The Turkish government has also strategically internationalized the public service function of Turkish universities to ensure that Syrian refugees who are neither potential students nor academics are able to access Turkish universities. This has resulted in some Turkish universities offering a range of free services to Syrian refugees. These services include free Turkish language courses, healthcare, psychological support, and information seminars on crucial topics such as childcare, legal rights of refugees, and employability.

Forced Internationalization

The above illustrates an emerging phenomenon, namely forced internationalization. The above-mentioned reforms in Turkey have simultaneously provided forced migrants with access to higher education and internationalized the policies and functions of universities. So what are the key characteristics of forced internationalization? And what does it offer for the future?

Consistent with the existing definition of internationalization of higher education, forced internationalization is intentional, strategic, and it addresses the three core functions of universities: teaching, research, and service. However, it is different in several ways. It responds to a crisis on the doorstep—in Turkey's case, the forced migration of millions of Syrian people, a significant number of whom look to higher education as a pathway to a better life as students, academics, and/or public service recipients. Whereas in the past, internationalization of higher education has primarily been voluntary and part of a deliberate institutional (and in some cases governmental) policy, this emerging form of internationalization is "forced."

Academically, the diversity and brain gain that refugees bring will enhance the quality of learning, teaching, and research, as do other forms of internationalization. Economically, while forced internationalization is unlikely to be a source of income generation in the short term, history tells us that, in the longer term, the innovative and entrepreneurial contributions forced migrants will make to institutions and countries as skilled migrants are substantial. Socially and culturally, forced migrants have the potential to enrich and strengthen the host society. Politically, forced internationalization is a soft power investment, which may lead to improved future diplomatic relations between the host country and the forced migrants' home countries.

In addition to the traditional four rationales for internationalization, forced internationalization demonstrates a new rationale—a "humanitarian rationale," suggested by Streitwieser and his colleagues in 2018. This rationale recognizes higher education as a public good on a personal level (for the benefit of individuals in need), at the national level (for the benefit of societies and communities within a country) and internationally (for the benefit of the world).

Beyond any doubt, however, integrating a disadvantaged international group into a higher education system creates uncommon challenges. The host society, especially where access to university is highly competitive, may resist this type of internationalization, regarding the forced migrants as competitors with an unfair advantage. Formulating and passing controversial laws is a legal challenge. Forced migrants often need not only exemption from tuition fees, but also direct financial aid, posing an economic challenge. Administratively, it can also be difficult to assess forced migrants' previous qualifications. Forced migrants need access to information about applying to universities, which creates communication challenges. A language-related obstacle is that most forced migrants lack proficiency in the host country's official language. Forced internationalization is in many ways a race against time, requiring a host country to act swiftly in order to find and support the best talents among the refugee population.

Despite these challenges, we suggest that forced internationalization driven by a humanitarian rationale offers a positive response to forced migration. Applied globally, "forced internationalization" would see governments and universities across the world internationalizing in new ways, in places far away from those affected by crises in geographic terms, but close to them in humanitarian terms.■

How Is Academic Culture Influenced by Internationalization?

Milena Benítez

Milena Benítez is a doctoral candidate at the Pontifical Catholic University of Chile and a visiting scholar at the Center for International Higher Education (CIHE) at Boston College, US. E-mail: mbenitez2@uc.cl.

In a globalized world, higher education systems (i.e., universities and colleges) integrate international practices into teaching and learning processes, research, and admin-

istrative functions. The latter allows them to respond more adequately to international demands such as cooperation, mobility, and the development of international networks. Internationalization trends arise within decentralized contexts; that is to say, they are not anchored in specific cultural or academic sites, but are the result of an accumulation of global higher education circumstances that lead to the establishment of mechanisms and priorities within broader public policy agendas. As a consequence, the objectives, strategies, power relationships, and individuals contributing to internationalization are scattered throughout different higher education systems around the globe. Ultimately, internationalization processes may be conceived as "belonging to no one, but affecting everyone." Yet, denying that world-class universities and the educational systems of developed nations are key influencers of internationalization practices would be specious.

Influence of Internationalization on Internal Processes

Four key mechanisms illustrate the spread of internationalization practices in higher education systems and institutions: rankings, cooperation, academic mobility, and curricular reforms. Furthermore, as indicated previously, world-class universities exert a clear influence on all four mechanisms. These institutions set international standards for teaching strategies as well as for research and service practices. This brings up an important question: what happens, internally, to universities that decide to seek and adopt internationalization practices? An important part of each institution's unique internal world is reflected in its academic culture: its own set of beliefs, norms, habits, and values. Institutional and academic priorities, types of norms, validating guidelines, as well as what is allowed, expected, and valued is likewise influenced by ideals of what a university "should be" and what "quality" is. What are the features of research universities' academic cultures that are influenced by internationalization, itself guided by the forms and mechanisms of world class universities?

Teaching processes are affected in several ways. Beliefs regarding quality in teaching, teaching strategies, and evaluation techniques are modified. International demands and notions of what "quality teaching" is may intermingle with academics' own ideas of what a quality teacher is and what is important to teach within each discipline—ideas that have been validated by academics through personal experience within their own undergraduate or postgraduate programs. As a result, internationalization processes can generate new challenges as well as tensions.

Internationalization processes also impact curricular decisions. Features such as the learning objectives of undergraduate programs, graduate student profiles, and cooperation with foreign universities are affected. All these aspects are marked by how knowledge is developed and validated by research communities, given that internationalization processes stipulate which forms of research are valid and where valid research must be produced and disseminated. This international influence reroutes the institutional norms and values that academics associate with knowledge production.

The Influence of Rankings on Research

Within the process of internationalization, rankings are important. They weigh on decisions made by academic institutions; for example, they control the type of research that is prioritized and funded, forms of international cooperation, knowledge dissemination (e.g., which academic journals

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> ## Internationalization processes also impact curricular decisions.

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are considered relevant), and the way academic output is measured (e.g., the number of peer-reviewed articles that an academic must publish per year). Therefore, a relevant question to ask would be: to what extent do international demands determine the *what* and *how* of research?.

As for "academic autonomy," international trends undoubtedly reprioritize the areas of knowledge considered relevant for academics and schools and institutions to be optimally positioned. This rearrangement happens, in part, due to the number of indexed journals and specific publications with more perceived value, and by drawing professors to become members of editorial groups of esteemed journals. As such, higher education institutions may have local autonomy, but their interactions with the international scene influence how they produce and disseminate knowledge.

Does the *International* Overpower the *Local?*

What happens to local needs and demands during internationalization processes? Does the *international* overpower the *local*? When shifting their focus toward internationalization trends, higher education institutions can lose sight of local needs and mission objectives. Some institutions give more importance to international accreditation than to

national accreditation, and prioritize international rankings over local needs and internationally oriented policies over social needs. Internationalization should be conceived as a medium through which institutional quality and education processes are improved in general, and not as an end goal in and of itself.

In conclusion, internationalization processes unquestionably affect academic cultures by establishing new challenges within teaching/learning processes, research, and administrative functions. They also have an impact on how new knowledge is produced and disseminated. While undoubtedly generating tensions and conflict, internationalization should stimulate academics to reevaluate their teaching and research strategies. Similarly, it should improve the quality of higher education and its relevance to local needs—put under pressure by globalization. Instead of imposing external clusters of practices and standards, internationalization should become a support for local decision-making at higher education institutions. ∎

Internationalization of Indonesian Higher Education: Recent Initiatives and their Problems

Agustian Sutrisno

Agustian Sutrisno is a lecturer at Atma Jaya Catholic University of Indonesia in Jakarta. He was a Fulbright Visiting Scholar at CIHE at Boston College in 2017. E-mail: agustian.sutrisno@gmail.com.

Indonesian higher education is insular in comparison to its Southeast Asian neighbors, e.g., Singapore, Malaysia, and even Vietnam. Student and staff mobility are low and no international branch campus operates in the country. In early 2018, two government initiatives—welcoming foreign providers and recruiting international academics—signaled that the situation was about to change. However, lack of progress in those initiatives raises the question of what has blocked the internationalization of Indonesian higher education and what can be done to rectify the situation.

Recent Internationalization Initiatives

The first internationalization initiative, welcoming international branch campuses, seeks to bring in quality providers to improve the training of Indonesian human resources. The introduction of these campuses may also bring competition in the higher education sector and stimulate local universities to improve their quality. Nevertheless, statements from different government officials regarding the specific regulations for these campuses were ambiguous. Some said that these campuses could be wholly owned by foreign universities, while others stated that they had to be a joint investment. Indonesian media reported that by mid-2018, ten campuses would be operational, including branches of the University of Cambridge and MIT, which would be located in a special economic zone outside Jakarta. These campuses, it was stated, would be required to teach compulsory Indonesian subjects, such as religious instruction and national ideology, and the courses offered would be limited, mainly, to science, technology, engineering, and mathematics.

The second initiative, World Class Professors, seeks to recruit up to 200 academics from the world's best 100 universities. This 2018 initiative is the revamped and extended version of an earlier program launched in 2017. That first program was deemed successful for bringing in international academics through a sabbatical placement program, lasting for several months, at Indonesian universities. The underlying rationale is to improve the research productivity of Indonesian universities. It is believed that by bringing in highly productive international researchers, Indonesian academics will have collaborative partners who can help increase their research quality and international publications. For this second iteration, the government has set aside approximately US\$13 million. This means that each international academic is to be paid about US\$4,000–5,000 per month for a maximum period of three years. Importantly, the prospects of career improvement are limited as these international academics may not take up managerial positions.

The two initiatives aim to increase the quality of Indonesian higher education through internationalization activities. There seems to be an awareness among policy-makers that knowledge transfer from international universities and academics is needed to improve human resources and boost research productivity and innovation in Indonesian higher education. Hence, internationalization in the Indonesian context is largely synonymous with quality improvement. However, in early 2019, the progress of these initiatives seems slow, and no international branch campus is operational in the country.