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The Role of Internationalization in Postgraduate Education

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2023 Global Summit Principles & Action Agenda



The 2023 Global Summit on Graduate Education, a convening of graduate leaders from fifteen countries made possible with the support of Educational Testing Service (ETS), met to build consensus around the principles of **ethical internationalization** in postgraduate education.

Summit participants agreed that internationalization needed a **student-centered framework** that moved beyond a focus on international student recruitment toward a more holistic approach. This framework should take the perspective of a **global university supporting an international community** of scholars to solve global grand challenges.

This new global university approach should work with students and scholars from **groups and regions historically underrepresented or marginalized** from international graduate research.

Summit participants urged graduate leaders to continue to advocate for graduate student mobility and committed themselves to a **network-of-networks approach** to connect graduate education communities and promote best practices.



Principles

- A student-centered approach to international mobility that embraces international student agency and recognizes their contributions as knowledge producers.
- Openness to new paradigms and ways of thinking from knowledge producers historically excluded from higher education, including Global South and indigenous scholars.
- Foregrounding sustainability, autonomy, and equity as central values in international research.
- Encouraging the use of new technologies to facilitate international exchange, particularly for students who may be place-bound.
- Advocating for “brain circulation”—the free movement of ideas and researchers—in opposition to a brain drain from Global South to Global North.
- Designing graduate education to create global citizens with a transnational outlook and interest in solving global grand challenges.
- Communicating the value of internationalization to local, regional, and global communities in solving urgent grand challenges.
- Deploying a network-of-networks approach to align university systems in different nations around core values of internationalization.

Action Agenda

- Work with university leadership and communications to advocate for the value to our universities and communities of international graduate students, to counter misinformation, and to ensure this messaging is calibrated for different stakeholders (students, faculty, alumni, local communities, employers, policy makers, etc).
- Activate networks and connect graduate education leaders from regions not represented at the Global Summit for inclusion in future Summits.
- Create resources to support international student success and recalibrate existing graduate student resources accounting for the international student experience.
- Facilitate relationships between domestic and international graduate students through networking and socialization activities.
- Reframe campus discussions and resources about international students to place recruitment in the context of goals for student success.
- Champion the importance of international experiences for domestic graduate students to promote brain circulation and create global citizens.
- Support connections between international students and local community members with ties (national, religious, ethnic, etc.) to those students as a way to make international students feel more at home and strengthen relationships between the university and community partners.

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Introduction and Welcome

Internationalizing Graduate Education in a Post-COVID World: Uncertainty and Opportunity

Suzanne T. Ortega
President, Council of Graduate Schools

The Council of Graduate Schools (CGS) is honored to co-host the Fifteenth Annual Strategic Leaders Global Summit on Graduate Education with the Australian Council of Graduate Research (ACGR) at the Royal Melbourne Institute of Technology. This event would not be possible without the support of Imelda Whelehan, the president of ACGR, and Tracy Sullivan, ACGR's Executive Director, in supporting and promoting this event. It is wonderful to bring the Global Summit back to Australia after a decade and Imelda and Tracy have been invaluable in developing this year's program. I would also like to give thanks to our sponsor for this year's event, Educational Testing Service (ETS), for continually demonstrating a deep commitment to graduate education. A special thanks to Alberto Aceredo and Karen Bayas for recognizing the Global Summit's value and prioritizing support for this event.

Internationalization is central to the mission of the Global Summit but is often subsumed by other topics. This year, however, we thought it should be examined directly, since we are in a moment of uncertainty when it comes to international education and research. In many ways, we are more globally interconnected than ever before. Improvements in telecommunications and the growth of portable digital communications has made it possible to be in touch with anyone almost instantaneously from a device that can fit in the palm of your hand. Social media has grown our social networks. The ease of global communications represents a hitherto impossible opportunity to forge international research partnerships, share recruitment information with interested students across the globe through videoconferencing applications, and collaborate with like-minded colleagues to solve global grand challenges ranging from climate change to food insecurity. The rest of this paper will explore the current climate of internationalization in the United States and initiatives CGS has undertaken to better understand this changing environment.

Trends in Graduate Education International Enrollment

The COVID-19 pandemic accelerated some internationalization trends, while changing others. The first year of the pandemic saw international graduate enrollments drop precipitously as global travel and visas to the United States were difficult to secure. First-time international student enrollment decreased 39% between 2019 and 2020, according to the CGS Survey of International Graduate Applications and Enrollment, with the sharpest decreases in master's programs at the most research-intensive institutions.¹ Fortunately, international enrollment has rebounded. As of 2023, international graduate enrollments at both the doctoral and master's level have overtaken pre-COVID numbers with 122,328 international students enrolled in master's and certificate programs (compared to 85,174 in 2019) and 75,666 enrolled in doctoral programs (compared to 69,611 in 2019).² Growing international student enrollments, particularly in master's programs, was a pre-COVID trend that has continued into the present landscape.

¹ Zhou, E. & Gao, J. (2021). International graduate applications and enrollment: Fall 2020.

² Zhou, E. & Regio, A. (2023). International graduate applications and enrollment: Fall 2022.

There are important differences in international graduate enrollment in the United States that have developed since the pandemic, however. Last year saw the second consecutive decrease in international enrollment from China. Indian students are increasingly interested in master's degrees with more than eight out of ten Indian graduate students in the United States enrolled in a master's program. Perhaps most interestingly, there has been a recent surge in graduate applications from sub-Saharan Africa. Between Fall 2021 and Fall 2022, applications from sub-Saharan Africa increased 83% which built on a 64% increase in 2021. Moreover, these increased applications are translating into enrollment. Fall 2022 saw a 13% increase in sub-Saharan first-time enrollment, according to the 2023 CGS Survey of International Graduate Applications and Enrollment.¹ These are hopeful signs for American universities looking to diversify their graduate recruitment outside of China and India.

Internationalization and Diversity, Equity, and Inclusion

Greater diversity in international student enrollments demands program creation and augmentation to support students from different backgrounds. Thinking about how to include international students in campus diversity, equity, and inclusion (DEI) initiatives is one way to make sure international students feel supported and valued. At many institutions, however, DEI initiatives and programs are only designed to serve domestic students. While these programs may highlight issues relevant to international students such as experiencing racism or feelings of isolation as a student where few (or none) of your peers share your background, most DEI programs will need to be augmented to include international students. The recent CGS webinar on "Supporting International Graduate Students through DEI" offers strategies and best practices about creating DEI programs and programming that is welcoming to international students.²

Though DEI programming is one way to support international graduate students, inclusion cannot only be accomplished by formal policies. Peer-to-peer support and community-building are central to international student inclusion. This type of inclusion is particularly difficult to create because it is usually student-led and organic. Field of study can be another barrier. While laboratory sciences can foster inclusive communities through group work, fields in the humanities and social sciences where individual research is expected have little foundation upon which to build community. Furthermore, international students themselves may not see the value of peer networks. A recent American University graduate student project done in coordination with CGS, found that international graduate students were primarily interested in building relationships with faculty (and their advisor, in particular) and were not interested in investing time and energy into relationships with domestic peers. Peer-to-peer programs must work with international offices and other staff close to international students to educate students about their value and demonstrate that they are not just second-rate substitutes for faculty mentorship.

International diversity is not only about students, however, but also concerns the globally interdependent world of university institutions. To that end, CGS convened the Ad Hoc Committee on the Global South to explore ways graduate schools in the United States and Canada could support graduate program development in Africa and Latin America. The Committee pursued a series of conversations with stakeholders about creating a "network of networks" to connect graduate deans from universities in the Global South with each other as well as deans in the Global North. Committee activities have resulted in a session at the 2022 CGS Annual Meeting, a webinar on "Global Conversations on Postgraduate Education: Exploring Pan-African Connections," and 2022 Global Summit participation from Nigeria and Ghana. This committee is designed to be a starting point for future CGS attempts to support graduate education and

¹ Ibid. 11.

² View the full recording on the CGS website at: <https://cgsnet.org/webinar/supporting-international-graduate-students-through-our-diversity-equity-inclusion-and-justice-priorities>

research in the Global South and promote greater inclusion of institutions from the Global South in the international higher education community. We are pleased that the chair of that committee, Janet Rutledge, is with us at the Global Summit and can share more details about the committee's activities.

Overview of Panels

During the 2023 Global Summit, we will explore the ways internationalization is central to graduate education. Internationalization is a broad topic that includes not only international student mobility and support, but also international research collaborations and study abroad experiences. As in previous years, this year's Summit has been organized around six themed panels with a final concluding session during which we will collectively develop a series of principles and action agenda. Panel topics include global, regional, and national contexts of internationalization; international recruitment and support of international students; creating international experiences for postgraduate students; supporting international research collaborations; leveraging international expertise to solve global grand challenges; and balancing university commitments to local, national, and global constituencies.

Internationalization demonstrates the ways in which higher education sits at the center of our globally interconnected world. While we live during a period of uncertainty in international relations, graduate education has an opportunity to lead the way in showing how global connections can create new knowledge and build relationships that will benefit us all. I hope that our discussions during this conference will spur new ideas that prove the value of transnational discussions.

Final Session and Next Steps

During the final session of the Summit, we will work together to formulate a set of principles and an action agenda to assist our efforts to advance the work of this conference when we return home. These principles and action agenda will reflect our diverse national and institutional contexts, as well as common themes that unite us. CGS will publish the proceedings of this Summit, including your papers and a final document of key findings, on the CGS website. We will also share this information with our member universities and with the broader postgraduate education community.

I look forward to conversing with such an eminent and diverse group of postgraduate leaders on this subject that is so central to the mission of the Global Summit. In our own way, this sharing of ideas will itself be a testament to the value of international cooperation in spurring innovation and making graduate education better for all students.



Global, Regional, and National Models of Internationalization

Novel Principles and Values for Graduate Education in Brazil

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The Brazilian graduate education system was established in the 1970s composed of a stepwise structure encompassing the Master's degree, which enables the candidate to further seek the Doctorate training, supplemented by a postdoctoral fellowship. This model has been mostly based on the student-supervisor binomial combined with some disciplinary structure mainly devoted to the specific field of knowledge. Some graduate programs may be more focused, such as in Cardiology or Gerontology, whereas others cover a broader field, such as Law or Astronomy. Programs are mostly structured to train academic researchers. At the University of São Paulo (USP), there are 264 Graduate programs in all areas of knowledge that have awarded 170,000 degrees (Master and Doctorate) since 1970, corresponding to 7% of all degrees granted in the country.

In most cases, student selection is based on the identification by the candidates of a supervisor and a project prior to enter the program. The average graduate training duration at USP is of 2.8 years for Master and 4.5 years for the Doctorate with a 1.6-year gap between them (total, 8.9 years). Programs are devoted to train researchers, and one-fifth to one-sixth of academic positions in Brazil are held by faculty who received their Doctorate degree from USP. However, many awardees also work in the industry, private enterprises, the public sector, or college teaching. Due to the pandemic, there is clear understanding by society and national leaders that science and technology are essential for the country's advancement and competitiveness, for reducing inequalities, and for sustainability. However, the pandemic culminated in a paradoxical effect, as the number of new applicants for graduate programs significantly reduced and today it is comparable to the rates observed in the early 2000s.

The drop in new applications may be due, at least in part, to how the graduate training is structured and how attractive and advantageous this training may appear to potential candidates as compared to other education modalities more focused on improving professional skills. A reform in the graduate education is necessary, enhancing the selection process, improving the skills developed during training more adjusted to employment expectations, exposing students to a more multidisciplinary training and environment and less dependent on a single supervisor.

We propose a new graduate education format in which the selection is broader and based on the candidate skills rather than on the prior supervisor identification and in which affirmative actions are effective. We also propose a one-year multidisciplinary training during which the students receive the necessary training to acquire the skills and abilities for establishing and conducting her/his research project but also complementary and transdisciplinary training, such as in innovation, group work, entrepreneurship, and ethics. After this period, students may be qualified to directly enter the Doctorate (without the necessity of previous Master's defense) in a more expeditious way. Supervision may be based on more than one faculty, especially from different areas of expertise. Final evaluation should not be restricted a thesis or published papers, and other deliverable products more related to the society should be considered.

This reform has to be cautious, titrated, and stepwise. However, to implement the necessary changes in society, the graduate education has to be profoundly reorganized in consonance with the contemporary requirements.

Partnered PhD Delivery: Australian Adaptations of a European Model

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Introduction and background

A significant feature of the international education landscape as it bears on graduate research education in Australia over the last two decades has been the emergence and progressive adaption of models of joint or partnered delivery of PhD and research Masters degrees. In this brief paper, I provide an overview of these models. I also discuss some of the advantages of partnered delivery within a framework of what I call sustainable internationalization with reference to some critiques of international education highlighting its contribution to the 'brain drain' of talent from developing countries to more developed ones.

Partnered PhD models and variations

The original model for partnered PHD delivery is the French co-tutelle model, with co-tutelle referring to the joint supervision of a candidate by academics who come from different universities, or from a university and a research facility or institute which undertakes research but is not accredited to award doctoral degrees. In Australia, this model – initially in conjunction with European partners either through networks such as Universitas 21 or bilateral relationships – began emerging in the early 2000s. Formally, with partners which have doctoral conferral credentials, the partnered model takes one of two forms, with the degree awarded by means of a double-badged testamur or by means of two testamurs, each referring to the degree being awarded jointly with the partner university. Where a partner does not have doctoral conferral credentials, the degree is awarded by the accredited university.

This mode of PhD delivery has grown significantly over the intervening decades by reference to the number of partner university listed on Australian university websites. Actual numbers of candidates enrolled in such programs are less easy to identify. Although, with time, and with the various legislative impositions which apply to PhD delivery and award in various jurisdictions, the more common mode of award appears to be via the two testamurs, each referencing the partner university.

Candidates may originate in either Australia or the country of the partner institution and need to fulfill the degree requirements of both institutions (or have this formally deemed by have been done via an equivalency process). Supervision is shared equably between both universities and depending on the origin of the candidate and the nature of the research project and its infrastructure requirements, for example, a study plan is developed which sees the candidate spend a specified period of time at each university.

A variation within this model applies when the partner institution does not have degree awarding credentials, such as with a range of scientific and medical research institutes and certain classes of educational institutes (e.g. the Fachhochschule in Germany and Austria) but has research infrastructure and mature research ecosystems, often industry-facing. In such instances, the partnership involved joint supervision and access to resources in both institution but the degree is awarded by the Australian university alone.

Some of these Australian partnerships are now mature and delivering PhD education at scale, especially in South Asia. Some examples are Monash's long-standing doctoral partnership with IIT Bombay, Deakin's doctoral partnerships in India through the Deakin India Research Initiative (DIRI), and RMIT's partnerships with the Indian Institute of Chemical Technologies and AcSIR.

Sustainable internationalization

It is surmised that there are more African-born doctoral graduates currently living and working in Europe, North America and other developed regions than there are in Africa. This is a stark illustration of one consequence of the mass internationalization of doctoral education: that is, to shift talent from the global South to the global North. Arguably, the chief beneficiaries of the way in which international doctoral education has been delivered from the second half of the twentieth century to the present are the advanced economies into which many of these highly skilled graduates are absorbed. The ex-patriation of international graduate students occurs even in cases of bonded sponsorships with penalties for default, as the higher incomes these graduates can attract in developed economies readily allow them to pay out their bonds and any penalties.

Partnered PhD models provide an antidote to this unsustainable transfer of talent from the South to the North by providing access to high quality doctoral education which allows candidates to maintain connections to their home countries and their home institutions, while also building further capacity through joint supervision.

The partnered PhD model of delivery also has other advantages which speak to access and equity. Not every talented prospective doctoral candidate is equally mobile and equally able to leave their home country for a period of 3-4 years to take up a doctoral place in an overseas institution. Mid-career academics and other mid-career professionals, women with family responsibilities and other individuals are frequently prevented from taking up overseas opportunities by reason of these commitments. A model of doctoral degree delivery which through partnership allows these individuals to remain in their home countries for most of their candidature and maintain these family and community commitments levels out the playing field creating access to international doctoral education for a larger number of people, including many who are excluded from the offshore models.

The much vaunted 'soft diplomacy' benefits of international education are not lost in partnered models but develop in different ways. The process of co-supervising with academic colleagues from a range of different cultures and countries builds important bridges of understanding as does the exposure which the candidates have to two different cultures and academic systems. This is especially the case when, as partnerships mature, the flow of students is reciprocal.

There is a further dimension to the sustainability of the model of partnered PhD delivery which the extended border closures and disruptions to international travel of COVID brought to light. We have the technology to forge authentic, productive collaborations remotely and partnered PhDs stand to benefit from the additional connectivity technology enables. And, finally, there are the implications for the planet of freeing ourselves from modes of educational delivery which entail long haul air travel.

For the reasons outlined here, I would like to see more innovation and enhanced opportunities created for more talented people around the world to access high quality doctoral education through partnered delivery. Sharing talent – rather than shifting it, often permanently, from the South to the North – is surely a more sustainable and responsible way to delivery global doctoral education.

The International Dimension in the Postgraduate Program of Colima University

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As part of the mainstreaming of internationalization in Postgraduate education at the University of Colima, actions are carried out which include: learning English or other languages; use of second language texts included as part of the bibliography, extracurricular internationalization activities; diversified mobility; online teaching - learning in international collaboration; case studies in different contexts; foreign professors teaching; dual degree programs; external students; full-course foreign students; classes taught in a second language; external teachers; staff mobility; learning a third language and virtual academic exchange.

The internationalization model followed by the institution seeks to generate opportunities for national, regional, and global academic alliances to promote the development of inter-institutional collaboration processes and the assurance of international quality standards in the development of teaching and research. This has been achieved through the training of teachers, students, and administrators so that international cooperation processes emerge from schools and research centers with the guidelines and policies issued at the university level by the General Direction of International Relations and Academic Cooperation.

We currently have postgraduate programs that integrate the international, intercultural and global dimension in their training processes, such as specialties, master's degrees and doctorates in the areas of Environmental Chemical Engineering, Chemical Sciences; Applied Engineering, Process Engineering; Bariatric and Metabolic Surgery, Physiological Sciences, Medical Sciences, Anesthesiology, General Surgery, Geriatrics, Gynecology and Obstetrics, Family Medicine, Internal Medicine, Pediatrics, Traumatology and Orthopedics, Medical-Surgical Emergencies, Epidemiology, Diagnostic and Therapeutic Imaging, Occupational and Environmental Medicine, Clinical Nutrition, Innovation and Educational Intervention, all of them with 4 indicators that include double degree programs, diversified mobility, foreign professors teaching, texts in a second language as part of the bibliography, full-course foreign students, external students and online teaching - learning in international collaboration.

The internationalization model of the University of Colima has positioned the institution in global organizations, such as the University Mobility in Asia and the Pacific (UMAP), serving as president, our Chancellor, Dr. Christian Jorge Torres Ortiz Zermeño for the 2023- 2024 period and serves as Vice President of the Inter-American Organization for Higher Education, OUI Mexico region for the period 2023-2025.

At the University of Colima, we are convinced that the teaching, learning and research policy of internationalization must impact professional and scientific training with excellence and humanity, capable of understanding, working, contributing, and coexisting successfully in the knowledge society and in multicultural environments. Therefore, the need to strengthen international cooperation and networking was established from the Rectoral Agenda 2021 - 2025, in search of the consolidation of a culture for the global common good, in which each student who accesses higher education enjoys the same opportunities to train with international quality standards.

Another very effective model that has been implemented by public universities of the central western region of the National Association of Universities and Higher Education Institutions in Mexico has been

the interinstitutional postgraduate courses, which have established a structure of academic and scientific collaboration to address the training and development needs of science in the geographical areas in which we have an impact, such as the states of Aguascalientes, Colima, Guanajuato, Jalisco, Michoacán and Nayarit in the Mexican territory, which has 30 years of generating and developing high-quality postgraduate courses.

Initially, strategies were sought to enhance the impact of the small academic staff of each of the participating universities, since that was the main obstacle for each one to be able to train postgraduates on their own, and on the other hand, make it available to professionals. especially those linked to the academic field, the possibility of training in programs with curricular proposals based on a high commitment and capacity of the candidates to develop their research work and other training activities with a reduced presence in the training institution.

We currently have 7 postgraduate programs recognized by the National Postgraduate System of the National Council of Humanities, Sciences and Technologies (CONAHCYT) in Mexico and 1 of them has the Award for Postgraduate Quality in Ibero-America by the Ibero-American University Postgraduate Association AUIP.

The dynamic, unstable, complex, and highly demanding scenario affects the way in which universities are managed, which must respond with high qualitative standards to the demands of society (Ganga, 2015; Ganga and Núñez, 2018). In this context, universities must generate regional, national, and global alliances to contribute to the solution of current problems by generating knowledge, innovation and relevant technology and access to the entire society to contribute to a peaceful, tolerant, inclusive, sustainable, safe and fairer world.

Trends and Challenges in the Internationalization of Doctoral Education

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Internationalization of higher education is understood as “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004). An important part of that internationalization is internationalization of doctoral education that encompasses activities at different levels (individual, institutional and societal) aimed to enhance the quality of doctoral education and research. Internationalization means that various aspects of research, teaching, and learning are based on international experiences and involve building relationships with institutions and individuals from around the world.

Although internationalization has always been an important dimension of doctoral education and its consequences have been positive from the point of view of the development of science and society, analyses have also pointed to the negative aspects of international exchanges, notably in terms of unequal opportunities to participate in international exchange flows (diversity challenges) and unequal distribution of the benefits of internationalization (brain drain and brain gain). With the trend towards ever more international exchanges in the context of doctoral education in recent decades, as internationalization has become one of the key strategic priorities of doctoral education and in the light of new social, economic and political developments, it is worth reflecting on how internationalization should be developed in order to ensure that it benefit all concerned. In this short paper we will mention some recent results of analyses carried out by the EUA CDE and an international expert group on doctoral education (Nerad et al, 2022), that describe recent trends in the internationalization of doctoral education and in the construction of a normative framework for its further development.

Trends of increased internationalization of doctoral education in Europe and globally

Doctoral education is highly internationalized, while there are significant differences between countries. For instance, there are more than half of international doctoral candidates in UK and Switzerland, and just around 5-10 % in certain Eastern European countries. Overview of international PhD mobility globally (Nerad et al, 2022) showed that the typical patterns of international PhD candidates' mobility are still from South to North and East to West that raise concerns regarding the problems of the potential brain drain. Mobility patterns are changing recently due to different economic and political factors that alter the motivations for international mobility. Changes in migration patterns are having a negative impact on countries that were until recently the most preferred destinations for international students (for example, the US due to the political climate after the 2016 elections and the UK after the Brexit), while in some other regions and countries, attractiveness factors are influencing the increase in student enrolments (e.g. increasing investment in higher education in Asian and Middle Eastern countries, Australia and New Zealand, which are becoming increasingly attractive destinations for international students, shifting migration trends from the traditionally important outward mobility to inward mobility).

Against this background, further changes in migration trends for international students can be expected over the next decade. The creation of strong international networks from within the home

environment can be the basis for creating the "brain circulation" that is happening in some countries, for example in Eastern European countries after the brain drain of the 1990s. The dependence of universities on international doctoral candidates (especially in the US and Australia) needs to be addressed, as do imbalances in continental outflow trends (for example in India, where 40% of the country's native-born researchers are recruited abroad, representing a severe brain drain) and non-return migration trends from the southern hemisphere.

Some forms of internationalization in higher education

Collaborations between institutions from different countries can lead to the development of study programs that offer students the opportunity to earn degrees, knowledge and experiences from two or more institutions, and from different cultures and educational systems (joint degrees, dual programs, co-tutelles).

In recent years, co-tutelles de thèse have become increasingly popular among universities in Europe in doctoral education as one of the main components of their internationalization strategies (Leite, Peneoasu and Hasgall, 2022). Findings gathered from 23 universities in 15 European countries on the topic of co-tutelles provided an overview of the different approaches that have been applied at participating institutions in this area. The results show the various steps necessary to develop co-tutelle agreements based on the practices in place and highlights the opportunities, but also the common challenges, associated with this type of collaboration during the implementation phase. The analysis demonstrated that there exists a shared common understanding about research effort at the core of the doctorate. Doctoral candidates are seen as drivers of internationalization motivated by recognitions of international experience, strategic priorities of institutions, and mutual learning. Analysis showed that the biggest challenge for further development of internationalization of doctoral education are strict legal frameworks on a national level that can make the organization of joint doctorates extremely difficult. Analysis also pointed to the need to reflect on the added value of adding an adjective (Joint, European, ... etc.) to doctoral title.

Work on better internationalization for all

Based on concerns regarding international maldistribution of mobility of doctoral candidates (brain drain and brain gain), brain circulation has been recently promoted both as a concept and in different practices of internationalization in doctoral education.

All the work of CDE EUA is based on international collaboration, but some CDE EUA projects had a special focus in improvement of doctoral education through internationalization in the last decade:

- Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe (CODOC, 2010-2012). The CODOC project engaged partners in four different regions of the world, resulting in an initiative that examined the changing global cooperation landscape in higher education and research by highlighting the main areas of convergence across these regions.
- Framework for the Internationalization of Doctoral Education (FRINDOC, 2012-2015). The FRINDOC project developed tools to facilitate the internationalization of doctoral education at institutional level, notably providing a framework for universities to define and implement strategies as well as an online tool for self-evaluation.

- Modernization of Institutional Management of Innovation and Research in South Neighbouring Countries (MIMIr, 2015-2018). The MIMIr project aimed to develop capacity for innovation and research management in the Arab world, notably by engaging European, Moroccan and Jordanian partner universities in a structured dialogue on the transfer and implementation of European good practices.
- Development of the Internationalization of PhD Studies in South-Africa (Yebo!, 2017-2021). The Yebo! project was focused on developing the internationalization of doctoral education in South African universities, notably developing a web-based portal and organizing thematic conferences and training sessions. The project developed further the framework for international doctoral education established in the FRINDOC project.

The effects of the Covid-19 pandemic on internationalization of doctoral education have been several. It contributed to the increased understanding of the value of research collaboration and the societal role of researchers; it disrupted time and research schedules (including international collaborations); it increased institutional responsibility for international doctoral candidates (esp. mental health, etc.); it caused a massive increase in the importance of digitalization and the spread of digital tools (ZOOMification). Using online and blended learning technologies, institutions can offer courses and programs to students around the world, enabling them to participate in global classrooms and interact with peers from diverse cultural and linguistic backgrounds. Virtual mobility has become more relevant in the post-pandemic world of doctoral education and while it has a great potential to reduce problems of brain drain (anchoring the doctoral candidates to their country of origin while enabling collaboration with the institutions of their choice internationally) and enhance brain circulation, the limitations of the virtual mobility have also become clearer in the pandemic years. That is why there is a growing need to create forms of combined online and short-term transnational mobility (blended mobility) that will foster international learning and collaboration.

Growing trends of (internationalized) doctoral education are increasingly stimulated by global challenges of sustainable economic growth, and joint global efforts to meet Agenda 2030 and Sustainable Development Goals while there are obstacles, mainly regarding funding and geopolitical instability that should be addressed in order to foster high quality (internationalized) doctoral education.

While trends of doctoral candidates' migration flows have been changing there are still problems that in face of challenging geopolitical global situation and climate change should be addressed in terms of better international geography of science. If migration flows of doctoral candidates are seen as connected to the subsequent migration flows of the best educated labor force it is important to find ways to stop transnationalities of doctoral education that would create and perpetuate global social and economic inequalities.

Further analyses are needed in order to better understand the diversity of both push and pull factors that determine the mobility in doctoral education and present a basis for fostering "diverse forms of mobility to develop multiple careers and ensure a more balanced distribution of talent around the globe", "diverse ways of operating -embracing diversity of cultures, people and universities" and recognizing "that maintaining this diversity is an asset and guarantor for mutual learning worldwide." and establishing "a global joint value system for doctoral education based on an ecology of knowledges which recognizes and seeks to overcome existing inequalities in the access to doctoral education and the provision of knowledge" in line with Hannover recommendations (Nerad et al, 2022).

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Global, Regional, and National Models of Internationalisation in Doctoral Education at the University of Queensland

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Introduction

The internationalisation of doctoral education has become a priority for many universities aiming to foster international research cooperation and build reputational links. This trend manifests in various ways at the global, regional, and national levels. This paper will discuss key models and trends of internationalisation and examine The University of Queensland's (UQ) approach to fostering global cooperation in doctoral education.

Global Models

There has been a recent surge in the number of doctoral students studying outside their home countries as expectations of international experiences become a feature of a PhD in Europe, North America and the UK in particular with Australia a popular destination as both a desirable location and research player. This movement is facilitated by scholarships, fellowships, and bilateral agreements. Common global models and frameworks include:

- **Strategic Partnerships:** National governments and universities are building partnerships with institutions abroad to research collaborations via joint projects, student exchanges, and joint degree programs.
- **Joint Doctoral Degrees:** Institutions, usually from different countries, collaborate to offer joint doctoral programs, enrolling a doctoral candidate and supporting them during their program to complete a jointly designed research project across the partner institutions. Upon completion, students receive a single degree jointly awarded by the collaborating institutions or multiple degrees, one from each institution. Examples include cotutelles and programs such as the Erasmus Mundus Joint Doctorates.
- **International Alliances:** Global university alliances such as Universitas21, the Worldwide Universities Network and the Global University Leaders Forum provide opportunities for internationalising doctoral education. For example, Universitas21 members collaborate on joint supervision of research projects, and some also foster dual or joint doctoral degree programs.
- **Doctoral Training Networks:** These are collaborations between universities worldwide to offer research training and experiences on specific topics, often funded by international organisations or multinational corporations.
- **Doctoral Internships and Research Exchanges:** Doctoral internships and research visits serve as vital components in a student's academic journey, offering a hands-on research environment that is often more dynamic and interdisciplinary than traditional academic settings.

Regional Models

Increased regional mobility is being facilitated by ongoing efforts to standardise doctoral education across national boundaries, with the European Higher Education Area (EHEA) being a notable example. In Asia, the Asia-Pacific University Community Engagement Network (APUCEN) has promoted collaboration among universities in the Asia-Pacific region and fostered student mobility, joint research, and capacity building. There have also been efforts in Africa to harmonise higher education systems and promote intra-Africa student mobility and research collaboration.

More broadly, several regional university alliances exist to foster local collaboration and encourage regional mobility. Examples include Marie Skłodowska-Curie Actions (an EU program for doctoral education and postdoctoral training), the Nordic Five Tech Alliance of Technical universities in Nordic countries, and the ASEAN University Network.

National Models

While global and regional models underscore collaboration, national models often emphasise attraction, sovereign capability and outreach. Key models include:

1. National Funding Schemes: National funding programs support both inbound and outbound doctoral candidates through scholarship schemes. The Fulbright Program supports US students to study overseas, while also allowing doctoral students from other countries to study in the US. Similarly, the Australia Awards offer scholarships for international students to conduct doctoral research in Australia. Many developing countries also sponsor students to undertake doctoral training in developed nations. Well-known schemes include the China Scholarship Council and the Saudi Arabian Cultural Mission (SACM).

2. Policy Frameworks: Some countries have developed policies and incentives to attract and retain international doctoral students. For example, in the Australian context, international doctoral graduates in Australia may be eligible for temporary residence visas, particularly under the Post-Study Work Stream of the Temporary Graduate visa. This allows international students who have completed a higher education degree to temporarily live, work, and study in Australia. For doctoral graduates, the length of stay is generally up to four years. Australia also offers other visa pathways for individuals intending to engage in research, academia, or professional development. In some cases, these pathways can lead to permanent residency or citizenship.

3. National University Alliances: National university alliances exist within specific countries to address educational, research, and policy goals. For example, the Australian Group of Eight (Go8) universities offer a joint PhD program to facilitate doctoral student mobility across its member institutions, however in practice this is underutilised by students.

The University of Queensland's Approach

UQ has developed a comprehensive strategy to foster international cooperation in doctoral education. Three distinct models for collaborative doctoral supervision have been established:

1. PhD Exchange Agreements: Students remain enrolled at their home institution but spend part of their research period at UQ, usually 6-12 months. They have support and access on campus but may or may not receive funding to travel.

2. Collaborative Supervision Agreements: Students are recruited into a jointly constructed research project. Students are enrolled at their home institution but are jointly supervised by faculty from both their home institution and UQ and may have scholarship and mobility support.

3. Joint PhD Program Agreements: Joint program requiring significant institutional investment. Similar to the Cotutelle model, students enrol and graduate with a joint qualification from both UQ and the partner institution. UQ has a joint PhD agreement with other Group of Eight members in Australia. International joint PhD programs are also offered in partnership with the University of Exeter and IIT Delhi.

In addition to these models, UQ also facilitates international placements that allow doctoral students to develop professional and transferable skills. This holistic approach ensures that students are well-equipped for global challenges.

Challenges

Emerging concerns in international doctoral education focus on quality assurance, ethical considerations, and equity. Firstly, with the increasing globalisation of doctoral studies, there is a growing need for robust quality assurance mechanisms. Secondly, ethical considerations have arisen involving sensitive research topics or the potential for a 'brain drain' of talent from developing countries, where the emigration of highly skilled individuals can have substantial social and economic repercussions. Thirdly, there is a growing awareness of the issues surrounding access to funding and participation in doctoral education, prompting calls for greater inclusivity and equity.

Conclusion

Through various models and strategic collaborations, educational institutions are forging pathways to enrich academic quality, promote mobility, and foster global competencies. UQ's approach involving multiple types of collaborative doctoral supervision and additional opportunities for international placements, sets a strong example of how academic institutions can innovatively engage with global trends in doctoral education.



International Student Recruitment and Support

Recruiting and Supporting International Students at the American University of Beirut

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The American University of Beirut (AUB) dates from its founding in 1866 in Lebanon, with a mission to serve the peoples of the Middle East. It is the premier liberal arts institution in the Middle East and North Africa region, and became co-educational in 1922. It now includes seven faculties or schools, all of which provide graduate education, namely: Agricultural and Food Sciences, Arts and Sciences, Engineering and Architecture (Maroun Semaan Faculty), Health Sciences, Medicine, Nursing (Rafic Hariri School), and Business (Suliman S. Olayan School). A teaching-centered research university, AUB has around 800 instructional faculty and a student body of around 8,000 students. While based in Lebanon and its degrees are approved by the Ministry of Higher Education in Lebanon, its degrees are also registered in the New York State Department of Education in the US. AUB was granted institutional accreditation in June 2004 by the Commission on Higher Education of the Middle States Association of Colleges and Schools in the United States and this was reaffirmed in 2016. Most individual programs/faculties also have accreditation from relevant US accreditation bodies in their field. In September 2023, the university opened its first twin campus, AUB-Mediterraneo at Pafos in Cyprus to its first students, including in 2 graduate programs.

AUB now offers more than 60 residential master's programs, enrolling as of fall 2023 approximately 1500 students. The development of doctoral programs was delayed by the Lebanese civil war, from 1975 – 1990. Its first PhD program was established in 2008 and the number of doctoral programs has increased to 12 in 2023, with more in the planning and approval stages. As of August 2023, AUB had 101 doctoral students enrolled. The Graduate Council at AUB is the main entity on campus overseeing the quality of graduate recruitment and education and it also serves as a catalyst for promoting positive graduate student experience and academic success.

AUB has also always drawn students from the Arab region, and before Lebanon's own civil war, it attracted students from around the globe. Many of Afghanistan's former political leaders graduated from AUB, and students from the Indian subcontinent, for example, joined students from Europe and North America who have and continue to study at AUB. The international student body has grown, and as of 2023, 19% of students are international from over 93 countries.

AUB established its Office of International Programs (OIP) in 2010 as an independent unit reporting to the Office of the Provost. Its mission is to promote international education and diversity at AUB by initiating, developing and administering institutional partnerships that foster incoming and outgoing student, faculty and staff mobility. OIP promotes and shares information about international experiences for AUB students, faculty and staff and supports all international students at AUB, enabling them to integrate into the community and enjoy a rich academic and cultural experience.

This includes reaching out to international students before they enroll, an initial International student welcome day when they join and a peer mentor program to help ease their transition into the AUB and Lebanese communities. This past year, the office launched an additional student led volunteer program named the "Yalla Ne7kie Arabic Program". This program provides international students with the basics of

the Lebanese dialect and a peek into Modern Standard Arabic. The sessions are held in a non-academic setting with the aim of creating an informal cultural exchange between native Arabic speakers and international students.

Additionally, OIP facilitates the process of securing visas and residence permits.

Many of the partnerships and agreements that OIP established with universities across the world facilitate graduate student mobility which yield to research collaboration. To name a few, these partnerships include universities such as EDHEC Business School, NYU Stern School of Business, California Institute of the Arts, Freie Universitat Berlin and the French government-funded SAFAR program as well as a number of Erasmus Plus Agreements funded by the European Union.

The Graduate Council at AUB also administers requests for co-tutelle agreements with universities beyond Lebanon. On the basis of their international experiences, graduate students often develop relationships with professors at universities outside of Lebanon that lead to future collaborations in research. Recently the university has signed a Memorandum of Agreement with the Colegio de Mexico which is an exclusively graduate institution with teaching and research programs including in Middle East studies. Individual faculties have multiple discipline-specific agreements for collaboration with universities around the globe related to graduate education and research.

AUB, both at the university and faculty-level, has exerted intensive efforts to raise scholarship funding to bring international graduate students to AUB. This has included funding from the Middle Partnership Initiative of the US Department of State, specifically for graduate students – its Tomorrow's Leaders Graduate Program. It has also successfully raised substantial funds from the MasterCard Foundation which has funded over a hundred graduate students, particularly from the African continent, and will continue to do so.

Many of AUB's students have a history of forced displacement. Over the course of its history since its founding in 1866, AUB has been at the forefront of research, teaching and service for people of the region who have experienced waves of forced displacement due to the region's unfortunate history of conflicts. In Lebanon, these have included Armenians (following the genocide of 1915), Palestinians (from 1948), Iraqis (from the first Gulf war of 1993) and Syrian refugees (since the war that started in 2011) to Lebanon, among others, including Sudanese and Yemenis (historically, and more recently with conflict in those settings). Many of these refugees have remained in the country, a site of protracted displacement and both long-term and short-term refugees. The proportion of refugees-to-host population in the country is now one of the highest in the world. At the same time, Lebanon's history demonstrates the integral contribution that forcibly displaced men and women have made to its economy, society and indeed to its uniqueness.

AUB has secured scholarship funding for refugees, including from USAID, the MasterCard Foundation and State department Middle East Partnership Initiative programs among others. The university is also doing its utmost to provide access to and promote the integration of refugee students to the campus. Efforts are ongoing to learn from international experience and address the specificities of the Lebanon context in promoting refugee access to the higher education it offers including for graduate students.

The AUB presentation in Melbourne will focus both on the opportunities that AUB has sought to promote international graduate education, but also the challenges, particularly as Lebanon has been experiencing a major economic crisis since 2019, and has always been buffeted by regional political instability. Nevertheless, the university and its setting continue to provide a fascinating and enriching experience for international students and opportunities for international collaboration in research involving graduate students.

Recruiting International Students - Ambassadors Program

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In today's interconnected world, internationalization plays a pivotal role in higher education, and this holds true for graduate programs as well. The recruitment and support of international graduate students have emerged as critical components in building diverse and thriving academic communities.

The recruitment of international graduate students offers numerous advantages to both the host institutions and the students themselves. Firstly, it enriches the academic environment by introducing diverse perspectives and cultural experiences, enhancing the learning experience for all students. These students bring unique insights from their home countries, contributing to a more robust and inclusive research and learning environment.

Moreover, international graduate students can positively impact a university's reputation and global standing. As they embark on their careers and research, they can become valuable alumni, connecting the institution with academic and professional networks worldwide. A strong international graduate community can elevate the institution's research output, increase collaboration opportunities, and attract further funding and investments.

Moreover, many international graduate students choose to remain in the host country after completing their studies, contributing their skills and expertise to the local workforce. This brain gain phenomenon enhances the host country's global competitiveness and fosters innovation and economic growth. By attracting and retaining talented individuals, host countries can build a diverse and multicultural society that thrives on collaboration and mutual understanding.

Graduate Ambassadors Program

More than ever, prospective graduate students want to hear from potential peers about their graduate studies experiences before deciding if an institution or program is the right fit. This need for authentic, peer-to-peer connections is especially pressing in a post-pandemic recruitment context, where virtual engagement is expected and in-person, international travel is harder to justify as a primary aspect of university recruitment. Our recent Origami market research report (2022) and other recruitment-related student surveys on peer-to-peer engagement suggest that connecting with current graduate students plays a significant role in a future student's decision to accept an offer of admission.

When post-secondary institutions do not offer opportunities for peer engagement through their own channels, prospective students will seek out these connections outside of the institution, where they are more likely to receive inaccurate or incomplete information (Reddit, Facebook, YouTube, WhatsApp groups, etc). Even when institutions do offer moderated social communities for their future students online, these conversations are dispersed across multiple channels and formats, and sometimes managed between different campus units. This makes it difficult, if not impossible, to collect and track data on the kinds of information students are seeking to make decisions about their future studies.

As a result, post-secondary institutions can grow disconnected from prospective student concerns and less able to adapt their programs, services or outreach strategies to be seen as a viable choice for graduate studies, particularly when more students question the value of pursuing graduate studies at all

([Nature graduate student survey, 2022](#)). Similarly, a lack of intentional peer engagement strategy and diverse student representation in recruitment outreach means that many students may assume our programs aren't for them – or worse, they may feel either tokenized by or erased altogether from graduate programs and institutional communications.

Creating a graduate ambassador program allowed Concordia to meet prospective student expectations through direct peer-to-peer communications overseen and supported by the School of Graduate Studies. Graduate ambassadors allow us to expand our recruitment activities and maintain communication with prospects through the full cycle of recruitment, from initial interest in a program to accepting their offer of admission and enrolling at Concordia. At the same time our ambassadors provide peer support, they also provide us with valuable, real-time feedback on the changing needs and interests of our prospective students.

Concordia's graduate ambassador program features graduate students from across all four faculties and our individualized graduate programs, with diverse community representation addressing our enrolment goals. The student ambassadors are hired and trained by the School of Graduate Studies and tasked primarily with responding to prospective student inquiries online and at select virtual and in-person recruitment events such as Open House and faculty-specific information sessions. They are also asked to share their Concordia experiences through blog posts and social media content, and to provide direct input in the creation of events and services aimed at attracting and supporting prospective students.

New ambassadors receive 5-7 hours of initial training (1-day retreat format), with monthly team meetings and mini-training sessions provided as needed. Initial training is provided by the SGS recruitment team and faculty recruiters, with additional support for communications and service awareness from other units as needed. The program is overseen by the Manager, Graduate Strategic Enrolment and Outreach, with day-to-day program tasks such as scheduling and event management provided by a senior graduate student ambassador serving as the program coordinator. Training and mentorship is provided to ambassadors by the Officer, Graduate Recruitment, who also liaises with the faculty graduate recruiters and other campus recruitment staff as needed.

The impact of a graduate ambassador program includes tangible returns in the form of improved engagement and service delivery for prospective students, increased yield rates for graduate enrolment and reduced workload for graduate recruitment and admissions staff, as well as qualitative benefits in the form of improved staff morale and motivation.

Recruitment of Graduate Students in Mexican Universities, the Specific Actions in the UACJ

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The strengthening of scientific capacity in Mexico has depended largely on the policies promoted by the government to support the training of new researchers. An essential instrument in this regard has been the expansion of graduate scholarship programs. Internationalization has emerged as a key driver for the consolidation of graduate education in the country. As a result, it has become a top priority for both the government and Mexican educational institutions over the past several decades.

To promote the international scope of graduate studies in Mexico, the National Council of Humanities, Sciences, and Technologies (CONAHCYT) initiated various actions. Among the most significant was the introduction of the Training Program for Scientists and Technologists, which supports Mexican students' international specialization in foreign universities, primarily in the United States and European countries like Spain, France, and England.

This program offers comprehensive scholarships, covering tuition fees, transportation, medical insurance, and monthly stipends for scholarship recipients and their families, enabling them to study at prestigious universities with which CONAHCYT maintains recognition agreements. Upon completing their studies, most of the alumni return to Mexico and became faculty of graduate programs of public and private institutions. This first action enriched the international perspective of graduate studies in Mexico by bringing to the graduate programs recognized today in the National System of Graduate Programs, a good number of professors trained with diverse academic perspectives from around the world.

A second action promoting internationalization is the National Graduate Scholarship Program. This program is designed to support the training of Mexican students, but also allows foreign students to apply for a graduate scholarship upon admissions to programs recognized in the National System of Graduate Programs. For decades, this program has supported students, mainly from Latin America and African countries to complete graduate studies in Mexico. Additional programs, like the Excellence Scholarships for foreigners, promoted by the Mexican Agency for International Development Cooperation (AMEXCID), have contributed to the enriching international perspective of graduate studies in Mexico.

A third action favoring internationalization involves a special scholarship program, providing complementary funding to support Mexican students' mobility through short research stays or academic exchange semesters in foreign universities.

These initiatives have boosted the visibility of graduate programs for foreigners in Mexico, not only at leading universities, but also at state universities, such as Universidad Autónoma de Ciudad Juárez (UACJ). The UACJ's appeal to international students has been also influenced by its strategic location on the border with the United States. Supported by the National Scholarship Program, students from Colombia, Brazil, Argentina, and Nigeria have traditionally come to the UACJ, with many choosing to stay in Mexico after completing their studies, forming thriving communities in Ciudad Juárez.

A specific situation at UACJ involves Cuban students, who primarily apply to graduate engineering programs with excellent academic credentials. However, in many cases, they drop out to emigrate to the United States, affecting program efficiency. To address this, UACJ has implemented a stricter selection

process, including specific knowledge exams and in-depth interviews to assess applicants' genuine intentions. As an additional measure, students have been required to complete the first semester remotely to demonstrate their commitment to the program, before obtaining a letter compromising a scholarship to studying in Mexico.

In support of international students, UACJ has an extensive program for undergraduate students, which is now expanding to include graduate scholars. After recruiting these scholars, one of the initial steps involves assigning a mentor to guide their academic journey. Furthermore, a graduate orientation course is offered, including a campus tour and exploration of key city landmarks, led by specialized personnel and senior international students. This initiative aims to ease students' transition into their new academic environment and facilitate cultural adaptation, reducing stress and enhancing their focus on studies.

Increasing the opportunities and benefits of internationalization requires not only the support of national policies that provide students a greater exposure to international contexts but also to understand the needs and aspirations of incoming and outgoing individuals for more meaningful and sustainable internationalization.

A Peer Learning and Development Programme Supporting International Doctoral Scholars

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In 2020, right as the world found itself in the middle of a global pandemic, Massey University's Graduate Research School launched a new programme for scholarship students, Scholars Massey. The programme is funded by the Massey University Foundation and is designed to provide peer mentoring and support, as well as learning and development for all scholarship holders at the university, from undergraduate to doctoral, domestic and international. The Scholars Massey community reaches across three campuses and whilst it is not targeting international doctoral scholars, they are amongst our largest on-campus student cohorts.

Currently Massey has around 1000 doctoral students, around half of which are international, with the majority of these students funded by a scholarship. Doctoral scholars who are international students at Massey hold several different types of scholarships: scholarships funded centrally by Massey; external research contract-funded scholarships (e.g., industry-based, government); Manaaki Scholars (New Zealand Ministry of Foreign Affairs); industry-based scholarships; and home country or government scholars (e.g., China Scholarship Council, Higher Education Commission). Each of these scholarships come with different responsibilities, obligations, commitments and opportunities, but they are all designed with the same purpose of funding doctoral research. With the re-opening of borders, a surge of international students has been applying for and receiving doctoral scholarships, with more than 90% of Massey University Doctoral Scholarships for 2023 and 2024 being awarded to international students.

All scholarship holders at Massey are able to participate in Scholars Massey which aims to:

1. Connect Massey University scholars with a peer community.
2. Enhance the personal qualities and experiences of Massey University scholars.
3. Provide support to Massey University students with scholarship, fellowship, grant and award applications.

The Scholars Massey community primarily supports scholar development, a high impact practice recommended to assist students in gaining direction and focus in their scholarly pursuits by connecting them with a peer community, developing their skills, and planning their scholarly aspirations, including future fellowships, awards and scholarships. The development of scholars "increases retention, persistence, student learning, and graduation rates" (Cobane & Jennings, 2017, p. 40) – and research demonstrates that scholar development also increases student success in national and international scholarships. By strategically investing resources, Scholars Massey "... produces opportunities for students and faculty across the university, creating the possibility of enhancing the reputation of the entire university..." (Cobane, 2011, no page given).

An important aim of the Scholars Massey programme is scholar development, which in this programme context specifically refers to supporting and encouraging students to apply for scholarships, fellowships and awards. Scholar development enhances scholars' abilities in identifying their strengths,

setting personal goals, and communicating both through the application process. It teaches students about strategic planning and helps them to write about their discipline, goals, and aims – critical skills as one moves through education and career stages. “The goal is not winning or even applying; the goal is students who have developed the skills necessary to think strategically about their future and position themselves for success well beyond graduation. Put another way ... students are well prepared for the next stage of their professional life” (Cobane & Jennings, 2017, p. 43). Through scholar development, Massey international students are being encouraged to plan their involvement in ongoing scholarly pursuits – to help effect change, gain experiences, meet people, and develop knowledge and skills.

Specific scholar development strategies include:

- **Targeting students** who may be eligible for scholarships and awards, encouraging them to apply and providing a range of supports from information sessions to mock interviews.
- **Providing learning and development for peer scholars on the art of constructive criticism and feedback** so they can provide peer to peer advice and support for applicants.
- **Strengthening Massey’s relationship with external scholarship organisation** by hosting visits, workshops and online resources.
- **Developing online and print resources for scholar development** for students and academic references.
- **Facilitating professional learning and development for academic staff** who may be asked to support scholars with letters of reference, advice and support.

An important part of Scholars Massey is building a community of peer support. Research in New Zealand shows that students with exceptional abilities and qualities – like many of our Massey scholars – may experience a sense of alienation from their peers (Riley & White, 2016). Having a sense of belonging to the university removes a potential barrier to achievement and engagement with like-minded peers affords opportunities for belonging and connectedness.

Students who are engaged in Scholars Massey are defined in part by their scholarship successes: they have demonstrated excellence in relation to their peers. Scholarship recipients have outstanding abilities as researchers and being highly able promises success. Scholars Massey aims to nurture research potential by:

1. Developing a community of research scholars for peer networking and support.
2. Providing peer coaching and advice on academic goal setting and challenges faced by high achieving students.
3. Facilitating holistic learning opportunities, including understanding one’s health and well-being.
4. Enhancing personal qualities, experiences and skills relevant to ongoing success for high achieving students.

For international doctoral students, one of the most impactful elements of personal development has been supporting research communications through:

- **Research conference grants** which provide monetary support, conference preparation guidance and sharing of experiences via social media and university news stories
- Sponsorship of the **3MT and Visualise Your Thesis Competitions**

- **Something to Chew On research series** during Covid-19 lockdowns
- **Learning and Development through online courses**, like Massey's 'Get Published' or local Toastmasters
- Hosting the **Inaugural Lectures of Dean's List of Exceptional Theses**
- Facilitating **national and international speakers**, including Hugh Kearns and Inger Mewburn
- **Publishing Week** exploring topics like writing for a non-academic audience; writing winning abstracts; being a reviewer; finding, knowing and reaching your audience; responding to reviewers

Scholars Massey is supporting all scholars, including international doctoral students, from these key learnings since its development:

1. A blended programme of scholar and personal development is most effective in creating a community of scholars.
2. Targeted information sharing and application support is the key to ongoing scholarship success for Massey students.
3. An effective scholar development programme requires coordination and leadership from staff and students who are engaged in their own professional learning and development.

With Covid-19 behind us, borders open and international scholars back on our campuses, these three learnings are being put in practice with the ongoing development and growth of Scholars Massey.



Creating International Experiences for Postgraduate Students

Facets of International Experiences

Hans-Joachim Bungartz

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Frequently, internationalization is seen as “bringing other nationalities to my campus and integrating them”. However, internationalization also means providing opportunities for students and researchers here, since it comprises both incomings and outgoings. There is a wide spectrum of measures that can contribute to create international experiences for doctoral candidates or, in other words, to an international mind-set and atmosphere for doctoral research and education. This contribution briefly discusses some of the possible respective activities and their implementation at Technical University of Munich, Germany.

TUM and TUM Graduate School

Technical University of Munich (TUM) is among the leading universities in Germany and Europe. TUM Graduate School (TUM-GS) was founded in 2009 as the general hub for doctoral education university-wide, across all scientific domains. Since 2014, TUM-GS membership of our new doctoral candidates has been mandatory, such that we do have an almost 100% coverage now. Currently, there are more than 9,600 doctoral candidates enrolled, coming from more than 110 different countries (China, Austria, Italy, India, and Iran being the top 5 in numbers). Overall, 29% of our doctoral candidates represent another nationality than German.

The TUM-GS model of doctoral education comprises five layers: individual research (the core) | subject-specific training | transferable skills training | international research phase | career support. This shows the crucial role international experiences play in our system.

Providing an international spirit and community

Following a doctoral internationalization strategy both needs and implies a transition process for the whole university. Components are: (1) an internationalization agenda for the administration (active participation in the Erasmus+ program of the EU: language stays and staff training; Montgelas program: workshops with experts from partner institutions, exchange of staff among partner universities, and short-term stays, e.g. a TUM-GS staff member hosted by CGS) | (2) the introduction of a comprehensive tenure track system (first in Germany) to increase the number of international faculty, plus pro-active international recruiting | (3) transition to English-language master’s programs, international student recruiting (international beginners 2022/23: 29% in B.Sc. programs, 61% in M.Sc. programs) | (4) an active outgoing strategy for our students and doctoral candidates – be it for exchange, some joint program, or a complete career step.

The candidates’ perspective

Besides several offers in the qualification program related to internationalization (language or intercultural courses etc.), a core component of the portfolio of TUM-GS is the international research stay. Each doctoral candidate can obtain funding for up to three months at a university, national lab (or similar), or industry R&D department abroad (world-wide; top-3 destinations: US – 41% | UK – 7% | Australia – 5%). The research stay typically takes place after the first two years of doctoral research and a successful mid-term evaluation of the PhD project. The spectrum of goals is wide: intensify an existing partnership | build

a new link | get access to theoretical foundations | get access to experiments or data | explore an alternative approach | dive into “the other side” in an interdisciplinary project | etc. Currently, just a bit more than 10% choose that option, typical roadblocks being family situation, social activities, missing obvious added value (discipline-dependent), local project needs (lab presence etc.), or even supervisor reluctance. Although the number of candidates who would like to do it but cannot is relatively small, we want to remove roadblocks where possible and increase the number of such research stays. The vast majority of those who go abroad declare this feature one of most beneficial components of their PhD journey, with the networks built-up often influencing the next career steps, be it inside or outside academia.

The institutional perspective

While many of the research stays result from candidate interest or supervisor connections, TUM as a whole provides further opportunities through a continuous development and intensification of its global network with different levels of partnership agreements, from relatively loose research or student exchange agreements up to alliances and strategic partnerships. Concerning degrees, TUM is doing really joint/double degrees only in a few exceptional individual cases (e.g. when required by European funding), due to the administrative and legal complexity. For sustainable, long-term partnerships, we use models of extended joint supervision instead. On the strategic side, there are (1) the EuroTech Alliance (the alliance of leading technical universities in Europe: I’X, EPFL, DTU, TU/e, Technion, TUM) | (2) a relatively small number of bi-lateral flagship partnerships (ICL, NTU Singapore, U Queensland, Tsinghua U, e.g.) | (3) a large number of bi-lateral research partnerships | (4) TUM’s international offices world-wide.

Examples of Activities

EuroTech Summer Schools: One of the first joint activities of the EuroTech Alliance was our summer school format, where initiative & operation are with the doctoral candidates, in a peer2peer sense. A team of candidates, coming from at least three universities, suggests a topic, designs the agenda, invites guests, and runs the whole thing, of course with financial and organizational support from the universities.

EuroTech Joint Supervision Program: Participating doctoral candidates have supervisors from two partner universities and spend at least six months at each institution. The doctorate is awarded from the candidate’s home university only, but with an additional certificate documenting the joint program. Beyond mobility support, there are also research funding schemes for tandem projects, i.e. teams of two doctoral researchers from different universities.

Global Fellows Program: Together with Imperial College London and NTU Singapore, we organize a 1-week annual summer school for about 40 doctoral candidates, with focus on professional skills training and collaboration activities under an annual interdisciplinary academic theme (June 2023 in Singapore, “Data for Sustainability”).

TUM-ICL JADS: Together with Imperial, we are running a Joint Academy of Doctoral Studies (JADS) – a format where we follow the “cohort” idea. Every year, the two universities define a general topic, and then six projects with doctoral candidates on each side are selected to do interdisciplinary research on a sub-topic, but also to drive and strengthen the respective field as a whole at both partners. This includes cohort activities throughout the program.

TUM-UQ Exchange Program: University of Queensland is our partner with the most intense non-degree structured exchange program (3–5 placements per year in each direction | 3–6-month stays | tuition fee waiver | 2 supervisors | travel support and additional research allowances).

TUM.Africa Talent: The new kid on the block, an initiative of TUM-GS and our Global & Alumni Office, that forms teams of researchers at sub-Saharan universities (KNUST, e.g.) and TUM (research stays for doctoral candidates at TUM with “buddies” | individual research projects plus group-oriented networking activities) under the theme “Sustainable Global Leadership”.

Conclusion

We consider internationalization as a crucial component of education in a world where science, economy, and society become more and more global. Even for those coming from other countries, a true global marketplace must offer further steps of international experiences. This includes daring to give away the best talents – there can’t be any better ambassadors.

From Within to Worldwide: Leveraging Institutional Identity for Graduate Students

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Teekens (2013) highlights the persisting issue in higher education concerning the limited exposure of a majority of students to intercultural learning and international experiences. Within the French Higher Education system, the 'apprenticeship model for graduate studies' ('l'alternance' in French) stands out as a significant feature shaping students' academic paths. However, this model's compatibility with the international objectives of graduate students and institutions poses challenges. In response, the School of Management at Université Polytechnique Hauts-de-France introduced the 'International Week', a short program specifically targeting Apprentice Master Students.

The "apprenticeship model" - an opportunity for students to apply their knowledge in a professional setting

The apprenticeship model of education involves graduate students engaging in a schedule comprising two days in a classroom setting and three days within a company or industry environment. While variations exist, the fundamental principle remains consistent across these alternate systems. This approach offers students the dual advantage of gaining practical experience in their field of study while receiving monetary compensation for their work. The immersion within a company setting allows them to acquire valuable skills and assume responsibilities akin to regular employees, often experiencing significant professional growth compared to peers engaged in conventional internship arrangements. This growth is attributable to the level of responsibility conferred upon them and the corresponding remuneration, affording them hands-on skills that might be less accessible within shorter internships.

Moreover, "l'alternance" provides a distinctive platform for establishing professional networks. While shorter internships offer networking opportunities, the depth and breadth of connections cultivated over a year or more in an apprenticeship are unparalleled. These networks can profoundly influence a student's career trajectory, especially for those intending to continue within the same industry or company, a common occurrence within our School of Management.

A notable aspect of this model is its balanced rhythm. Students transition between classroom learning and practical work, striking a harmonious blend between theoretical knowledge and its application. This approach mitigates the abrupt transition into full-time employment that can overwhelm individuals in traditional internship or initial job settings.

However, this dual-life dynamic within "l'alternance" poses challenges. Managing academic commitments alongside professional responsibilities demands significant juggling, potentially straining students. Nonetheless, employers and colleagues often provide crucial support and understanding, recognizing the dedication required and aiding students in finding equilibrium. Therefore, "l'alternance" stands as an avenue for students not solely to absorb theoretical knowledge in classrooms but also to actively apply it in professional settings. This model has empowered numerous individuals to excel in their academic pursuits while gaining practical footholds in the workforce. Universities employing such a model aim to produce graduates ready to facilitate their integration into the job market.

The "apprenticeship model" - a barrier to internationalization for students

The apprenticeship model, despite its inherent advantages, may not align with the internationalization objectives of graduate students. Existing literature outlines five key reasons supporting this assertion.

Firstly, the model exhibits limited flexibility for international mobility. Graduate students aspiring for global exposure encounter difficulties in integrating extended periods abroad within this framework (Altbach et al., 2009). Secondly, language barriers present challenges for students attempting active engagement with host companies during the allocated three days for practical experience, potentially impeding their full benefit from the apprenticeship (de Wit et al., 2015). Thirdly, diverse legal and regulatory environments governing apprenticeships across countries pose challenges for both hosting companies and international students in terms of compliance, work permits, and administrative aspects (Knight, 2006). Fourthly, complexities arise in coordinating academic content, particularly in balancing the two days of in-class academic delivery with the specific needs and requirements of host companies. Achieving a cohesive integration of theory and practice, especially in an international context, demands meticulous coordination and alignment (Knight, 2008). Lastly, disparities in quality assurance schemes pose challenges in ensuring the quality of both academic and practical components within an international context. Adapting quality assurance measures becomes essential to accommodate the diversity of host companies and their varying capacities to provide meaningful learning experiences (Fielden, 2008).

While the apprenticeship model has proven highly effective within the domestic landscape of French Higher Education, its application for internationalizing graduate studies necessitates deliberate adaptations. French universities aim to address these challenges to develop more comprehensive and constructive internationalization strategies for their graduate students.

The International Week, a first step towards an inclusive internationalization strategy for apprentice graduate students

In 2020, Université Polytechnique Hauts-de-France's School of Management inaugurated an "International Week" aimed at offering its predominantly local graduate students' exposure to international and intercultural dimensions. This initiative sought to broaden their horizons, introducing them to diverse themes, alternative teaching methods, and varied evaluation approaches. The ultimate goal was to foster the development of intercultural and international competencies among the students. In light of this initiative, a primary challenge was to align the efforts of internationalization with the school's identity and values while integrating these endeavours into the daily activities of the target audience.

After three years of experimentation, the School of Management's International Week, scheduled for February 2024, will feature an extensive array of full two-day modules conducted in English. These modules encompass theoretical sessions, group activities, and oral presentations, each module totalling approximately 12 hours. Distinguished lecturers from diverse geographical, cultural, and professional backgrounds are invited, offering topics within their areas of expertise. They enjoy autonomy in proposing diverse teaching and assessment methodologies. The call for contributions extends to the School of Management and UPHF's institutional partners, including university networks such as EUNICE and IBSEN, and Erasmus+ partners within the relevant disciplines. With the liberty to select their preferred modules, around 400 Master's students have engaged in a broad spectrum of courses, interacting with peers from

both first and second years. The curriculum presents a comprehensive selection of 20 modules, spanning topics such as finance, human resources, strategy, international management, anthropology in HR, and big data.

Successful participation in these seminars earns students ECTS credits, contributing to the overall assessment of the respective subjects. This flexible curriculum allows hundreds of Master's students to partake in a diverse interdisciplinary experience, choosing modules across various subjects. Their active involvement not only enriches their academic pursuits but also contributes to their overall subject assessment, exposing them to international and intercultural dimensions. Each year, a specific theme is chosen (e.g., Environmental Social Responsibility in 2023, Artificial Intelligence in 2024), enabling lecturers to offer insights from diverse countries on these themes, providing students with food for thought on contemporary topics.

Current challenges and the way forward

The scheme presents several limitations that also offer potential avenues for improvement. Initially, although the International Week spans a full week, each student typically opts for a minimum two-day module, allocating the remaining three days to their host company. This limited timeframe poses challenges in achieving an immersive English-language experience. Many students reported difficulties in perceiving substantial progress within this brief duration.

Drawing from experiences in week-long immersions in English-speaking environments, a breakthrough often occurs around the 3rd or 4th day. An alternative approach therefore could involve conducting the entire week's activities within the university setting. Furthermore, the participation exclusively from School of Management students, primarily comprising French and local individuals, has prompted plans for a collaborative week involving students from institutional partners. This strategic move aims to enrich the experience by fostering a diverse mix of students. Thirdly, possibilities exist for enhancing transposition levels within the school and the wider university context. Grouping cross-disciplinary themes into intensive one-week modules could facilitate broader engagement. The potential for an international week encompassing multiple faculties or involving the university's entire cohort of graduate "alternants" presents an exciting prospect. An experimental inclusion of students from the "Art and Culture Management" master's program, belonging to a different Faculty, yielded positive results, indicating promising opportunities for collaboration and knowledge exchange across diverse disciplines. Several universities, such as Tecnológico de Monterrey in Ciudad de Mexico, Mexico, offer models featuring multiple international weeks per year to the entire university, with comprehensive courses throughout the week. Drawing inspiration from such established programs could provide valuable insights and potential frameworks for UPHF to consider in its evolution.

Conclusion

As the organisers from the School of Management prepare for the fourth edition of their "International Week", their goal remains unchanged - to offer a transformative immersion experience while exploring diverse themes from various perspectives. Building on the principles of internationalization at home (De Louw and Bulnes, 2021), they implement the valuable lessons they have learned from previous events and look forward to engaging all apprentice Graduate Students, fostering a learning environment that nurtures cross-disciplinary and global understanding.

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International Experiences at California State University, Sacramento Guided by COIN

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Learning and student success are at the core of CSU Sacramento's commitment to the academic, social, and ethical development of our students. Sacramento State intentionally shapes effective learning and academic support environments for the purpose of educational attainment, and student advancement toward career and life goals. As part of the university's diversity, equity, inclusion and belonging initiative, the goal is to provide graduate students with the opportunity to have international experiences. The global experiences that are open to graduate students are usually designed for students studying at the master's level. While at the master's level there are fewer structured international options and the students' academic planning process can be quite complicated due to the length of their graduate programs of study, the university has recommitted efforts to support international experiences for graduate students. One of the ways graduate students can often find international opportunities is linked or aligned with their careers, and the connections developed are often deeper and have a more powerful societal impact than those of the undergraduates.

The university's commitment to creating international experiences is guided by the university's strategic plan. However, the campus conversations have not all been harmonious. It has been imperative to develop an approach to engage the campus community and future employers. Meaningful conversations have begun by using the Context/Capacity, Observation/Opportunity, Impact/Interest, and Next steps/Need (COIN) approach:

- **Context/Capacity:** the circumstances, event, or issue that need to be discussed.
- **Observation/Opportunity:** specific, factual descriptions of what has happened or may likely happen.
- **Impact/Interest:** how the event or issue that is being discussed affects others (i.e., faculty, graduate students), the university, or the region.
- **Next steps/Need:** a clear agreement on the actions, changes or improvements that need to happen to continue moving forward on the item, program, event.

Starting with a shared understanding of what we believe in is one way for the university to ensure that all stakeholders understand the institution's goals for graduate student international experiences. Successful COIN conversations encourage positive, long-lasting change by developing support for the international experiences for graduate students both on campus and abroad.

"Concern over limited understanding of the broader program context because (of) contextual conditions under which programs are implemented" have been one barrier to building successful engagement and organizational goal attainment (Dahler-Larsen, & Mbava, N. P., 2019, p. 2). Using the COIN approach to building international programs for graduate students allows for key stakeholders to discuss the goals and objectives for the international experiences and to delve into the areas where implementation and operational barriers may impede progress on the goal of offering more international experiences for graduate students.

For graduate students to engage in international experiences, they must have a good relationship with their faculty advisor. At the master's level a few graduate students go abroad through "unofficial" opportunities arranged with their advisors. These opportunities normally arise from faculty collaborating on a research project with international colleagues, and the master's student joins the research team and travels as a result of the collaboration. Such experiences are usually less structured than undergraduate study abroad opportunities and normally take place in the summer months or on student leaves of absences. For the independent graduate experiences there may be no classes or organized excursions, and many times the students must arrange their own housing. The financial arrangements are unique in each case: funding may come from a national source, as part of a grant, from a department, or student's self-funding. The variability and university liabilities with these independent graduate student international experiences has been a source of concern due to the potential risks. These independent experiences require students to register for independent experience courses for reasons of risk management and to provide international health and accident insurance for the length of the approved experience.

Global experiences like these are all different. They can allow students to be abroad longer than many traditional study-abroad programs; they can also allow students to be more integrated into the local culture; they can provide opportunities for students to meet colleagues with whom they can develop long-term working relationships in academia and in industry; and they offer considerable independence, which is usually attractive to graduate students. However, there can be a financial impact on graduate students who support themselves through research or teaching assistantships. The assistantships are not allowed to continue if the student is going on a global experience; in most countries, having a student visa means that they cannot work in that country. The costs for graduate students who receive a scholarship and assistantship remission as part of their financial support package can be further impacted by the need to pay the fees for many international experience programs operated outside of normal tuition and fee schedules, and the graduate students who are members of groups traditionally underserved in higher education are the one who would most likely be negatively impacted by the need to cover the cost of the program themselves.

An example of a successful international experience for the graduate students in the MBA for Executives international travel program. The program travel affords graduate students the opportunity to travel internationally to emerging markets each year for an international study tour. These special study tours "expose participants to the global business environment, so that they can see first-hand how fast-growing economies in overseas countries provide opportunities for American businesses." The idea for a study tour grew from an EMBA reading assignment, Thomas L. Friedman's book *The World Is Flat*. The book impressed students with its granular analysis of interpersonal interaction in other cultures, and led to interest in organizing a delegation to emerging markets around the world. In this case, the COIN model was used to assess the capacity of the program to incorporate the international experience into their curriculum; explore opportunities for emerging markets to engage the students; gauge faculty and student interest in the international student experience and clearly identify the needs of the students and other stakeholders to allow for them to partake in the international experience. Previous graduate student international experiences have included visits to China, Singapore, Dubai, India, Turkey, Brazil, Argentina, and Spain.

Having outlined institutional procedures for independent and program-based international experiences, the university is planning to launch an on-campus international graduate student experience via teleconference. Using the COIN model, students will explore topics of concern with others from

around the world. As Elisabeth Dunne (in [Dunne & Zandstra, 2011](#)) explains,

There is a subtle, but extremely important, difference between an institution that “listens” to students and responds accordingly, and an institution that gives students the opportunity to explore areas that they believe to be significant, to recommend solutions and to bring about the required changes. The concept of “listening to the student voice”—implicitly if not deliberately—supports the perspective of student as “consumer,” whereas “students as change agents” explicitly supports a view of the student as “active collaborator” and “co-producer,” with the potential for transformation. (p. 4)

The international graduate student experience is being planned in collaboration with CSU Sacramento international graduate students and the graduate advisory council. We are at the beginning stages of the process to plan this event, which is being developed as part of the efforts to expand engagement in international dialogues between members of the campus community and to provide all students with an opportunity to interact with international senior leaders, develop research collaborations with peers outside the United States and other activities that will expand graduate students’ interest and engagement. This initiative to further expand international experiences at California State University, Sacramento, guided by COIN, will move the university forward in its efforts to partner with the community to address global challenges through sharing knowledge, good practice, and expertise. In addition, it will provide an educational and work environment that develops students and employees who can engage effectively in local and global communities.

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IV.

Supporting International Research Collaborations

Supporting International Research Collaborations in the MENA Region: The Partnership Initiatives of IEEE-GRSS

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Partnerships play an important role in addressing the challenges of the internationalization of postgraduate education. This could be possible by leveraging shared resources, knowledge and ideas to create more connected and globally engaged student communities. Partnerships are indeed more international and involve a wider range of stakeholders. This trend stems from a growing recognition that addressing global challenges and creating meaningful impact requires collaboration that extends beyond traditional academic boundaries. Thus, to become more international and inclusive, partnerships with universities have evolved to include governments, associations, NGO, industry, business, local and overseas universities.

Within a such context, universities often seek for partnerships with well-ranked institutions which may lead to a danger of elitism that can exclude institutions and regions and create a 'divided higher education space', typically favoring the North more than the Global South (Wit et al, 2015). In fact, although seeking to collaborate with highly ranked universities may offer advantages, it is important not to overlook the potential benefits of collaborating with institutions that may not have a high global ranking but possesses expertise in specific areas or have a strong regional impact. This will create opportunities for students from these institutions to study, conduct research, and gain international experience at partner institutions.

Statistics from the UNESCO Institute for Statistics show a significant increase in the number of students studying abroad globally, with a particular emphasis on the Middle East and North Africa (MENA) region. In 2000, just over two million people studied abroad, and by 2019, this number had nearly tripled to over six million. Here, it is important to note that while 4.5% of all students in MENA region were internationally mobile in 2019, the majority of that mobility was outward-bound, meaning that more students from the region were studying abroad than incoming international students (Warden Rebecca, 2022). Inbound mobility of postgraduate students in particular, whether from countries outside the MENA region or from within the region, brings valuable contributions to the host institutions and to the region as a whole. It promotes cultural exchanges, knowledge transfer, research collaboration and the internationalization of higher education in the MENA region.

Special programs were established by funding organizations (DAAD, ASTF, AHSF, Erasmus +) and different associations to support mainly reform efforts in research and higher education in MENA region universities (Gardner Michael, 2023), (UNIMED, 2021). These programs are not necessarily dedicated for research on pressing regional issues or encouraging collaboration and cooperation between institutions within the Global South. In order to play a crucial role in solving the unique challenges facing the MENA region, a variety of partners, including local universities and organizations, have to work together to develop mutually beneficial relationships and effectively address local and regional challenges. A balanced approach to partnerships that considers global efforts and local benefits can contribute to the overall growth and impact of the university.

In the following, I will present the concept of a balanced approach for partnerships between a professional association, different local and foreign universities and industrial partners within the Global South. It is about the IEEE-GRSS, Geoscience and Remote Sensing Society, one of the very active professional societies under the Institute of Electrical and Electronics Engineers (IEEE), the world's largest technical professional organization dedicated to advancing technology for the benefit of humanity. The IEEE GRSS focuses on the theory, concepts, and techniques of remote sensing and the integration of geosciences and remote sensing technologies. Its mission is to provide a global forum for the exchange of knowledge and information among its members and the broader remote sensing community.

In the first semester of 2021, after the slowdown in postgraduate student mobility in the MENA region due to the COVID crisis, the Global Activities Directorate of the Adcom (Administrative Committee) of the GRSS launched a new initiative, called the pilot initiative. The objective of this initiative was the development of partnerships between the Adcom level, the chapter level and the local stakeholders. GRSS chapters, established in various parts of the world, serve as local hubs for remote sensing and geoscience professionals, organizing activities and fostering interactions among members. This first pilot initiative enabled the MENA region to fund a research and capacity-building project that addresses a region-specific challenge to develop hands-on activities and provide students with hands-on training in space technologies. This offers the opportunity to network 3 GRSS chapters with 7 universities, 2 research centers, 1 space studies institutes and 2 Startups in 3 countries (Tunisia, Algeria and Oman). The particularity of this partnership is the complementarity between all the stakeholders and not necessarily the higher rank of the universities. This was possible thanks to the involvement of GRSS members as researchers and postgraduate students in different universities at the MENA region.

The IEEE GRSS organizes and sponsors regional conferences, workshops, and symposia that meet local environmental, technological, and scientific needs. Thus, in the MENA region, GRSS organizes every 2 years M2GARSS (Mediterranean and Middle-East Geoscience and Remote Sensing Symposium) in addition to schools and workshops on the unifying and cross-cutting themes of smart water resources management, smart cities, desertification and artificial intelligence. For the organization of these events GRSS contribute with substantial sums. This will ensure not only the participation of renowned international experts in their field but also the participation of a significant number of postgraduates from the MENA region and the African continent.

In summary, the adopted balanced approach for partnerships developed in the MENA region is for great interest to support international research collaborations. It could be consolidate by extending it with different others professional and technical societies and associations. This will help in sustaining such approach.

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Supporting International Research Collaborations: Senegal

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Context

Senegal, after the National Consultation on the Future of Higher Education and the Presidential Council on Higher Education, decided to set up an institutional framework in order to:

- organize the research and innovation environment;
- promote research training;
- improve the supervision conditions for doctoral students;
- strengthen the contribution of research in resolving the country's strategic development issues;
- meet the needs of public and private companies, decentralized communities, non-governmental organizations and civil society;
- reinforce the international scientific influence of Senegal and Africa.

These guidelines were reaffirmed by the President of the Republic, Mr. Macky SALL during his meeting in April 2022 with academics.

Therefore, it becomes necessary to organize research in higher education establishments for obtaining more competitive interdisciplinary entities in the mobilization of funding for research-innovation, capacity building and the valorization of research results to impact our societies.

Internationalization strategy and plan

Nowadays, universities aim to develop their international dimension. Amadou Mahtar MBOW University (UAM) proposes a plan for implementing mechanisms and actions in favor of its internationalization.

According to the strategy defined, this internationalization plan will be based on three priorities:

- **Scientific priorities:** they are the ones appearing in the strategic plan of UAM, in close connection with the priorities defined in the Senegal Emerging Plan (PSE) in particular with regard to Agriculture, Water, Energy, Digital and the strategy of its community, namely the Urban Pole of Diamniadio and the one of Lac Rose. This involves promoting scientific production and participating in research networks.
- **Operational priorities:** these are based on the promotion of incoming and outgoing mobility of staff and students; the development of partnerships in research, training and governance; the strong incentive for an internship or stay abroad in all training courses, including the international mobility of staff, the establishment of an active national/international communication policy (multilingual); assistance in improving organizational, training and research capacities, by taking benefit from the expertise in open and distance learning of universities which are partners.

- **Geographical priorities:** they are based on solid partnerships indeed, in addition to collaboration with institutions in Africa, sturdy relationships with institutions in the Americas, Asia, Europe and the Middle East must be developed.

Ambition: to ensure that all training, research or governance projects are not simply a branch of university action, but are infused by this strategy in order to reinforce the attractiveness and visibility of UAM. To achieve this objective, an action plan based on three essential components has been developed:

- Develop the "culture of international projects", whether they relate to research, training or governance, by accompanying and supporting the submission of international research or training projects.
- Implement a strategy for targeting structuring international partnerships, while linking it to the partnership dynamics specific to the various components (System: Observatory of international partnerships for complete and real-time visibility of partnership activity).
- Create the conditions (institutional, material and financial) to attract and welcome international talent from around the world.

Our ambition is also to disseminate a strong "international culture", at all levels, in all schools, in all research sectors, for all staff, whether students, teachers, teacher-researchers or administrative staff. For this, we aspire to:

- Place student mobility at the heart of our training and the acquisition of skills, while promoting it (dissemination of feedback from students on mobility, creation of an alumni network);
- Promote interculturality within student life;
- Initiate a real language policy.

In the era of globalization of mobility and exchanges of people, knowledge, know-how and information, the international scale has become absolutely inevitable, even decisive in the development of university training and research, because it constitutes an undeniable added value in the personal life and professional future of students, because it opens up extremely rich and fruitful avenues for scientific collaboration, as long as it contributes to the constitution of a multicultural, tolerant, humanist "university community" and open to the world.

What are the benefits of international collaboration?

Only international collaboration could produce reliable and legitimate knowledge on a global scale, because academic research is becoming more global than ever.

Whether it's to gain access to specialized equipment or new sources of funding, or to find new ideas, researchers reach out to their colleagues around the world, and their work take benefit from it.

What are the difficulties of international collaboration?

- Requirement of huge costly infrastructures difficult to finance alone
- Adaptation to the working culture of another country
- Open-mindedness
- Accept the other
- Lift the language barrier
- Tedious coordination of international projects

How to Support International Research Collaborations

- Mobilize funding organizations, especially on global societal issues
- Mutualize research platforms
- Promote digital technologies which make international collaboration easier.

We must work together: **Collaborate, Cooperate and Co-create** in research to solve the problems of our societies.

Supporting International Research Collaborations: Australia

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The University of Melbourne is a top-ranked institution, but achievement of its ambitions depends on strong international research collaborations. These have greatly contributed to the University's improving research performance, with internationally co-authored papers now constituting more than 55% of all University publications – up from around 40% a decade ago. Recognising this, Melbourne seeks to lower the barriers to effective and high-impact collaborations with the best partners globally.

The guiding principles for supporting partnerships that enable international collaborations are:

- That our strategic resources should be used to 'seed to enhance' existing research links in order to help them to grow and expand;
- That any supported links have potential to build mutually beneficial clusters of research activity; and
- That any resulting activity has potential to become self-sustaining as it matures.

Broadening and deepening of research partnerships through curated collective activities requires a sustained commitment. Given the critical role that higher-degree research candidates (HDRs) play in the global research workforce, and taking advantage of their independence and mobility, the University has been using cohorts of HDRs to rapidly develop and scale institutional partnerships. The success of these International Research Training Groups (IRTGs) is based on the ability of both partners to attract, support, and supervise jointly enrolled PhD candidates. On meeting the requirements of both institutions, these "joint PhD" candidates receive a *testamur* from each institution.

IRTGs require groups of supervisors from Melbourne and a partner institution to co-design projects with high complementarity that demonstrate the benefits and impacts of candidates spending at least one year at each institution. Under this model, both institutions contribute resources equally to enable reciprocal and meaningful research placements to occur, at a scale that cannot be easily achieved through ad-hoc travel or short-term exchanges and video-conferencing.

Melbourne's first IRTG was established in 2015 with the University of Bonn. Since then, cohorts of varying scale and breadth have been developed with partners in Germany, the UK, France, India, Israel, Belgium, China, and Canada, navigating jurisdictional and institutional differences in PhD systems. In 2019 the University began developing IRTGs through university-wide calls for joint PhD project proposals, with established research partners who commit co-funding upfront. This has seen ongoing growth in the number of joint PhD candidates, despite the challenges presented by COVID-19.

Our experience is that PhD candidates are attracted to the opportunity to undertake research in different countries, research systems, and supervisory teams. Graduating with *testamurs* from two strong universities, and with access to two high-quality research environments, their network of peers, colleagues, and mentors can be much broader than that of a conventional PhD and can assist their development long into their research careers.

The IRTG approach allows for flexibility in the development of research partnerships, from those that are highly discipline focused, to those that are thematic, interdisciplinary, or multidisciplinary. The resulting partnerships can be large enough to constitute whole-of-institution relationships, involve multiple institutions, and robust enough to flourish over time even as academic leadership changes at each institution.

As a highly internationalised university, researchers at Melbourne who are alumni of partners, along with our own research active alumni and former staff based overseas, represent an interconnected international research diaspora. These individuals often play a critical role in supporting development of partnerships. The Bonn–Melbourne partnership is a clear example of this. The value of this diaspora is not just their personal links, but their awareness of available research infrastructure at each institution.

Research infrastructure is a key attractor of international research to Melbourne, especially where complementary research platforms and research interests exist. In 2018, the University established a research partnership with the Jülich Research Centre (FZJ), an interdisciplinary centre with outstanding infrastructure focused on energy, information, and sustainable bio-economy research. The establishment and maintenance of this partnership draws on complementary infrastructure in FZJ and Melbourne as well as individual collaborations, and again, jointly supervised PhD candidates are a key factor in its success.

Partnering with top collaborators overseas, however, is often constrained by the funding landscape. To counter this, the University has established small-scale funding programs that match co-investment from partners that would not usually co-invest with Australian research institutions. Another challenge is that international collaborations are to some degree subject to geopolitics, which can restrict joint work in some fields of study, particularly with respect to the very broad categories of critical technologies, and thus the University considers factors beyond the value of the research to guide its investments.

Research partnerships need time to develop and mature before their full value and impact can be demonstrated. In 2014, the University began building new collaborations with research institutions in China, Germany, and India. At the time, the University's research links with Chinese and German institutions were well below what they should have been, given the quality of institutions and their research output. Strengthening links with India's best as their own research output was starting to increase rapidly was a timely investment in a future research relationship for the University. In doing this, the University also sought to make more of already strong research links in the USA, the UK, and other countries in Europe, Asia, and the Americas.

Demand for participation in IRTGs has seen the University's numbers of jointly enrolled PhD candidates grow, from fewer than 50 in 2015 to more than 200 in 2022. Even with the short-term challenges posed by the pandemic in 2020–22, joint PhD enrolments are anticipated to exceed 400 by the end of 2023 and could reach 500 by the end of 2024. In tandem, our research-led partnerships across the globe have all grown, as has our international research output. These outcomes are a strong demonstration of the effectiveness of joint PhD cohorts as a central part of building international collaborations.

Co-authored by Maria Roitman



Leveraging International Expertise to Solve Grand Challenges

Leveraging International Expertise to Solve Grand Challenges: A Local Example

Michael Cunningham

Associate Provost for Graduate Studies and Research, Tulane University

Within Louisiana and other areas in the United States, international scholars seemed to be targeted by state and federal officials. The most recent example is a law signed by LA Governor John Bell Edwards. The new law, named the Higher Education Foreign Security Act of 2022, imposes a new policy on Louisiana postsecondary education institutions to establish policies governing foreign gift reporting, screening of foreign researchers, and international travel approval and monitoring. In particular, the law requires Louisiana colleges and universities, nonpublic postsecondary institutions that are members of the Louisiana Association of Independent Colleges and Universities, and any other entity offering a program of postsecondary education that has a physical presence in Louisiana and is required to report foreign gifts or contracts pursuant to 20 U.S.C. § 1011f, the federal statute governing disclosures of foreign gifts, requires screening of each person seeking employment in a research or research-related support position, as a graduate student for such position, or as a visiting researcher, and requires covered institutions receiving state appropriations and having a research budget of at least \$10M to establish an international travel approval and monitoring program, requiring preapproval and screening by the institution of any employment-related foreign travel and employment related foreign activities of any faculty member, researcher, or any other research department staff.

The law took effect as of July 1, 2023 and requires covered institutions to establish policies governing foreign gift reporting, screening of foreign researchers, and international travel approval and monitoring. Each institution has to report any gift received directly or indirectly from a foreign source with a value of \$50,000 USD or more. The report shall be made each January 31 and July 31, beginning July 31, 2023 and shall include the gifts made during the six-month period ending on the last day of the month immediately preceding the reporting month. The institution shall include in its report gifts received by all affiliate organizations of the institution. If a foreign source provides more than one gift directly or indirectly to an institution and its affiliate organizations in a single fiscal year and the total value of all gifts is \$50,000 USD or more, then all gifts received from that foreign source shall be reported.

What materials are needed?

A copy of any gift agreement between the foreign source and the institution signed by the foreign source and the chief administrative officer of the institution, or their respective designees, which includes: A detailed description of the purpose for which the gift is to be used by the institution; the identification of the persons to whom the gift is explicitly intended to benefit; any applicable conditions, requirements, restrictions, or terms made a part of the gift regarding the control of curricula, faculty, student admissions, student fees, or contingencies placed upon the institution to take a specific public position or to award an honorary degree. If the agreement contains information protected from disclosure, then an abstract and redacted copy of the disclosure not containing protected information shall be submitted in lieu of the agreement. If a foreign source provides two or more gifts whose total value is \$50,000.00 or more, then the institution must report all gifts received from the foreign source. A gift received from a foreign source through an intermediary shall be considered an indirect gift to the institution.

Screening of Foreign Researchers

Every person seeking employment with a postsecondary education institution as defined in R.S. 17:1826.2 in a research or research-related support position, or applying as a graduate student for a research or research-related support position, or for a position as a visiting researcher shall, prior to being offered a position of employment, be screened by the institution to determine if any of the following apply to the person: (a) The person is a citizen of a foreign country and not a permanent resident of the United States. (b) The person is a citizen or permanent resident of the United States who has any affiliation with an institution or program in a foreign country of concern as defined in R.S. 17:1826.2. (c) The person has at least one year of prior employment or training in a foreign country of concern as defined in R.S. 17:1826.2, except for employment or training by an agency of the United States government.

While the law targeted international researchers, including new graduate students, Tulane's response was not to single out international students. Instead, all new PhD students must go through a background check. This is done after an offer is accepted and before the student begins their respective studies. The planning for the new law was cumbersome and took up a lot of staff time during the summer of 2023. Starting with the new admissions cycle, the new policy will be implemented.

There are national implications!

Louisiana's law was targeted towards "targeted" international locations who are designated as "Foreign Country of Concern" (e.g., China, Cuba, Iran, North Korea, Russia, Syria, Venezuela, and contested regions of Ukraine). These are the countries currently subject to comprehensive (or near-comprehensive) sanctions administered by the Office of Foreign Assets Control (OFAC). However, the Biden administration has said it should apply to all countries, rather than target certain ones.

National Security Presidential Memorandum 33 (NSPM-33)

The Louisiana legislation (i.e., LA Act 767) is based on the National Security Presidential Memorandum 33. NSPM-33 is meant to strengthen protections of US government supported research and development. The memo also includes efforts for national agencies (i.e., National Science Foundation, National Institutes of Health) to standardize but also broaden disclosure agreements, to use an individual tracking number such as ORCID ID # for researchers, and generally to create new institutional processes around research security. Additional guidance can be found at the link below:

<https://www.whitehouse.gov/wp-content/uploads/2022/01/010422-NSPM-33-Implementation-Guidance.pdf>

Fostering Global Scholarship: The Importance of International Expertise in Doctoral Education for Achieving the UN Sustainable Development Goals

Alexander Hasgall

Head of EUA Council for Doctoral Education, European University Association

The United Nations Sustainable Development Goals (SDGs) provide a comprehensive framework for a more sustainable and equitable development of the planet. Achieving the SDGs demands collaborative efforts, and the internationalisation of doctoral education can play a crucial role in this process. This internationalization can include various aspects: exposing doctoral candidates to international experiences (either at home or abroad), building global research partnerships, and infusing global viewpoints into research and training. Sharing ideas, knowledge, and skills across borders can shape well-rounded scholars and professionals who are capable of addressing global issues.

Impact of mobility

Therefore, encouraging doctoral candidates to gain international expertise plays a crucial role in their personal and professional development. When they experience diverse research environments, methodologies, and viewpoints doctoral candidates can strengthen their critical thinking, adaptability to new and unknown context and collaborative skills. In addition, international exposure helps build a global network of contacts to other (junior or senior) peers, which is very valuable for future research collaborations and career prospects. It also allows understanding differences and similarities across various world regions. All this enables doctoral candidates to address the complex framework of the SDGs more holistically and impactfully, and to understand how different dimensions can interact. Additionally, being a researcher abroad enables candidates to grasp the importance of local and indigenous knowledge and perspectives. This can lead to a better understanding of the interconnectedness of social and technical challenges. Issues related to access to water or the mining of rare materials can be better grasped when directly engaging with these communities.

Understanding interconnectedness

This also leads to a better understanding of how SDG's goals, like poverty reduction and combating climate change, are linked. Additionally, international expertise allows for a better understanding of different institutional contexts. A European doctoral candidate spending a year in another continent can get first-hand expertise on how academic practices (and academic careers) can differ, while also becoming aware of the core values that underpin academia and transcend national boundaries. By incorporating global perspectives into doctoral education, candidates can develop a comprehensive understanding of the challenges they are addressing, consider diverse viewpoints, and fosters the development of viable and sustainable solutions in different contexts.

Fostering global research collaboration

International expertise in doctoral education impacts not only the candidates but also the institutions. Collaborative doctoral projects between universities worldwide contribute to global capacity-building

efforts, enhancing the development of innovative solutions to global problems. Joint supervision agreements or co-tutelles enable institutions to combine expertise and resources, resulting in stronger research outcomes and fostering deeper partnerships. Access to research infrastructures, often available through international collaborations, is crucial for conducting research, particularly in situation where home institutions do not have the means to acquire such technology. Doctoral candidates can serve as a glue in global research collaboration. Additionally, accessing research infrastructures outside the home institution raises awareness of potential technical or methodological solutions not available at home institutions.

Addressing challenges and providing the right conditions

However, all these positive impacts do not only happen by having a doctoral candidate travelling from A to B. It is essential to provide the necessary conditions and be aware of associated risks and challenges.

An important condition for gaining the highest possible expertise is to provide appropriate structure (in home and visiting institutions), which allows to address the diverse needs of international doctoral candidates. These structures should facilitate integration into the host institution and country and provide the necessary support in terms of language, culture, and administration, but also related to mental health. In addition, time plays a critical role. All these positive impacts can not be achieved by “helicopter research”, where a scholar flies in and out without engaging with the wider society, but by having the necessary time to be able to fully engage with the context of the host, and also to bring the perspective from homes.

But while acquiring international expertise is crucial for contributing to the SDGs, the mobility associated with scientific research, particularly air travel, faces criticism due to its high environmental cost. This leads to a dilemma: While achieving the SDGs needs more interconnectedness -the mobility attached to it can go against sustainability principles. In addition, not everybody is able to travel the required time: lack of resources, but also family duties can make it impossible to spend a longer amount of time abroad.

While this dilemma has not been solved yet, it shows the need to discuss how most impactful international mobility can be achieved. Raising awareness on global challenges and the ways how they are being addressed in different contexts strengthens the international expertise to solve today’s problems. In this regard, this expertise not only increases the quality and impact of the results of research, but also contributes to train scholars which are able to best confront what lies ahead.

Re-conceptualizing “Internationalization”: Trans-nationalizing Knowledge for the Global Good

Fahim Qadir
Vice Provost and Dean, Queen’s University

Despite the popularity of the term “internationalization”, it remains an illusive concept in higher education, part of which is due to an incomplete and/or narrow understanding of what it means to be an internationalized university. For most, internationalization of higher education is primarily about recruiting international students. Imbued within this understanding is an economic rationale in which the impetus driving universities’ internationalization pursuits emanates from the fiscal challenges encountered by a large number of post-secondary institutions in much of the Global North. This impetus also aligns with the imperative to attract talent to address the growing knowledge/skills gap facing Northern economies today.

Missing in this dominant analytical perspective, however, is an appreciation of what the International Association of Universities (IAU) calls “the equitable and collaborative nature” of the process of teaching, learning, and research. In other words, there does not seem to be any questioning of how do we generate knowledge, what are the appropriate sites of knowledge production, and who are the legitimate actors of knowledge generation? Similarly, a discernible omission exists in acknowledging the contributory role that internationalization assumes in elevating the quality of research, teaching, and pedagogy within institutions across the Global North.

More important perhaps is that the prevailing view of internationalization of higher education often overlooks the changing mission of academic institutions. As we are aware, the pandemic and the social movements for greater socio-economic change set off a period of almost inconceivable rapid change for most academic institutions. Faced with unprecedented changes in the academy and the world, more than ever, we see the need for rearticulating the role and purpose of higher education in general, and graduate education, in particular. Grappling with the question of our academic responsibility (how do we respond to global/societal challenges), universities in much of the Global North are currently reconfiguring the prevailing narrative surrounding internationalization.

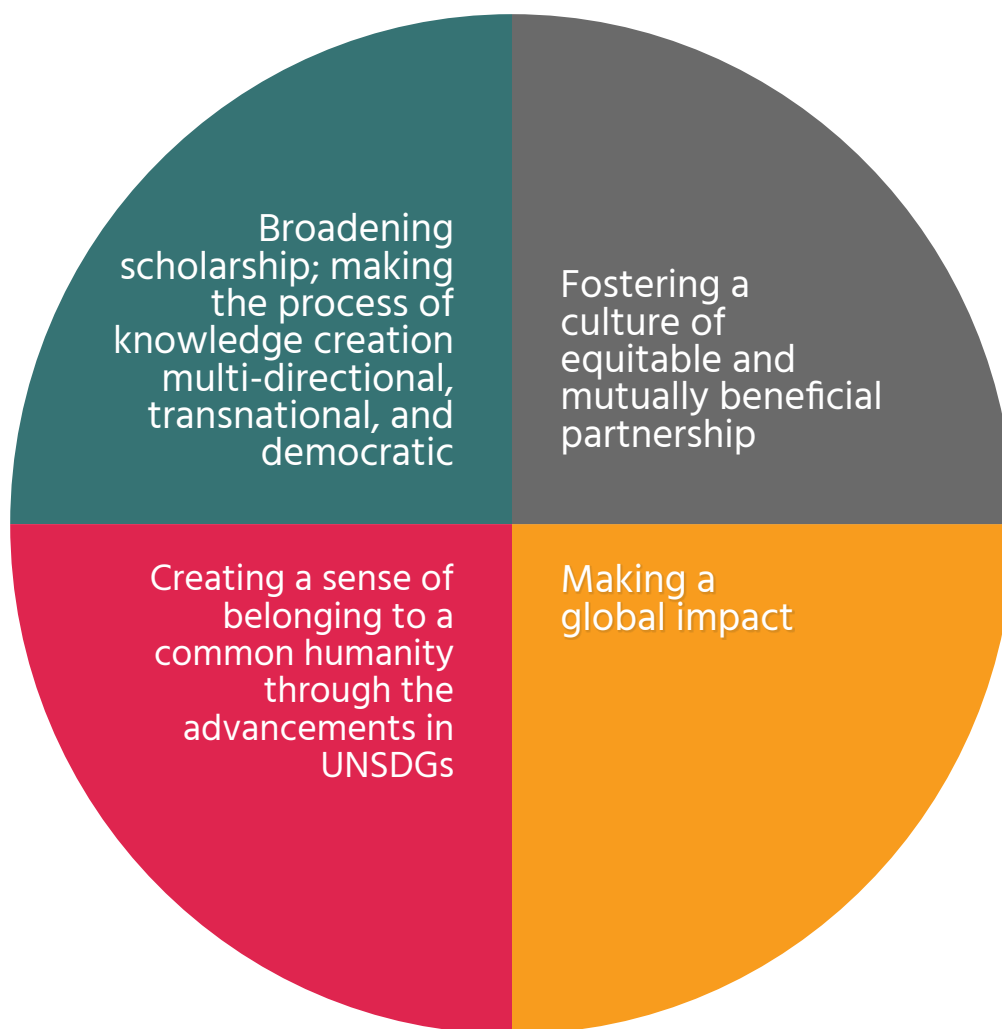
A gradual and progressively solidifying consensus that underscores the importance for universities to be on the demand side of knowledge production is, however, catalyzing the pathway toward a reconsideration and reconceptualization of internationalization that affects “society at large”. Fundamental to the values of it is a commitment to engaging the world, advancing the goals of UNSDGs- building a world that is just, sustainable, and equitable. At the heart of it is the recognition of the deep interconnections between the world and the academy, where post-secondary institutions leverage the concept of internationalization to ensure that knowledge serves the global good. In other words, internationalization of higher education goes far beyond its typical emphasis on the recruitment of international students, both undergraduate and graduate, to serve as the means to improve not only the quality of teaching, learning, and research, but, more importantly, to identify and remove the barriers towards building a better normal.

Our new mission at the School of Graduate Studies and Postdoctoral Affairs is to create a learning and research culture that inspires graduate students and postdoctoral fellows to pursue scholarship, leading

us collectively to a better future for our global community. We highlight the need for the academy to be socially responsible, being on the cutting-edge of knowledge creation that responds to the unparalleled challenges before us. By pursuing knowledge for the common good, Queen’s graduate students and postdoctoral fellows advance our global impact through care, compassion, creativity, and curiosity. Our students and fellows apply advanced skills and capacities to explore questions that expand knowledge, promote wellbeing, and serve the common good. Through our local and global reach, we connect our students and fellows with diverse communities to engage in collaborative knowledge creation and real-world scholarship. By fostering a thriving graduate and postdoctoral culture, we lead our graduates and fellows towards a better future.

Guiding Principles of Global Engagement

Following are the four core principles and values that guide our global engagement strategy:



Source: Global Engagement and Queen’s School of Graduate Studies and Postdoctoral Affairs

Three examples of how Queen's University is reorienting internationalization toward global impact

■ **The Graduate College:** The School of Graduate Studies and Postdoctoral Affairs has set a bold vision backed by strategic priorities that emphasize globally engaged scholarship to solve the world's most significant and urgent challenges. We are in the midst of establishing a graduate college (not a Grad School as in the case of the USA) at Queen's which would advance this vision, acting as an interdisciplinary home for scholars – graduate students, postdoctoral fellows, visiting scholars, and others – from around the world, to collaborate and push the boundaries of knowledge towards a better common future. We imagine the college as a fully integrated space where teaching, learning, research, living, and collaboration, synergistically align to stimulate a thriving culture for interdisciplinary scholarship focused on equity, sustainability, decolonization, and community engagement. Anchored in the plan of the grad college are the following assumptions:

- Preparing the next generation of scholars and leaders to address the world's most pressing challenges and cultivating creativity would require interdisciplinary solutions and deep collaboration;
- Diverse perspectives, forms of knowledge, and skills are needed to drive innovation and enact meaningful change locally, nationally, and internationally;
- The college will serve as a co-operative space that creates innovative learning and research opportunities by breaking down disciplinary silos and building bridges with communities and cultures; and
- Leveraging existing networks and building new bridges (including with academic institutions throughout the world) to facilitate mobility for the purposes of research and learning, including field research, internships, and exchanges for students, fellows, faculty members, and others.

■ **The PhD Community Initiative (PhD-CI):** The PhD-CI is a co-curricular community-engagement strategy with a focus on social impact. The recipient of the 2022 Canadian Association for Graduate Studies Award for Excellence and Innovation in Enhancing the Graduate Student Experience, this flagship program brings together doctoral students into inter-disciplinary teams and partners them with local community organizations to address a social issue or challenge of importance to the organization. The program provides students with a novel experiential learning opportunity that requires the application and translation of skills and knowledge gained in graduate training to a problem outside of their area of research. However, for those who engage, our research on the program has also shown that it has allowed the university to build a relationship with the broader community: broadening perspectives on the PhD experience and offering an outlet to those for whom care, social justice, and the translation of research into tangible, meaningful impact for the public good is important. For the administrators of the program, it has allowed for a reimagining of graduate education focused on community-based scholarship that prioritizes interdisciplinary, collaborative learning and civic engagement.

■ **Queen's Public Scholarship Program:** Our recently launched public scholarship program provides a framework to foster collaboration with communities, disseminate research, encourage interdisciplinary and inter-sectoral thinking, and develop skills for socially responsive scholarship. Public scholarship applies to research across disciplines that involves creating positive impact and change within communities through knowledge creation, translation, and collaboration. Public scholars are those that share their research for public good and work to support community development through their work, whether on the local, national, or global level.

Conclusion: transforming graduate education for the global good

Our internationalization/global engagement initiative has a simple yet ambitious goal: be part of a transnational process of knowledge production that not only recognizes the role of international graduate students and postdoctoral fellows as agents of social change but also avoids the glorification of certain sites as the only legitimate places of knowledge creation. The eventual goal is to build a “better normal” by empowering all students through the development of global competencies necessary to make a positive impact in the world.

U.S. Council of Graduate Schools (CGS) Internationalization Initiatives to Support Mobility of Graduate Students

Janet Rutledge
Vice Provost and Dean of the Graduate School,
University of Maryland, Baltimore County

The U.S. Council of Graduate Schools (CGS) is involved in three initiatives to boost international mobility of graduate students: The Global South Initiative (GSI), Globalization and the Diversity, Inclusion, and Justice Agenda, and the Graduate Learning Overseas (GLO) project. The Global South Initiative's overarching goal is to expand connections and develop a sustainable network of networks between CGS member universities and their counterparts in the Global South. Globalization and the Diversity, Inclusion and Justice Agenda addresses how graduate administrators can develop programs and communities that better connect and support international students studying at our universities in the U.S. The GLO project focuses on students from the U.S. having educational experiences in other countries. This paper provides an overview of these three initiatives.

Global South Initiative (GSI)

The Ad-hoc Advisory Committee on the CGS Global South Initiative conducted its work from March 2022 – May 2023 to develop a comprehensive strategy for expanding connections and developing a sustainable network of networks between CGS member universities and their counterparts in the Global South, with an emphasis on Africa and Latin America. The committee collected data through a variety of sources including interviews with experts in the field.

There were several key activities that informed the findings and recommendations. In March 2022 a delegation from CGS met with groups of graduate deans from universities in Ghana hosted by the University of Ghana, and in Nigeria hosted by Godfrey Okoye University. A webinar entitled "Global Conversations on Postgraduate Education: Exploring Pan-African Connections" was held on June 29, 2022. It was co-hosted by CGS, the University of Johannesburg, and the Community of Practice in Postgraduate Education and Scholarship, Universities South Africa. There were key attendees at the Global Summit held in Cairo, Egypt in November 2022, who engaged in substantive conversations on Global South Initiative activities. Meetings with delegates participating in two [International Visitor Leadership Program](#) (IVLP) visits to Washington, DC. IVLP is the U.S. Department of State's premier professional exchange program. Finally, CGS hosted sessions at several meetings.

Selected findings:

1. There are no broad-based networks of postgraduate schools or administrators in either Global South sub-region with which CGS can partner directly. However, there are several country-based and peer affinity networks related to postgraduate education with which CGS could partner.
2. The postgraduate education administrative structures at higher education institutions (HEI) in the Global South are varied and non-uniform. Very few have a North American style administrative structure of a university-wide umbrella organization such as a graduate school led by a senior administrator such as a dean or vice provost whose sole responsibilities are related to postgraduate

education.

3. Funding situations at many institutions prohibit membership in CGS even on a trial basis. Travel funds for participation in regional and international conferences are severely limited.

4. There are several models of postgraduate education collaboration between the Global North and the Global South, the most common of which is between individual universities through memoranda of understanding (MOU) for student exchanges or joint degrees. Agreements between coalitions of universities on both sides are beginning to emerge.

Future plans for CGS may include:

- Pursue funding partners to support GSI activities from such sources as the World Bank, Gates Foundation, the NSF AccelNet program, and NIH International Office.
- Identify one or two countries within each Global South region to serve as starting points for the development of a network of networks on postgraduate education.
- Develop a plan for hybrid sessions at CGS meetings that potential international members could participate in without travel.
- Strive to have representatives “on the ground” in each of the key regions. These could be current or former deans on sabbatical, on Fulbright or other types of fellowship visits, or in the case of Africa, YALI Alumni/a Fellowship participating in a CGS-sponsored YALI Alumni/a Fellowship Professional Development Experience (PDE).

Globalization and the Diversity, Inclusion, and Justice Agenda

International graduate students make important contributions to U.S. graduate institutions through their skills and knowledge, but also through their cultural and linguistic diversity. Although many work in labs with faculty and students from their home country, they often experience racism and discrimination rather than a sense of belonging in the broader campus and surrounding community. The CGS has partnered with NAFSA: Association of International Educators and the National Association of Diversity Officers in Higher Education to have a national discussion on how graduate administrators can develop programs and communities that better connect and support international students, particularly those most vulnerable to discrimination and marginalization. We want to understand what partnerships will advance this work. A webinar was held this fall and there will be a pre-meeting workshop at the CGS Annual Meeting in December 2023.

Graduate Learning Overseas Project

Graduate deans in U.S. focus on recruiting and supporting students who come from other countries to study at their universities. Very few are involved in promoting or cultivating opportunities for their graduate students to study in other countries. The CGS participated in the [Graduate Learning Overseas \(GLO\) Project](#) conducted by the IIE. According to the [GLO Report](#), while there is broad agreement on the importance of global skills/competency for careers that require graduate degrees, only 3.4% of U.S. graduate students have study abroad experience. Half come from business and health professions even though graduate enrollment in these two disciplines is about 38% of overall enrollment. These disciplines often have existing formalized programs for students that take place during semester breaks. Most experiences were not required, and surveys showed that students did them because they thought they were useful. The project found that most experiences are short term with half of all experiences lasting less than two weeks. Eighty-seven percent of experiences were 8 weeks or less. Longer term experiences are most likely to be coursework (similar to undergraduate experiences).

About 13% of the graduate students who participated in international mobility experiences are in PhD programs. Many research opportunities come through the international collaborations of their faculty supervisors. There is a need for more opportunities to catalyze faculty international research collaborations if graduate students are to have access to more opportunities. It would also be beneficial to develop ways for graduate students to take initiative on developing international research relationships.

Internationalization at home is one way that some universities are encouraging graduate students to be more open to travel for mobility experiences. These include online classes jointly taught with faculty from another country that requires students to work together in teams with someone from the other university. Graduate deans in the U.S. can learn from colleagues in other countries that have been engaged in graduate student mobility for many years. Fostering networks, understanding models that work and supporting student success underlie all these initiatives. We look forward to partnering with you.

VI.

Balancing Commitments to Local, National, and Global Constituencies

Balancing Commitments to Local, National, and Global Constituencies in Qatar

Ahmad Al-Own

Dean of Graduate Studies, Qatar University

One of the most complicated dilemmas that universities around the world face nowadays is balancing commitments to local, national, and global constituencies. This dilemma has become an issue with the rise of international collaborations in research, which is a global trend considering the new communication technologies that significantly enhance networking towards the creation of global research teams. For example, experiments can be done in a country and data analysis in a different country across the globe within only a short time period.

As these trends become increasingly popular among researchers around the world, several issues arise and need consideration:

1. The affiliation of researchers, which is a very important issue to deal with while increasing university ranking or seeking accreditation.
2. Intellectual property, lead project investigators, publication and citations portfolio of universities and research institutions and agreements between these entities to solve legal issues that may occur during and after collaborations.
3. Co-Funding management to be compliant with regulations of each country in terms of transferring, purchasing, hiring, and conducting experiments as well as other matters related to funding. Also, the funding agencies/companies or any funding institutions whether governmental or private.
4. Ethical issues in joint international research, including study design and ethical approvals, data analysis, authorship, conflict of interest and redundant publication and plagiarism.

Universities and research institutions may encounter several other issues with the new trends of international research teams, which includes additional threats than those highlighted here. However, in the next few paragraphs I will try to shed light on Qatar University (QU) experience in dealing with some of these issues. In addition, I will share how we manage to implement some solutions and regulations to control and minimize the complications as much as possible, while also improving our international collaborations, enhancing ranking, and maintaining an excellent research outcome profile.

The grants at QU can be divided into three categories:

1. Internal grants at Qatar University, which are subject to Qatar University's regulations in terms of auditing, research ethics, expense management, etc, summarized hereunder:
 - Collaborative
 - High Impact
 - NCBP (National Capacity Building Program)
 - Students
 - IRCC (International Research Collaboration Co-fund)
 - CTP (Concept to Prototype)
 - NSPP (National Science Promotion Program)

- H3P (with Qatar Energy)
- QDRG (with QAFCO)
- QJRC (Qatar-Japan specific program)

2. National grants from (QRDI/QNRF), as well as research grants from major industries in the State of Qatar.

3. International grants provided either through a co-funding system between QU and other scientific partner (including Dual Degree programs) or from international companies and institutions.

QU launched a new division within the research office in 2006, later restructured and rebranded as Office of Research Support (ORS) [Bouras et al., 2022] to effectively manage research grants and to better support students and staff. Research and development need a strong base of education and policies. Since its inception, the new division followed in its operations, international standards and globally well-accepted best professional practices (Tufeanu et al., 2019). ORS provide services necessary to carry out research activities in an efficient way. This involves introducing new research programs, pre-screening, and evaluating proposals, supporting the hiring of researchers and equipment for the awarded grants, and providing administrative and financial services until the closeout of the projects (Al Ali Al-Maadeed et al. 2021).

Figure 1 shows the workflow of operations managed by ORS through its three departments: Pre-Award, Contracts & Compliance, and Post-Award.

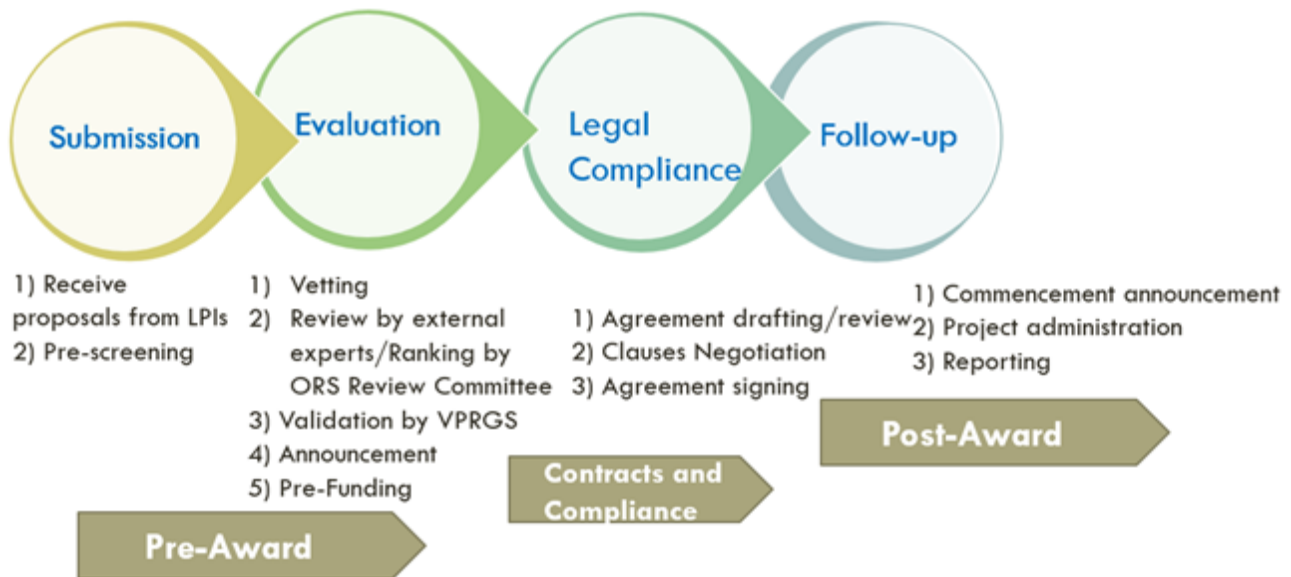


Figure 1: Overall workflow diagram within ORS at QU

In order to administer and manage research activities, adopting appropriate tools, software, and even in-house tedious solutions (which are tedious on one hand but simplify the complex tasks manifold on the other hand if used with clarity in their scopes) is a necessary underlying information system.

The mandatory tools to assist administration and management staff can be divided into two main categories.

- The first category includes the tools to execute financial transactions related to research projects and can be considered mandatory because accurate handling of financial transactions and budgets pertaining to projects cannot be neglected.
- The second category involves the management tools such as online platforms for submitting, evaluating, awarding, and tracking of research projects.

Several tools are being employed at QU by ORS for financial transactions (Oracle Grants Accounting), submission and evaluation of research proposals (iGrants), human resources, student management systems, etc. Such platforms support ORS staff to streamline the research proposals and budgets; however, the scrutiny of the grants' applications and the tracking of their progress during the projects' lifecycle requires additional tools to be deployed.

Based on what has been mentioned, QU is continuously working to overcome internal challenges due to the increase of activities and related grants, and constraints related to international collaboration, especially those related to managing co-funding with international partners, based on specific underlying contracts. These contracts have to explain in detail the commitments and duties of each partner, and all the issues regarding publications, IP, legal matters, fund transfer and other possible additional issues.

INRS: A Mandate from the Québec Government Fulfilled Through International Cooperation

Philippe-Edwin Bélanger

Director of Graduate Studies and Student Success, Institut national de la recherche scientifique / Université du Québec

Through its mission, INRS is dedicated to conducting research for the benefit of Québec society. Indeed, the Government of Québec has identified applied research as a source of economic, social, and cultural progress. At INRS, both fundamental and applied research builds on major international networks and the contribution of hundreds of international students. It thus becomes evident that integrating an international dimension into higher education and research contributes significantly to societal development, aligning with the mission that the Québec government has entrusted to INRS in terms of innovation, economic development, and the training of a new generation of skilled scientists. In a nutshell, for INRS, both local and international dimensions of teaching and research are closely intertwined.

To pursue these objectives, INRS is stepping up the internationalization of its activities and the expansion of international partnerships. Various actions are implemented primarily at three levels: faculty initiatives led by academic staff, management initiatives aligned with the institutional development goals identified in the INRS strategic plan, and opportunities that arise through government action at the national and international levels. INRS also invests heavily to encourage student mobility by supporting exchange programs and internship opportunities abroad. This allows INRS students to acquire international skills and contributes to the development of a diverse research and academic environment.

INRS thus incorporates an international dimension into all its areas of activity but must also meet its obligation to contribute to Québec's development, as I previously mentioned. This is why it's critical to balance the institution's international activities against its commitment toward local communities and stakeholders. INRS's distinctive mandate is not an obstacle to internationalization as local development benefits from it. This is all the more true in light of the multiple collaborations INRS continually fosters with local stakeholders. Students and faculty are encouraged to get involved in service activities that contribute to the well-being of local communities. What's more, many of our master's and doctoral programs are offered as joint training programs with other Québec universities. INRS has also set up five joint research units in partnership with five universities in the Université du Québec network to boost research capacity in emerging fields in all regions of Québec. INRS research facilities and faculty members maintain a strong local focus and serve businesses, local governments and non-profit organizations. Consequently, INRS has one of the highest proportions of contract research funding among all universities in Canada.

Québec's unique cultural situation also brings challenges, particularly with regard to the promotion of French-language culture in a North American environment. The Government of Québec seeks to celebrate cultural diversity and encourage intercultural exchanges by promoting activities and events that showcase the province's rich culture and heritage. Academic institutions play an important role in this strategy by offering French-language training to non-francophone students and facilitating the socialization of students from all around the world.

At INRS, the issues specific to Québec's cultural context are even more salient because the institution only offers graduate programs. As English is the language of scientific communication, INRS is not only concerned about promoting the French language, but even more so about how students are impacted by having to write in a language that is not their mother tongue. Such factors influence student success and the quality of scientific output and raise fundamental questions: Do thesis committees assess the quality of science students produce, or their proficiency at Academic Writing in English? Should we encourage students to write articles, theses, and dissertations in their mother tongue and fund translations into English?

A study¹ regarding difficulties faced by international students when writing their thesis in English found that "Major linguistic challenges reported were over-reliance on translation and [language 1 and language 2] rhetorical differences. Additional challenges included lacking local learning experiences, difference in learning expectations, and social isolation."

Students studying abroad should be able to immerse themselves in their host country and its culture and language, not be confined to a ghetto of international students where English is the lingua franca. At INRS, and in Québec more generally, English is omnipresent, which makes it particularly difficult to promote French among the international student population.

Notwithstanding these contextual and cultural challenges, INRS is resolutely engaged with leading international teaching and research networks. Multiple initiatives to strengthen its international presence and promote scientific collaboration with partners around the world have been deployed in recent years. Numerous partnerships have been established with consortia, universities, research institutes, and organizations worldwide. In addition, INRS regularly hosts and organizes conferences, workshops, and international events to promote research, foster social development, and help train the next generation of skilled scientists. These partnerships enable INRS to fulfil its mission and contribute to solving complex problems. In our globalized world, INRS's impact extends far beyond Québec's borders. For example, the Training and Research Unit (UFR) in Environmental Sciences and Management at Nangui Abrogoua University (UNA) in Abidjan was created in collaboration with INRS researchers. They trained the first students in science and environmental management in Côte d'Ivoire, then worked with Ivorian authorities and faculty on site to help set up master's and PhD programs.

In conclusion, the Québec government has recognized the importance of internationalization in higher education since the 1960s, not only as a means to attract top international students, but also as a way to promote cultural diversity, support research excellence, and strengthen the networking capacity of Québec institutions of higher education at the international level. In this sense, INRS is a pure product of Québec government policy in higher education, whether through its mission, through its involvement in international networks, or through the national and international impact INRS faculty and students have on account of their research.

¹ Lai Ping Florence Ma (2020): Writing in English as an additional language: challenges encountered by doctoral students, Higher Education Research & Development, DOI: 10.1080/07294360.2020.1809354

Balancing Commitments to Local, National, and Global Constituencies: An Australian Perspective

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In my response to this topic I reflect on international higher degree by research (HDR) student populations in Australia and the ways to balance their needs with those of domestic HDR candidates in an Australian largely campus-based setting.

According to the most recent Federal Government data there were around 23,000 international HDRs commenced in PhD and Research master programs in 2021 (compared to just over 19,000 in 2019). While 2021 commencements were still affected by Covid-19 related border closures and other requirements, this shows a healthy and growing population and represents over 30% of the total HDR national load. However this is spread unevenly between the urban centres and regional universities.

From my own experience at my institution current international numbers are mainly limited by the access of applicants to sponsorship from their own countries or for competitive stipend and other scholarships opportunities available in Australia. Federal government funding for research students limits the proportion of these funds that universities can spend on international enrolments to a maximum of 10% of their research training program (RTP) per year on international scholarship support. This ensures that most research training income from government is ploughed back into domestic students, but the domestic market has been recently affected by a buoyant economy and jobs market and the fact that living stipends have gradually fallen below cost of living thresholds, making prolonged study for a research degree less attractive or simply not possible for those with restricted incomes and support.

Statistically international students are attractive to universities because they tend to complete in a timely fashion and half of Australian federal funding for research students relies on completion funding. So while only 10% of government funding can be applied to international students they are likely returning at least 30% of the completions if not more. International students clearly need different resources to onboard and support them during their program of study and intercultural understanding is as important as language support since the former can extend to understand academic cultures and the best ways to engage with supervisors and other colleagues. Just in time mental wellbeing support is also crucial, because issues can emerge at late stages and require practical solutions which become harder to provide if a student is running out of time and cannot withdraw without breaking their visa conditions.

As mentioned above while many universities may have up to 30% of their HDR student cohort as international students, this figure varies enormously across the sector. While some of the large metropolitan universities could seemingly recruit as many international students with funds who wish to come, other universities may struggle because of their geographical location, the lower position of the university in international rankings, particularly rankings in research. Rankings, as most of us know, are a blunt instrument as a guide to quality and discipline expertise, but the top ranked larger Australian universities are fortunate to boast a better baseline of research infrastructure and a critical mass of research active academic staff. Smaller institutions who may have pockets of world-renowned researchers may not be able to attract students from some countries who have sponsorship because while the

researcher may be ranking highly, the University does not feature in the top 200 world rankings. The federal government model which rewards completions does not favour joint or shared PhD students between Australian universities, which could strengthen research collaborations within Australia.

Australian universities remain an attractive destination for international research students and recent adjustments to visa conditions with up to 4-6 years post-study rights for Doctoral students is a welcome development. However, it also goes without saying that Foreign Interference legislation creates additional layers of bureaucracy which, while important to manage perceived increased risks to the integrity of research in Australia, can be seen to present some insuperable barriers to recruitment for students from countries deemed a high risk, or shut down some potential fruitful research collaborations that could be cemented through Joint PhD programs. Given Australia's national research priorities lean more towards sensitive areas such as defence capabilities and quantum computing, the risks remain and universities must undertake significant ongoing work to continue to educate academic staff and students to manage their research, and researcher identities.

Regional universities may struggle to recruit large swathes of international PhD students because international students (and their agents) are more familiar with the larger cities of Melbourne, Sydney, Adelaide and Brisbane – even Perth, known as one of the remote cities on earth, may seem off putting. Regional capitals like Wagga in New South Wales, and Rockhampton in Queensland are cities of 80-100,000 people; but people in other countries hear 'regional' and have very different perceptions of what that means. It may suggest country areas with no internet connection or province capitals of 2 million people, and so communication information that conjures up an accurate picture of what a student might expect on arrival is both challenging and vital.

Aside from a need for specific onboarding and ongoing language, wellbeing and cross-cultural support the needs of international graduate students are similar to their domestic counterparts, with financial and accommodation issues rising to the fore in recent years. As with all research students a strong supervisory team and a good level of resourcing for research costs helps ease the challenges for all graduate students. Industry internship opportunities (which can provide universities additional completion funding) are increasing as a normal part of candidature and it is often international graduate students who take full advantage of these opportunities.

International HDRs are a valuable source of soft diplomacy for universities; though it remains an ongoing challenge to encourage domestic students to embrace international opportunities. 'Internationalisation at home' is gaining additional focus as a consequence of the pandemic because internationalisation opportunities were necessarily curtailed during that period. Essentially, internationalisation at home means bringing internationalisation opportunities to domestic students on a universal scale, rather than a consumption model that favours those with the financial and social means to exploit opportunities which require travel and additional funding. International PhD students can be a valuable resource in these efforts, especially if they are involved in coursework teaching and this might involve cross-cultural perspectives.

International PhD and MPhil students are not at the front of most Australian university recruitment or marketing campaigns as they provide a much less immediate and visible source of funding compared to international coursework students. But from another perspective their contribution to research outcomes (funding, publications, applications), research collaboration and the research workforce (within academia and in industry) remains unmeasured at a national level.

Biographical Sketches of Participants

Organizers

Suzanne Ortega became the sixth President of the Council of Graduate Schools on July 1, 2014. Prior to assuming her current position, she served as the University of North Carolina (UNC) Senior Vice President for Academic Affairs (2011-14). Previous appointments include the Executive Vice President and Provost at the University of New Mexico (UNM), Vice Provost and Graduate Dean at the University of Washington (UW), and the University of Missouri (MU). Dr. Ortega's masters and doctoral degrees in sociology were completed at Vanderbilt University.

Calum Drummond is Deputy Vice-Chancellor and Vice President for Research and Innovation at RMIT University. He is an Officer of the Order of Australia (AO) recipient, and was awarded the Victoria Prize for Science and Innovation in 2015 for his fundamental chemistry research, involving the Australian Synchrotron, that is enhancing industrial products and improving nanomedicine outcomes through drug delivery using lipid nanocarriers. As a senior executive at CSIRO, RMIT (since 2014) and London Stock Exchange-listed CAP-XX, he has enabled thousands of Australian researchers to collaborate with companies to solve problems and capture opportunities for Australian industry. This has included leading large-scale engagement with the Australian Government's Cooperative Research Centre's (CRC) program, Boeing, General Electric, Orica, and global mining houses, and overseeing initiatives to support small to medium sized enterprises.

Before joining RMIT, Drummond was Group Executive for CSIRO Manufacturing, Materials and Minerals, and Chief of CSIRO Materials Science and Engineering. He has actively managed large organisational patent portfolios to deliver value to society, and has commercialised numerous technologies as the inaugural Vice President Research at CAP-XX, and through many collaborative projects between RMIT, CSIRO, CRCs and companies.

Imelda Whelehan has published widely in the areas of feminism, adaptation studies, popular culture and women's writing. She is currently the President of the Australian Council of Graduate Research (ACGR). She has recently co-edited the Bloomsbury Adaptations: Critical and Primary Sources (2022) with Professor Deborah Cartmell. Forthcoming is a co-authored chapter, 'Screening the Australian Novel' (with Claire McCarthy) which will be published in The Cambridge History of the Australian Novel in 2023. She is also writing a monograph, Post-War Adaptations which will be published by Bloomsbury. She has spent many years in research leadership in the UK and Australia and has been Dean and PVC for Graduate Research at the University of Tasmania, The Australian National University and the University of Western Australia.

Attendees

Riadh Abdelfattah received an Engineering degree from the Telecommunication Engineering School of Tunis, Tunisia, in 1995, the Master Degree (DEA) and the Ph.D. degree in electrical engineering from the “Ecole Nationale Ingénieurs de Tunis,” Tunisia, in 1995 and 2000 respectively, and “le Diplôme de l’Habilitation Universitaire” from SUP’COM from the University of Carthage in Tunisia, Carthage, Tunisia, in 2008. Since December 15, 2017, he has been the Vice President with the University of Carthage and a Professor with the Higher School of Communications for engineers (SUP’COM), University of Carthage. He also is currently an Associate Researcher with the Department ITI, IMT-Atlantique, Brest, France. Between 2000 and 2002 he was a Postdoctoral Researcher at the Ecole Nationale des Télécommunications, Paris, France, consecutively with the Department TSI and then with the Department of COMELEC. His main research interests include interferometric radar imaging, multi-temporal and multiscale image analysis, desertification, flooding and soil salinity mapping from remote sensed data, and SAR-nanosatellite development. Dr. Abdelfattah is a member of the Executive Committee of the IEEE Tunisia Section (2013–2015). He is an elected member at the scientific council of the Agence Universitaire de la Francophonie (2016–2018) and a member of the “Commission Régionale des Experts” of AUF. He was an elected member (2011–2017) with the University Council of Carthage. He is co-chairing the M2GARSS (Mediterranean and MENA Geoscience and Remote Sensing Symposium) symposium to be held in Tunis in March 2020. He is a founding member of the Research Unit in Satellite Imagery and its Applications (2004–2011), and a founding member of the Communication, Signal and Image Laboratory in November 2011 at SUP’COM. He has authored and co-authored more than 70 journal papers, conference papers and book chapters.

Dr. Ahmad Al-Own, Dean of Graduate Studies and Assistant Professor at the College of Sharia and Islamic Studies, received his Ph.D. in Islamic Jurisprudence from the International Islamic University Malaysia. His research interests include Islamic Economy, Islamic Finance and Ethics. Dr. Ahmad has worked on numerous committees at the University and college levels, and with stakeholders within the state. The committees were in areas of strategic and academic planning, following up the implementation of strategic and academic plans, quality assurance of the educational process, setting the specifications and capabilities of University graduates, policy and regulatory development and designing postgraduate programs for many stakeholders and other committees. He also participated in a series of academic conferences, especially concerned with graduate studies and their development, in addition to academic accreditation workshops.

From 2002 to 2012, **Philippe-Edwin Bélanger** served at Fonds de recherche du Québec - Nature et technologies, overseeing the organization’s scholarship programs and France-Québec partnership. He has been appointed director of graduate studies and student success at Institut national de la recherche scientifique (INRS) in 2012. As director, he is responsible for academic program management, administrative support for graduate students and postdoctoral fellows, the registrar’s office, student services and financial support. Trained in political science and public administration, Mr. Bélanger has conducted study on the impact of Québec’s family policy. As a member of Conseil supérieur de l’éducation du Québec’s commission on university education and research from 2008 to 2011, he contributed to *Pour une vision actualisée des formations aux cycles supérieurs*, an advisory opinion presented to Québec’s Minister of Higher Education highlighting various concerns, and issues associated with graduate studies. A very active member of Québec and Canadian professional associations, Philippe-Edwin Bélanger was president of Association des administratrices et des administrateurs de recherche universitaire du Québec (Québec Association of University Research Administrators) in 2013. During that time, he defended the

importance of maintaining public investment in university research. Between 2014 and 2018, he has been president of Association des doyens des études supérieures au Québec (Québec Association of Deans of Graduate Studies). As president, he conducted, in collaboration with Québec Ministry of Higher Education, Research Funds of Québec, and Francophone Association for the Advancement of Knowledge, the first Québec survey on Ph.D. competencies for the purposes of enhancing programs, improving the professional integration of graduates, and highlighting the contribution of doctoral students to the development of society. He was treasurer of the Canadian Association for Graduate Studies (CAGS) between 2017 and 2019. He is vice president of this association since November 2021. Finally, he has just received the prestigious Career Achievement Award from University of Quebec in recognition of his contribution to the advancement of higher education.

Jonathan Brindle is Head of the International Relations Office at the Université Polytechnique Hauts-de-France in Valenciennes, France. With a background in academia and a passion for leadership, he has worked at various institutions to hone his expertise. Holding positions as a Doctoral Candidate and Postdoctoral Fellow at the Norwegian University of Science and Technology (NTNU), he delved into rigorous research and academic pursuits. Subsequently, his academic journey led me to the University of Ghana's Institute of African Studies, where he served as a Visiting Researcher and Project Leader. This experience allowed him to engage deeply with projects of significant academic and societal impact. As a Research Affiliate at KU Leuven, I furthered my research endeavors, contributing to the vibrant academic community of one of Europe's foremost research universities. Today, as the Head of the International Relations Office at Université Polytechnique Hauts-de-France, he finds purpose in serving as both a leader and a facilitator. His role encompasses supporting the development of international engagement and cooperation, as well as executing strategic plans and associated goals. Efficiency lies at the core of his approach. He establishes robust systems and allocate resources to implement international research and education agendas. Through collaboration with the university community, he cultivates international partnerships, amplifying their impact across the institution. His journey is marked by a dedication to advancing international education and research, leaving a lasting imprint on the academic landscape.

Hans-Joachim Bungartz is the Dean of the TUM School of CIT and TUM Graduate Dean at the Technical University of Munich (TUM) in Germany. His studies of mathematics, informatics and economics at TUM were followed by his doctorate (1992) and post-doctoral teaching qualification (Habilitation, 1998), after which he held a professorship in mathematics in Augsburg and an informatics Chair in Stuttgart before returning to TUM in 2004. He is a member of the board of directors of the Leibniz Supercomputing Centre, a member of the advisory board of several HPC centers and institutions, speaker of the BGCE elite study program and director of the Ferienakademie Sarntal. Professor Bungartz chaired the DFG Commission for IT Infrastructure for seven years, has been Chairman of the Executive Board of the German Research and Education Network from 2011 to 2020 and is a member of the Steering Committee of the Council for Doctoral Education of the European University Association since 2016.

Michael Cunningham serves at the Associate Provost for Graduate Studies and Research in Tulane University's Office of Academic Affairs. Dr. Cunningham holds the academic rank of Professor at Tulane University; and he has a joint faculty appointment in the Department of Psychology and the undergraduate program in Africana Studies. He is a developmental psychologist with a program of research that focuses on racial, ethnic, psychosocial, and socioeconomic processes that affect psychological well-being, adjustment to chronic stressful events, and academic achievement among African American adolescents and their families. He uses mixed methods in his research projects that includes the study of gender- specific patterns of resilience and vulnerability in urban African American

participants. Dr. Cunningham has received external funding from several sources including the National Science Foundation (NSF), The National Institutes of Health (NIH), The Mellon Foundation, the Louisiana Board of Regents, and The U.S. Department of Education. He has been recognized for his research from the National Research Council. He has received Tulane's highest teaching award and been designated as a Suzanne and Stephen Weiss Presidential Fellow. He completed his doctoral work at Emory University after completing an undergraduate degree at Morehouse College. Dr. Cunningham also completed a postdoctoral fellowship at the University of Pennsylvania. Along with serving as an Associate Provost at Tulane, his current professional service includes serving as Editor-in-chief for Research in Human Development. He has served on several journal editorial boards such as a Senior Editor for the American Educational Research Journal, the Journal of Negro Education, and Child Development of which he was an Associate Editor from 2007-2019. He currently serves on executive board of the Council of Graduate Schools as Chair-elect and the Educational Testing Service's Graduate Education Advisory Committee as well as previous service on the boards for organizations associated with graduate education (e.g., Association of Graduate Schools – AAU - AGS, Council of Southern Graduate Schools, & ETS' Graduate Record Exam - GRE) and academic disciplinary societies (e.g., the Society for Research in Child Development's (SRCD) and the Society for Research in Adolescence's (SRA)). His mentoring experiences include being a Senior Mentor for the Robert Wood Johnson's New Connections Program and a Faculty Mentor for the American Psychological Association's Minority Fellow Program's Psychology Summer Institute. Most recently, Dr. Cunningham was as a recipient for the Society for Research on Adolescence's Mentoring Award and he was selected as Tulane University's recipient of the Oliver Fund Award for Excellence in Faculty Mentoring in 2021.

Denise Cuthbert is a senior academic and higher education leader with nearly 40 years' experience in all aspects of higher education. Her particular expertise lies in research training and development, and guiding institutions in the process of research development and research intensification. In her current role as ADVC Research Training and Development, Denise has overall responsibility for formal research training, through Research Masters and PhD programs, at RMIT University in Melbourne. She also contributes to the research strategy of the university and a range of developmental activities focused on groups including Early Career Researchers (ECRs) and research supervisors/advisors.

Denise also has expertise in gender, equity and inclusion. She currently co-chairs the VC's Advisory Committee on Gender Violence, has participated in the Athena SWAN process and is a co-developer of the Respectful Research Training professional development program (through the Australian Council of Graduate Research).

Jocelyn DeJong is a professor and associate dean at the Department of Epidemiology and Population Health at the Faculty of Health Sciences, American University of Beirut. Her research focuses on sexual and reproductive health, including AIDS, and its relation to population and development. She received her Bachelor of Arts in social anthropology from Harvard University, her Master of Philosophy from the University of Sussex in 1987, and her PhD from the London School of Hygiene & Tropical Medicine in 1994. Among other things, she has worked on AIDS and reproductive health for the Ford Foundation in the Middle East and North Africa. In the lead-up to the International Conference on Population and Development in Cairo in 1994, she assisted advocacy groups with research, supported by the Ford Foundation. In this role, she became a central actor in setting up the first task force on female genital mutilation in Egypt. She was also a program officer in reproductive health for the Ford Foundation at their regional office in Cairo, Egypt, supporting programs on reproductive health and HIV/AIDS by NGOs, governments and universities across the MENA region.

Roger Marcelin Faye is Vice-Rector for Research, Innovation and Partnerships at the Université Amadou Mahtar Mbow in Diamniadio, Senegal.

Dr. Alexander Hasgall is Head of the EUA Council for Doctoral Education (EUA-CDE). He is responsible for the largest European network in this field, covering 36 countries and bringing together a community of academic leaders and professionals from 265 Universities awarding doctoral degrees and institutions working on issues related to doctoral education and research training. Before assuming this position, he coordinated the Swiss University Rectors conference's "performances de la recherche en sciences humaines et sociales" programme on research evaluation in the social sciences and humanities and was based in the University of Geneva. Alexander Hasgall studied philosophy and history at the University of Zurich and the Free University of Berlin. He wrote his Doctorate at the University in Zurich on the topic «Regimes of Recognition. Struggles over truth and justice in dealing with the last military dictatorship in Argentina» and completed a research residence at the "Universidad Nacional de General Sarmiento" in Buenos Aires. Outside of the higher education sector, Alexander acquired different working experiences in the NGO-Sector incl. being a human rights observer in Guatemala, in market research and as a freelance journalist.

Ana Marcela Torres Hernández is Coordinadora de Posgrado at the University of Guadalajara (UdeG) and the Vice President of the Mexican Council of Graduate Studies (COMEPO). She holds a doctorate in Economic and Administrative Sciences with a specialization in Public Policy from the University of Guadalajara. From 2014 through 2016 she was the Director of Evaluation and Monitoring of Social Policy for the state of Jalisco. Since 2016, she has participated in research teams for the development of evaluative tools to assess government programs and diagnose public problems. From June 2019 to July 2020 she served as coordinator of the Curriculum Internationalization Unit of the UdeG, and from August 2020 to February 2021 she was head of the Promotion Unit for Internationalization of the Internationalization Coordination.

Professor **Aleksandra Kanjua Mrčela** is chair of the EUA-CDE Steering Committee. She was Head of the Doctoral School of the University of Ljubljana (UL), Slovenia from 2015 to 2021. She was Vice-Dean for postgraduate studies at the Faculty of Social Sciences, UL (2007-2011). Professor Kanjua Mrčela teaches Sociology of work, Economic Sociology and gender, work and organizations at the Faculty of Social Sciences, university of Ljubljana.

Matthew D. Linton is the senior manager for programs and publications at the Council of Graduate Schools where he directs the Strategic Leaders Global Summit on Graduate Education. He currently manages and is co-PI of the National Name Exchange (NSF #2336484), which aims to expand access to graduate education for underrepresented students from the United States and Canada. His work at CGS has included the publications Making a Grad School Plan: From Application to Orientation and The Organization and Administration of Graduate Education (with Julia Kent). He has also done work on the master's degree and the emerging area of post-baccalaureate microcredentials. Prior to joining CGS in 2018, Matthew received his doctorate in history from Brandeis University where he was a Crown and Mandel fellow. His research has appeared in The Washington Post, The Journal of American-East Asian Relations, and the Rockefeller Archive Center's IssueLab.

Fahim Quadir is the Vice-Provost and Dean of Graduate Studies and Postdoctoral Affairs at Queen's University in Kingston, Ontario, Canada. Prior to joining Queen's, Dr. Quadir served as Interim Dean and Associate Vice-President Graduate in the Faculty of Graduate Studies at York University, where he was a Professor of Development Studies. From July 2013 to May 2017, he held the position of an Associate Dean in the Faculty of Graduate Studies. He is the founding director of York University's Graduate Program in

Development Studies and its undergraduate program in International Development Studies. Previously, he held academic positions at St. Lawrence University in New York, Queen's University at Kingston and the University of Chittagong in Bangladesh. He also taught at Dalhousie University in Halifax, Nova Scotia.

Professor Quadir specializes in International Development, International Relations and International Political Economy. He has edited/co-edited five books and published extensively in various international peer reviewed journals relating to South-South cooperation, emerging donors, aid effectiveness, good governance, civil society, democratic consolidation, transnational social movements, human security and regional development.

Chevelle Newsome is the Dean for Graduate Studies at California State University, Sacramento.

Carol Nonkwelo is the Senior Director: Research, Innovation and Postgraduate Education at the University of Pretoria in South Africa. Prior to joining the University of Pretoria, she was the Executive Director: Research and Innovation at the University of Johannesburg. Her educational qualifications include a Masters' in Business Administration from the University of Cape Town's Graduate School of Business, a Masters of Science in Medical Microbiology from Long Island University, and a PhD in Microbiology and Immunology from Temple University, Philadelphia, USA. Her doctoral research project focused on investigating DNA methylation as a mechanism in maintaining latency of the Epstein – Barr virus, a virus associated with different cancers. She has several years of experience in research capacity development, strategic programme management, and stakeholder relationship management through her previous positions at the Medical Research Council, the National Research Foundation and the Innovation Fund –a former Department of Science and Technology (DST) entity formerly managed by the NRF and incorporated into the Technology Innovation Agency (TIA) in the late 2000s.

Robert Darko Osei is an Associate Professor in the Institute of Statistical, Social and Economic Research (ISSER), University of Ghana, Legon, and also the Vice Dean for the School of Graduate Studies at the University of Ghana. Robert has published widely in edited volumes and top international journals. His main areas of research include evaluative poverty and rural research, macro and micro implications of fiscal policies, aid effectiveness and other economic development policy concerns. He is currently involved in a number of research projects in Ghana, Niger, Burkina Faso and Mali. Robert is Married with 3 children.

Tracey Riley is the Dean of Research at Massey University in New Zealand. She is a leading scholar in gifted education, an award winning teacher and advocate for gifted learners. She relishes the opportunity to apply what she knows about the exceptional abilities and qualities of the gifted as Dean, Research. She is also Secretary for the World Council for Gifted & Talented Children, an elected Board member of giftEDnz, and a member of the New Zealand Deans and Directors of Graduate Schools and Australian Council of Graduate Research. Her research explores how teachers respond to giftedness, and she is leading a Teaching Learning Research Initiative applying gifted principles of differentiation in mainstream classrooms.

Janet C. Rutledge is currently serving as the Vice Provost and Dean of the Graduate School at the University of Maryland, Baltimore County (UMBC). She is also a faculty member in the Computer Science and Electrical Engineering Department. Prior positions in the Graduate School include Associate Dean, Senior Associate Dean, and Interim Vice Provost for Graduate Education. Before coming to UMBC she was the program director for the Graduate Research Fellowships Program at the National Science Foundation (NSF). In her prior positions at NSF, she served as a program director in the Division of Engineering Education and Centers and the Division of Undergraduate Education. She also chaired the NSF-wide coordinating committee for the Faculty Early Career Development (CAREER) Program. Formerly she was on the faculty in the Electrical Engineering and Computer Science Department at Northwestern University

with an affiliate appointment in the Department of Communication Sciences and Disorders.

Dr. Erick Sánchez Flores is a geographer, specialist in remote sensing and in spatial analysis, from the University of Arizona, and professor at the Autonomous University of Ciudad Juarez, Mexico since 1997. His research focuses on the study of land use dynamics in urban areas. He has published 3 books and more than 20 articles in national and international journals. He has presented his work at more than 40 national and international forums; and 13 advised master and PhD. theses. He teaches undergraduate and graduate courses in geography, remote sensing, geographic information systems, and spatial analysis. He is recognized by the Nacional Council of Science and Technology as National Researcher, level 1, is accredited grant evaluator from CONACyT, and program evaluator the Council for the Accreditation of Educational Programs in Humanities. He is the founder of undergraduate and graduate programs at UACJ, where he was Dean of the Institute of Architecture, Design and Art from 2012 to 2018. Since 2019 he is Graduate Studies Coordinator at UACJ and he recently was appointed president of the Mexican Council of Graduate Studies (COMEPO), where he has served in several steering committees and commissions such as the organization of the 3MT National competition in Mexico.

Timothy Scott received his BSc (Hons) in Chemistry from the University of Melbourne in 2002 and PhD in Materials Engineering from Monash University in 2006. He then proceeded to a postdoctoral research position with Prof. Christopher Bowman in the Department of Chemical and Biological Engineering at the University of Colorado at Boulder, followed by a research assistant professorship in the Department of Mechanical Engineering at the same institution. After a role as an Associate Professor in Chemical Engineering in the University of Michigan, Ann Arbor, he is now a Professor in the Department of Chemical Engineering at Monash University. His research focuses on the kinetics and thermodynamics of radical and dynamic covalent reactions for the fabrication and manipulation of polymers.

Sarah Stow is the Director, Shared Services (Research Training Services) at RMIT University. She has a doctorate in English Literature from Stony Brook University. She has worked at RMIT University since 2007 in a variety of roles that have drawn on her skills as a leader and innovator in higher education.

Tracy Sullivan is Executive Director of the Australian Council of Graduate Research, the peak body for Graduate Research in Australia promoting excellence in research training and scholarship and high standards for all higher degree by research programs nationally. Prior to assuming her current role, she has worked across multiple education sectors locally and internationally collaborating with government and non-profit organisations such as UNESCO, UNHCR partner organisations and Austrade.

Professor **Justin Zobel** is Pro Vice-Chancellor, Graduate & International Research, with responsibility for the University's PhD and MPhil cohorts and for international research linkages. His most recent prior appointment was as Head of the University of Melbourne's School of Computing & Information Systems. In his research community, Professor Zobel is best known for his role in the development of algorithms for efficient web search, and also works in bioinformatics and fundamental algorithms. He has long-standing interests in academic conduct and research methods, and is the author of three texts on graduate study skills.