being aware of the myths and misconceptions about internationalization and also IaH as well as IoC contribute to a better reflection on instruction and curriculum. In this sense, it is also necessary to revise misconceptions about the nature of developments within internationalization. De Wit (2011b) suggests nine misconceptions, some of which also coincides with the myths asserted by Knight (2011). De Wit (2011b) reports these misconceptions as follows:

a) Internationalization takes place if the medium of instruction is in English.

b) As a part of studies in home universities, an internship or a study abroad is equivalent to internationalization.

c) An international subject, content or study programme is always a reflection of internationalization.

d) Having various foreigner students is assumed as internationalization.

e) Only a few foreigner students available in classrooms results in success in internationalization.

f) It is not necessary to test or assess international competences.

g) the higher number of partnerships or agreements, the more success of internationalization is guaranteed.

h) no intentional initiatives is required to internationalize higher education institutions.

i) internationalization is the ultimate goal of the curriculum.

With these aforementioned misconceptions, it is not intended to claim that those do not contribute the process of internationalization in any single case. De Wit (2011b, 2013) suggests that some of those could make a contribution to internationalization as well as IoC. However, it is important to be aware of the fact that the nature of internationalization (IoC) is beyond those and should incorporate international and intercultural dimensions into curriculum, and in specific into the learning outcomes.

In IoC literature, in addition to the above misconceptions and myths, some scholars have reported the fundamental truths about the idea of internationalization. These valuable efforts could contribute to a well understanding of the idea as well as an appropriate construction of internationalization initiatives. In this regard, Knight (2014) outlines five fundamental truths about internationalization as follows:

a) Internationalization is intended to build on local and national context without an effort to dominate them.

b) The process of internationalization considers and respects individual needs and expectancies of each higher education institution.

c) Internationalization both brings important benefits as well as some unintended consequences.

d) Internationalization is a medium (not an end) to facilitate experiencing in an interconnected world.

e) The terms internationalization and globalization are associated but different terms.

As is seen above, internationalization initiatives give a scope for the local and domestic context. A tailor-fit approach is necessary for a successful internationalization and also IoC. Besides its contributions to higher education institutions, some core values and cultural aspects within the intended entities might be a subject of (un)intentional change. However, it should not be considered as the ultimate goal as this process is a means to enable a better and more successful interaction among various cultural contexts. Besides, it slightly differs from globalization as internationalization puts its emphasis on relationships in between nations.

5. CONCLUSION

Killick (2007: 35) defines internationalization not as a product but as a process. In terms of a higher education institution, internationalization requires thinking and transforming from the perspective of international and different cultures in terms of all practices and stakeholders.

Internationalization is one of the important agendas of recent years in the field of education, as in many fields from economy to technology, from culture to politics, from diplomacy to security. It should be noted that this has become much more evident especially in higher education. In the higher education system, the holistic and umbrella policies of almost every country are shaped on the necessity of contributing to the internationalization strategies and the necessity of handling this process holistically. However, although these processes are supported by policy texts or plans, the most important input of the process is defined as the curriculum and the phenomena of internationalization at home. This chapter introduced a theoretical framework for internationalization of the curriculum (IoC) as a part of internationalization at home (IaH) initiatives enacted in higher education institutions.

In this study researchers introduced the two core components of internationalization policies, which are internationalization abroad and internationalization at home (IaH), are perpetually evolving and intertwined (Knight, 2008). Based on Knight's point of view, internationalization abroad is appeared as education across borders which includes mobility of people, programmes, and projects, while the latter, IaH, is focused more on curriculum and activities aiming at developing international and intercultural skills and understandings (De Wit et al., 2015). Briefly, IaH is oriented at curriculum, teaching and learning as well as learning outcomes. Internationalization of curriculum is among the targets of many higher education institutions which

desire their graduates to cope with the challenges and adapt the requirements of the globalized world. An increasing importance is attributed to embody an international perspective into the curriculum, which is also referred in European Union's higher education strategies (de Wit et al., 2015).

Developing international and intercultural competences within this process is considered as a valuable graduate outcome (Leask, 2009). According to Leask (2009), internationalization of the curriculum (IoC) is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a program of study. Additionally, this chapter also presented the myths and misconceptions about internationalization and also IaH as well as IoC. Accordingly, the given classification is not intended to claim that those do not contribute the process of internationalization in any single case; but rather the nature of internationalization (IoC) is beyond those and should incorporate international and intercultural dimensions into curriculum, and in specific into the learning outcomes.

Finally, internationalization in the field of education is one of the important agendas of recent years, as in many fields from economy to technology, culture to politics, diplomacy to security. It should be noted that this has become much more evident especially in higher education. Undoubtedly, the mobility between countries and regions in the field of education has brought holistic transformations in higher education. While the means of internationalizing the curriculum as one of these steps remains unclear, the concept of "curriculum internationalization" needs to be further explored and strategies defined so that the academic community can further consider applying such a curriculum across a range of disciplines.

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