

GLOBAL EDUCATION IN 3D

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***WESTERN
MICHIGAN
UNIVERSITY***

GLOBAL EDUCATION IN 3D

Defining
Comprehensive
Internationalization

“A strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected.”

- American Council on Education

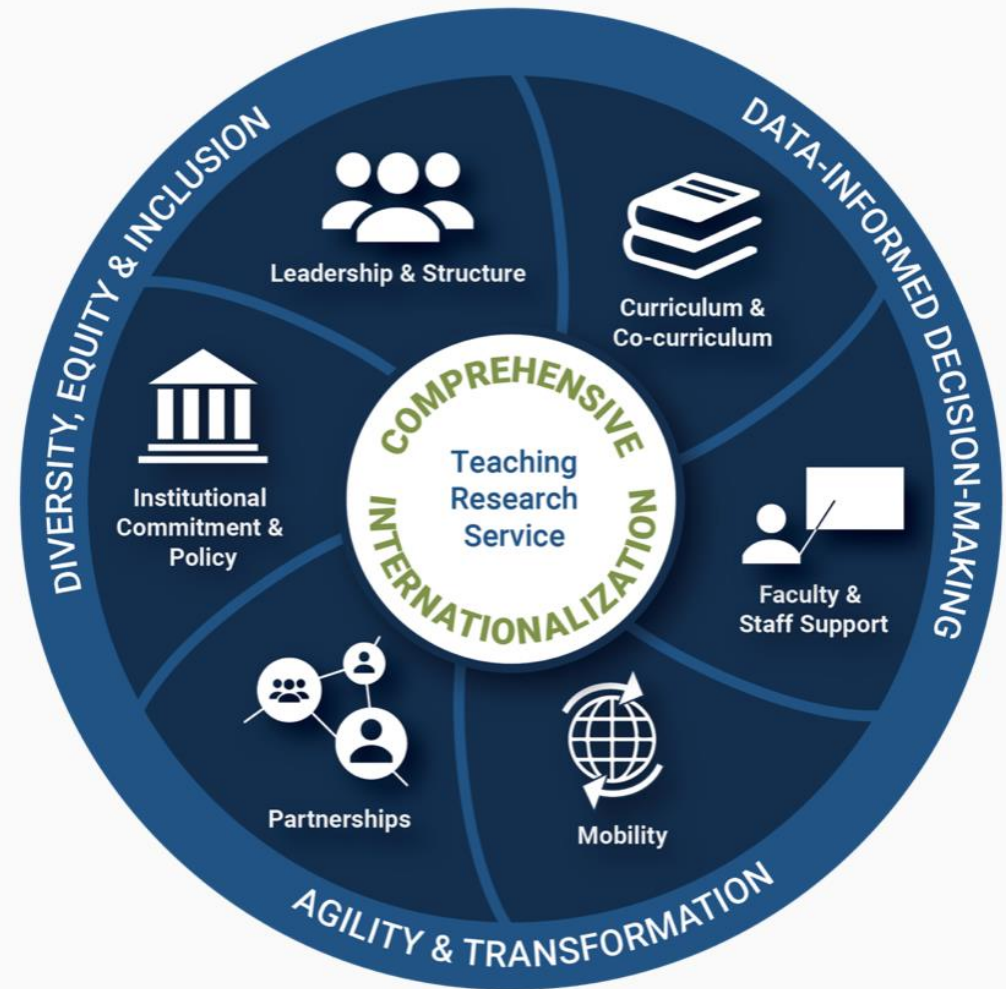
American Council on Education

Center for Internationalization and
Global Education (CIGE)

Comprehensive Internationalization Mapping Internationalization

<https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx>

ACE Model for Comprehensive Internationalization



GLOBAL EDUCATION IN 3D

- Mobility
- Partnerships
- Global Learning



Mobility

International Student and Scholar Mobility

Strong training in critical/strategic World Languages

Integrate study abroad in the curriculum
(transfer agreements/articulations: 2+2, 4+2)

Alumni Engagement

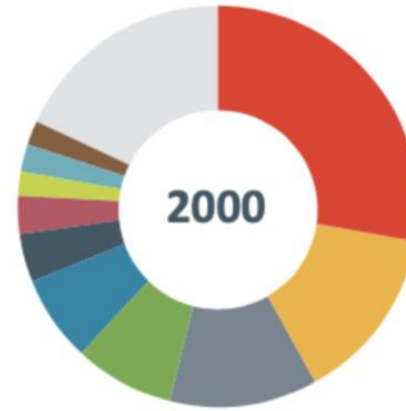
Country Liaisons (Local Permanent Presence)

Study Abroad centers in strategic countries

Global Engagement by Proxy (connecting with domestic schools and universities)

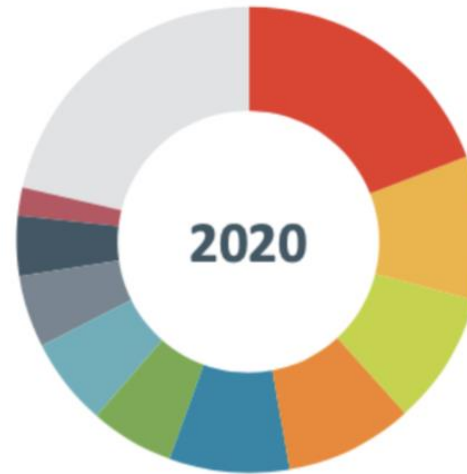
International Student and Scholar Mobility

TOP HOST DESTINATIONS, 2000 & 2020



1.6 million students

United States	28%
United Kingdom	14%
Germany	12%
France	8%
Australia	7%
Japan	4%
Spain	3%
Canada	2%
Belgium	2%
Austria	2%
All Others	18%



5.6 million students

United States	20%
United Kingdom	10%
Canada	9%
China*	9%
Australia	8%
France	6%
Russia	6%
Germany	5%
Japan	4%
Spain	2%
All Others	20%

*China total from *Project Atlas*, 2019

Source: OECD, 2000; *Project Atlas*, 2020; UNESCO, 2000 & 2020

International Student and Scholar Mobility

LEADING PLACES OF ORIGIN OF INTERNATIONAL STUDENTS BY HOST COUNTRY

UNITED STATES

China	372,532
India	193,124
South Korea	49,809
Saudi Arabia	30,957
Canada	25,992

UNITED KINGDOM

China	129,045
United States	30,650
India	27,915
Germany	18,405
France	18,230

CANADA

India	198,750
China	98,565
France	21,515
United States	13,200
South Korea	12,260

CHINA*

South Korea	50,600
Thailand	28,608
Pakistan	28,023
India	23,198
United States	20,996

AUSTRALIA

China	165,809
India	90,918
Nepal	34,645
Vietnam	16,432
Malaysia	13,562

FRANCE

Morocco	41,729
Algeria	31,196
China	28,436
Italy	14,692
Tunisia	13,025

RUSSIA

Kazakhstan	67,831
China	37,515
Turkmenistan	35,261
Uzbekistan	28,833
Tajikistan	20,752

GERMANY

China	39,871
India	20,562
Syria	13,032
Austria	11,495
Russia	10,439

JAPAN

China	94,047
Vietnam	45,248
Nepal	18,662
South Korea	15,977
Taiwan	7,518

SPAIN

Italy	15,543
France	14,323
United States	9,239
Germany	7,476
Colombia	7,145

ARGENTINA

Brazil	15,818
Peru	13,748
Colombia	12,189
Paraguay	8,785
Bolivia	8,618

NETHERLANDS

Germany	23,022
Italy	5,563
China	4,697
Belgium	3,952
Bulgaria	3,680

POLAND

Ukraine	40,698
Belarus	7,460
India	3,748
Czechia	1,627
Norway	1,489

NEW ZEALAND

China	19,950
India	13,015
United States	2,785
Malaysia	1,550
South Korea	1,355

SWEDEN

Germany	3,588
Finland	2,591
China	2,529
India	2,179
France	1,929

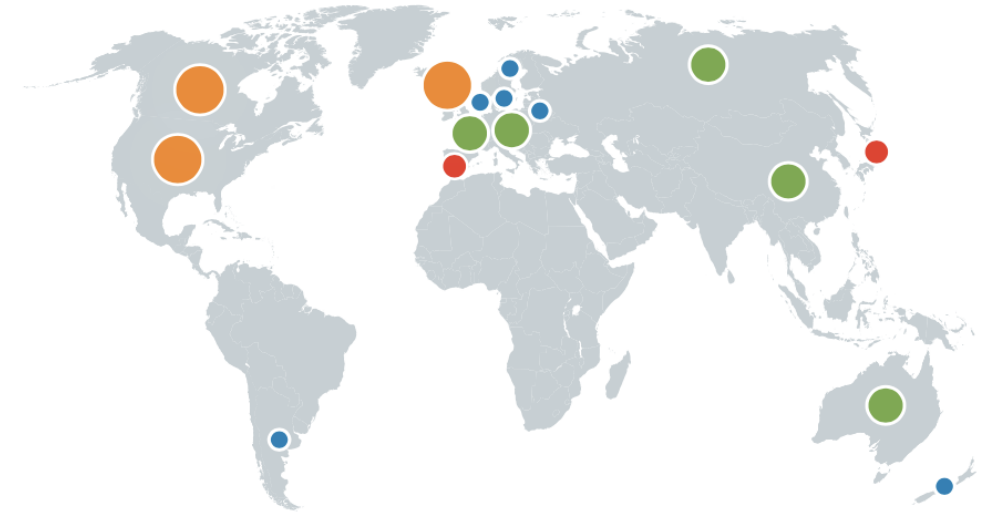
DENMARK

Germany	3,302
Norway	3,039
United States	1,794
Spain	1,536
United Kingdom	1,476

*China total from *Project Atlas*, 2019

Total number of international students in host country:

● >500,000
 ● 300,000-499,999
 ● 100,00-299,999
 ● 20,000-99,999
 ● <20,000 or not a *Project Atlas* partner



International Student and Scholar Mobility

INTERNATIONAL STUDENTS AS PERCENTAGE OF TOTAL HIGHER EDUCATION



Australia
31.3%



Canada
23.7%



United Kingdom
22.3%



New Zealand
13.5%



France
13.4%



Netherlands
13.2%



Denmark
11.8%



Germany
11.7%



Sweden
10.7%



Russia
8.5%



Norway
8.1%



Spain
7.9%



Poland
6.4%



Japan
6.2%



United States
5.5%



Argentina
4.0%



China
1.2%

Australia, Canada and the U.K.

host the largest shares of international students in comparison to their total higher education populations.

Source: Project Atlas, 2020



Partnerships

A teal-colored decorative shape on the left side of the slide, featuring a wavy bottom edge.

Trends in Comprehensive Internationalization

Articulated Vision and Strategic Planning
between the University and Internationalization

Development of Productive Institutional
Partnerships

Development of Geostrategic Partnerships
– Global Hubs



Trends in
Comprehensive
Internationalization

Articulated Vision and Strategic Planning between the University and Internationalization

- The university's strategic plan incorporates Global Education goals and Global Learning Outcomes
- The Internationalization Strategic Plan is defined by the university's goals



Trends in
Comprehensive
Internationalization

Development of Productive Institutional Strategic Partnerships

- Partnerships the core of the internationalization strategy
- Partner for a reason instead of finding justifications for your partnerships
- Define partnership categories (research, exchanges, recruitment, global learning)
- Set goals for every partnership agreement

Trends in Comprehensive Internationalization

Developing
Strategic
Partnerships

PURPOSEFUL

INTEGRATED

PARTNERSHIPS

COMPETITIVE

STRUCTURED

Trends in Comprehensive Internationalization

Developing
Strategic
Partnerships

GLOBAL TO LOCAL

COORDINATED

PARTNERSHIPS

PROBLEM-SOLVING

ISSUE-CENTERED

Trends in Comprehensive Internationalization

Developing
Strategic
Partnerships

INNOVATION

PREP TEAMWORK

University
to
Government / HE Consortium

CAPACITY, BENCHMARKING

PUBLIC/PRIVATE



Trends in
Comprehensive
Internationalization

Development of Geostrategic Partnerships – Global Hubs

Partnerships in strategically important cities, countries or regions.

Restricted, synergetic geographic area with stronger or permanent presence.

Limited number of strategic international partnerships.

Trends in
Comprehensive
Internationalization

Development of Geostrategic Partnerships – Global Hubs

Analysis and Decision-Making Process:

- Who (person, committee) decides?
- What is the criteria to establish a partnership?
- What is the criteria to designate a Strategic Partnership?
- What is the criteria for establishing a Geostrategic Partnership or Global Hub?



Trends in
Comprehensive
Internationalization

Development of Geostrategic Partnerships – Global Hubs

Classic Model or 1st Generation Model

- Global engagement through international partnerships

Satellite Model or 2nd Generation Model

- Satellite campuses e/or permanent representations

New or 3rd Generation Model

- Universities co-founded or co-recreated through international institutional partnerships

(Knight, 2015)



The GLOBAL HUBS Strategy

Trends in
Comprehensive
Internationalization

Development of Geostrategic Partnerships – Global Hubs

Analysis and Decision-Making Process:

- MORE partnerships does not equal MORE activity.
- Focusing on all countries or regions means NO STRATEGIC FOCUS on ANY.
- Cannot have 50 Strategic Partnerships or 20 Global Hubs
- Diplomacy is not a main goal for a university.
- Mutual trust, mutual understanding and shared benefits are crucial.

Trends in
Comprehensive
Internationalization

Development of Geostrategic Partnerships – Global Hubs

Analysis and Decision-Making Process:

- Align partnership strategy with other strategic plans (university; internationalization).
- Select the most important partnerships per category: research, student recruitment, capacity building, etc.

Global Hubs Strategy



Global Hubs Strategy

- **Strategic Planning and Management of Global Engagement**
- **Efficiency-Based High-Volume Programs**
 - Global Learning for All
 - Study Abroad for All
 - WMU programs fully taught abroad
- **Geopolitical Focus, Distribution and Diversity**

Global Hubs Strategy

- **Study Abroad**
- **Internships Abroad**
- **Student Exchange Agreements**
- **Curriculum Articulations**
- **Dual Degrees**
- **Faculty and Staff Visits**
- **Research Collaborations**
- **Institutional Partnerships**
 - NGOs/Foundations
 - Universities
 - Other institutional partners

Global Hubs Strategy

PROGRAMS

- **Student Exchange Agreements**
- **Curriculum Articulations**
- **Dual Degrees**
- **Faculty and Staff Visits**
- **Research Collaborations**
- **Global Classrooms**



Global Learning

The Concept of GLOBAL LEARNING

“Learning contents are limited by history, perspective, geography and terminology.”
- Schapper & Mayson (2004)

“Insufficient preparation of students for globalization.”
- Brustein (2007)

Increasingly global competition.

The Concept of GLOBAL LEARNING

- Academic course content
- Internationally connected classrooms
- International perspectives
- Intercultural perspectives
- International study cases
- Key global issues

The Concept of GLOBAL LEARNING at WMU

GLOBAL LEARNING FOR ALL

Global engagement with a focus on equity and inclusion.

Powered by the Haenicke Institute for Global Education



GLOBAL LEARNING FOR ALL

Global engagement with a focus on equity and inclusion.

Powered by the Haenicke Institute for Global Education



A COMMITMENT TO PREPARE ALL WMU STUDENTS TO ADDRESS COMPLEX GLOBAL ISSUES ACROSS CULTURES, HELPING THEM TO THRIVE IN AN INCREASINGLY INTERCONNECTED WORLD.

"GLOBAL EDUCATION IS PRIMARILY ABOUT LEARNING HOW TO LIVE IN AN INTERCONNECTED WORLD, EVEN WITHOUT EVER LEAVING YOUR OWN COUNTRY."

- Paulo Zagalo-Melo, Associate Provost



PROGRAM COMPONENTS

GLOBAL CLASSROOMS

Students collaborate on course assignments with students from around the globe.

VIRTUAL STUDY ABROAD

Students interact with peers in other countries and collaborate on projects via videoconferencing.

INTERNATIONAL TRAVEL

Innovative 2- and 4-year programs in which students explore global topics and gain leadership skills.

GLOBAL LEARNING FOR ALL

Global engagement with a focus on equity and inclusion.

Powered by the Haenicke Institute for Global Education



“GLOBAL LEARNING”: A 1-YEAR, 3-STEP TRANSFORMATIVE PROGRAM

1 FALL SEMESTER: INTRODUCTION TO GLOBAL LEARNING AT WMU

First Year Seminar course provides an introduction to the University through the lens of global engagement.

2 SPRING SEMESTER: BRINGING THE WORLD TO THE WMU CLASSROOM

Introduction to Global Studies course designed as a global classroom establishes a strong foundation for studying global issues.

3 SUMMER SEMESTER: TAKING THE WMU CLASSROOM TO THE WORLD

Virtual study abroad program connects students with peers abroad and provides collaboration opportunities.

GLOBAL LEARNING FOR ALL

Global engagement with a focus on equity and inclusion.

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AN INTEGRATED GLOBAL EDUCATION PROGRAM

GLOBAL LEADERSHIP
4 years

GLOBAL COLLABORATION
2 years

GLOBAL
LEARNING
1 year

FALL SEMESTER: Global Learning First Year Experience (2 credits, FYE for HIGE)

SPRING SEMESTER: Global Classroom (3 credits, GIST2000 for HIGE)

SUMMER ONE: Virtual Study Abroad (3 credits, GIST3500 for HIGE)

FALL SEMESTER: Leadership & Advocacy for a Diverse Society (3 credits, EDLD3020)

SPRING SEMESTER: Teambuilding & Project Management Workshops

SUMMER SEMESTER: HIGE Cohort Study Abroad (3 credits, GIST 3100 for HIGE)

FALL, SPRING or SUMMER SEMESTER: Semester Abroad (up to 15 credits)

FALL SEMESTER: Project Management (3 credits, EDMM4200)

SPRING SEMESTER: Global Leadership Conference & Project Presentation

GLOBAL LEARNING FOR ALL

Global engagement with a focus on equity and inclusion.

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Articulated Institutional
Commitment

to

Comprehensive
Internationalization

or

Global Education in 3D

Additional Challenges of Comprehensive Internationalization

What is a Globally Engaged or Internationalized university?

- **Metrics** for Internationalization
- Selection of Institutional **Peers**
- **Benchmarking** e Quality Standards



Thank you and greetings from
Western Michigan University



**WESTERN
MICHIGAN
UNIVERSITY**

