

Internationalization in Shadow of Globalization and Some Strategies at Agri Ibrahim Cecen University (ICUA)

¹Telat Yanik and ²Irfan Aslan

¹Agri Ibrahim Cecen University, International Relationship Unit,

²Agri Ibrahim Cecen University, Rectorship Building, 04100 Agri, Turkey

Abstract: It is accepted that globalization, frequently confused with internationalization in higher education and science is inevitable wave of the future but is in fact something totally different. Modern technology, the internet the increasing ease of communication and the flow of students and highly educated personnel across borders enhances globalization. Therefore, from this respects almost all of the academic systems have to change their strategies in 21st century. Awareness and acceptance of the inequities in science and education is so important and is the starting point for the internationalization. Another one is the amelioration of such negative situations and integration with the other education units. In this study, globalization, internationalization, localization and the strategies based on these facts of Agri Ibrahim Cecen University is discussed.

Key words: Internationalisation, ICUA, modern technology, Agri Ibrahim Cecen, Turkey

INTRODUCTION

Today, it can be said that globalization is inevitable. Since, there are some factors serving to it effectively. They can be expressed as economical, technological and scientific trends that directly affect higher education. Also, politics and culture are playing important roles in the new global realities. Therefore, academic systems and institutions cannot ignore them but they may accommodate these developments in different ways.

Information technology also helps by the use of a common language for scientific communication and the imperatives of both massification in higher education and societal needs for highly educated personnel. In order to understand the topic very well we should aware of some definitions playing roles in relationships in active communities.

There are some definitions of localization but a sample would be enough to show its difference from internationalization which is the process of designing any application so that it can be adapted to various languages and regions without engineering changes. As to localization it is the process of adapting internationalized facts or applications for a specific region or language by adding locale-specific components.

It can be said that in developing countries, such as Turkey there are some certain parts with unequal development and so can be assumed as local places where the economy is usually based on local needs and goods with little technology.

Inter-national means between or among nations and refers to the increasing importance of international trade, international relations, treaties, alliances, etc. Here, the basic unit remains the nation even as relations among nations become increasingly necessary and important. The all become one in the globalization however, it refers to global economic integration of many formerly national economies into one global economy (Daly, 1999).

Now-a-days, we are changing the demands for the contemporary world and migrating to the best in a quick manner with the intensive communication and multinational economy. In order to show it clearly, let's summarize what we are doing?

- Are we trying to make standardization of curricula in schools to get best match?
- Are we trying to use only one language for ease in education internationally?
- Are we migrating from an undeveloped to developed one?
- So is not it getting globalization in higher education?
- Should we transport experience and knowledge from a developed one to the other to provide localization and save the originality? Or just melt in the new developed systems and forget the past?

Considering the factors effecting internalization/globalization, it can be said that there are so many interrelations as they can be seen below described previously by Altbach (2004, 2010).

- Centers and peripheries in an unequal environment they can be seen in differently but they should be functioning differently in each country
- The role of English
- The global marketplace for students and scholars
- The internationalisation of the curriculum
- Information technology and globalisation
- International agreements and frameworks

Additionally, themes for internationalization:

- Increasing the presence of the University at outside
- Increasing the number of international, full-fee paying students studying at main campus
- Developing research and teaching partnerships with international HEIs
- Enhancing student experience
- Enhancing staff experience

One can say that in order to realize the phenomena earlier for internationalization the globalization factors should be used totally or partially. So, once more globalization from some aspects are inevitable. The factors effecting internalization/globalisation described by Altbach (2004, 2010).

CENTRES AND PERIPHERIES IN AN UNEQUAL ENVIRONMENT

The weaker universities with fewer resources and lower academic standards have been dominated by the powerful universities by their production and distribution of knowledge.

Research centers established in such developed universities provide leadership in all aspects of science and scholarship such as research and teaching so they get eminent, we by immigration. In fact, there should be some emigrations from developed to undeveloped ones. The fact that the most of the trained, we do not return their home universities and seek other opportunities in such developed environments. As a result, these independent and top research centers and universities use one of the major international languages in their programs, i.e., teaching and research.

THE ROLE OF ENGLISH

English is the lingua franca for the era. English, second language in the world is the main factor for communicating and collaborating in the world. In Turkey, for instance, although it is not required language for education it is always asked for getting a job in higher education. English is playing very important roles in almost all of the internationally related topics, such as in

publication of scientific journals, broadcasting internet websites devoted to science and scholarship and international students seeking for a degree outside. It is widely accepted that the most prominent academic universities with large numbers of overseas students in US, the UK, Australia, Canada and New Zealand use English in instruction.

THE GLOBAL MARKETPLACE FOR STUDENTS AND SCHOLARS

With the rapid developments in communication and transportation many students have been preferring outside their home countries reportedly >1.5 million students at any one time since the medieval period (Altbach, 2004).

THE INTERNATIONALISATION OF THE CURRICULUM

The colony period has also played important role for the multinationalisation of higher education. Since, metropole universities usually set up branch institutions or sponsored new schools in the colonies, i.e., British in Africa and Asia, Dutch institutions in Indonesia and French initiatives in Africa and Asia.

American universities are modelled in Turkey, for instance Ataturk University was established by Nebraska State University in 1950s. It is the American model sometimes they go outside and establish campuses there are many American universities worldwide. In most cases, by local institutions but also by American academic institutions working with local partners or setting up their own campuses overseas. Likewise, a foundation from Turkey namely Gulen foundation establishes institutes in all over the world since last three decades. Like Americans while the programmes sometimes are modified in keeping with the local context, the basic degree structure and curriculum remain Turkish and American. In Europe, there is Bologna criteria and Erasmus for all program for all of the EU and non EU countries to make effective exchange between institutions.

Today, with Memorandum of Understandings (MOU) and other international agreements most of the universities try to find a better opportunity for their students. For this purpose, internationally dual diploma programs and joint curricula studies have been realizing effectively between independent universities with the authorization of their own governments or higher education councils. Using internet and distance education are also means to deliver their programs mutually. On the other hand, some foundation universities and for-profit companies have invested in multinational educational initiatives. For example, Bilkent University and Fatih University in Turkey.

INFORMATION TECHNOLOGY

Information technology adds a great deal of value in all branches of education. It helps for the transformation of higher education by means of the communication, storage and retrieval of knowledge (Castells, 2000). Most of the libraries are providing access to databases, websites and a range of IT-based products (Hawkins and Battin, 1998). We are getting more dependent on the internet both to undertake research and analysis and to disseminate their own work. Academic institutions are also using IT to deliver their degree programmes and other curricula to students outside the campus. In erasmus exchange program, it is required to put course with ECTS credits in web pages of universities. Another, rapidly growing sector both within countries and internationally is the distance education. It seems that in future IT will be one of the most important factor to shape teaching and learning. It is also affecting the management of academic institutions from now.

INTERNATIONAL AGREEMENTS AND FRAMEWORKS

Keeping the originality ICUA has been trying to establish its internationalization process by the new international agreements and arrangements drawn up to

manage European and global interactions. These bilateral agreements usually related to joint projects, student and faculty exchanges in some cases to the mutual recognition of degrees between universities and countries. With the bologna framework universities in EU and EU member candidate countries can see the differences and harmonise the higher education systems with exchange and scholarship programmes, as well as erasmus for all program for the year of 2020.

Considering all of the information and facts mentioned already earliar, Agri Ibrahim Cecen University established a center for internationalization, International Relationship Unit (IRU), below you can see the structure organization and duties of this unit, as well as the motto of the university (Fig. 1).

From Fig. 1, it can be derived that the head of the IRU is vice rector and accountable to the rector. Office staff working at IRU are full time posts (no teaching and no research during working hours of the university). They reports directly to the vice rector/chancellory and plays a central and supportive role in the administration of the university's international affairs. It is also the secretariat to the international affairs and provides a central contact point for international students. IRU prepares and sends reports to senate for the submission higher education council of Turkey (YOK). Moreover, it prepares evaluates, coordinates and monitores university's co-operation

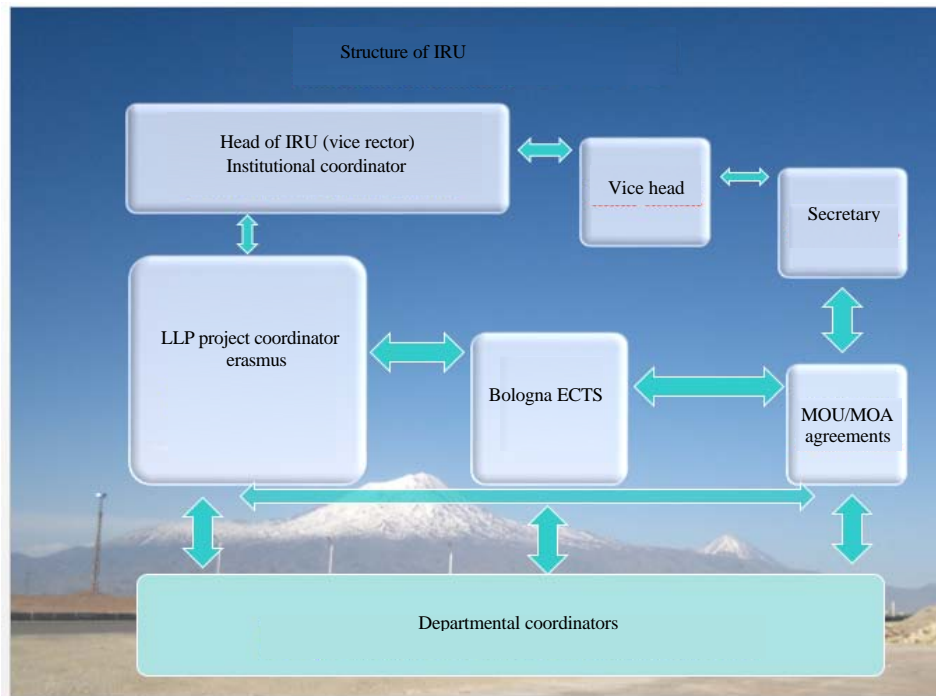


Fig. 1: Structure of international relationship unit of Agri Ibrahim Cecen University

agreements with international offices of other higher education institutions research and training institutes and other relevant organizations. It stimulates the development of internationalization in all aspects of the University's activities, fairs, research projects, etc.

IRU provides public relations in fields of communication and disseminating and related fields. It controls bologna process of the University. On some occasions it appoints ad hoc committees comprised of the other university rectors or authorities to sign or start special activities. Such committees normally assume an oversight role and are invited to get their opinions for the development of the institution or to show the substructure of the institution in order to make further collaborations.

IRU facilitates and manages the university's inter-institutional agreements within the frame of ERASMUS, European community action scheme for the mobility of university students. It maintains a data base of the University's Memoranda Of Understanding and Agreement/Memorandum Of Understanding and Agreement (MOA and MOU) and disseminates the University's programmes, research and teaching expertise.

IRU is the first port of call for international inquiries, forwarding as appropriate and assists students with the procurement of visas. It is also the contact point for international students with respect to academic and non-academic issues.

IRU develops an off campus housing resources list and assists international students secure accommodation. It provides a resource center on international universities and education opportunities for local students, develops exchange opportunities for local students, gives information materials for local and international students and develops services to enhance the academic experience of international students.

IRU raise the profile of internationalization at the University; assists with negotiating inter-institutional agreements; assist with the recruitment of international students; prepares programmes and courses to international students; provides a resource centre on international universities and educational opportunities.

IRU suggests to bursar committee of the university and to the committee of Ibrahim Cecen Foundation (IC) for get possible financial support to the students with low income. It ensure that institutional culture are developed and maintained in line with the mission of the university. It also efforts to establish international agreements can be initiated by any staff member. Since, they can be signed between departments, faculties, institutes or centres.

IRU prepares workshops, panel discussions, etc., on current issues, builds the image of the university and receives and guides guests. It posts letters, posters, etc., from the offices out of the university.

IRU plays role as an information desk by helping at following subjects: It comprises an information desk secretary; gives information to any stranger to the university; makes available journals, books, pamphlets, etc., from insiders and outsiders

With the establishment of IRU, we have done some other works in order to improve internal procedures and structures based on international criteria in the university, such as:

Improving the international student recruitment process:

Significant improvements have recently been made to the recruitment process within both faculty and school offices. We have prepared simple application forms and did not ask a lot of red paper.

Streamlining and enhancing the decision making processes regarding international activities:

The university has already developed several excellent teaching and research partnerships and learnt a great deal of subjects regarding erasmus exchange and other programs.

Moulding the curriculum to be appropriate for a global university:

We have been trying to make new curricula that should be accepted by European universities for a successful course enrolment.

Realising the potential for enhanced internationalisation:

The more internationalizing by the scientific study and agreements, symposiums and exchange programs the more becoming known university and we hope in result there will be a lot of students desiring to get education at the university.

Developing communication strategies appropriate for the global arena:

It is aimed to use all of the modernized technology on the campus for effective communication. Therefore, we made high speed free wifi connection available at the campus. We established consultancy services in the university to make the instructors get information and go out for the exchange programs.

Internationalisation of the staffing profile:

At the offices, we provided foreign language courses for free to all of the personnel. We also hired many instructors from other countries working at our laboratories and foreign language departments and art departments.

CONCLUSION

It is well understood that without the help of IT, agreements, universities from developed countries and language support, internationalization process will not be realized successfully in such universities with a lot of disadvantages such as geographical, historical and structural. Knowing that fact ICUA has been trying to do its best for the future collaborations with the European Universities in light of their experiences and based of Bologna criteria. With the help of European universities we hope that in near future we can send much more students and receive some professors in order to understand European culture and vice versa.

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