

Global Mission – “Glocal” Internationalization: United Nations Academic Impact (UNAI) and Lehigh University

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Introduction

The United Nations launched 17 Sustainable Development Goals (SDGs) in September 2015 to continue the legacy of solving the residual global issues left from Millennium Development Goals (MDGs) for the next 15 years. The roles of tertiary education have been strongly stressed to achieve the SDGs and the United Nations Academic Impact (UNAI) is the main initiative, established by the former United Nations Secretary-General, Mr. Ban Ki Moon (United Nations, 2010). He strongly believed that higher education could play a crucial role in producing knowledge and promoting universal values through global citizenship (UNAI Japan 2011). The UNAI aims to create a platform for tertiary institutions to connect and work on the mandate of the United Nations through global citizenship education to achieve SDGs. Nevertheless, the chief language used throughout the discourse at the U.N. is English.

This study explores the relevance between the missions of the UNAI and the strategic planning of internationalization of Lehigh University. Lehigh University is purposefully selected due to its unique partnership with the UNAI and its role as a “Global Citizenship Hub” in 2011. Though Lehigh University actively implements internationalization plans at home and abroad, which align with the missions of the UNAI, the relevant activities strongly illustrate the hegemony of the West in terms of language, power, and discourse.

Significance

The United Nations Academic Impact (UNAI) is a United Nations initiative formed by the former Secretary Ban Ki Moon, which has close alignment with the internationalization of institutions of higher education. Internationalization of higher education is a worldwide phenomenon and an irresistible force under globalization. With the power from international organizations, such as the United Nations and the World Bank, it has gradually become more institutionalized and hegemonic to the West (Puchala 2005). In this regard, western hegemony refers to hegemonic strategies of the U.S. government in utilizing “soft power” of assent, cooperation, and consensus in the world politics (Agnew 2005). By studying the missions of the UNAI and Lehigh University’s internationalization plan, it will assist researchers and practitioners of the tertiary sector to think and act critically to internationalize the institutions according to the contextual factors, by outlining the institutional elements and actions that align with the UNAI, exemplifying contextual components of the region, and illustrating the clear relationships with the UNAI, to manifest the importance of multilingualism on their official websites.

Research Questions

1. How do the international programs of Lehigh University evolve with internationalization of higher education in the USA and partnership with the UNAI?
2. How do the official websites of Lehigh University reflect the global missions of the United Nations Academic Impact (UNAI)?

Review of Empirical Literature

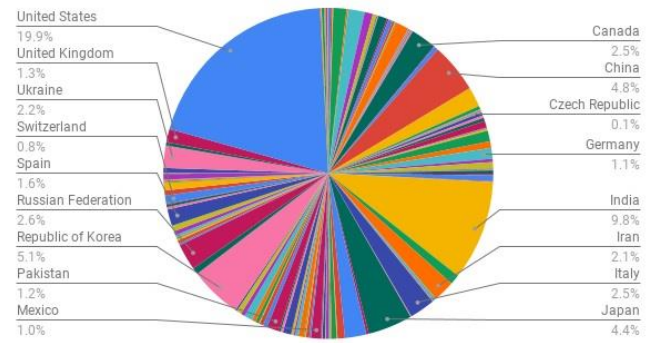
This section presents a critical review of the literature on the United Nations Academic Impact (UNAI) and the historical perspectives of internationalizing higher education in the U.S.A. The literature review provides a background of the UNAI and examines the broader perspective of internationalization of higher education in regard to its rationales, phenomena, and impacts on the wide usage of English within this spectrum. The emphasis on English medium is done because it is an example of arguments of post-colonialism and the power of the West through the theoretical frameworks.

United Nations Academic Impact

There is limited scholarly research on the United Nations Academic Impact (UNAI), presumably because UNAI is a relatively new U.N. initiative launched in the past decade only. The UNAI is under the Outreach Division of the Department of Public Information and is located near the headquarters of the United Nations in New York City, the United States. All tertiary institutions granting degrees or their equivalent, as well as bodies whose substantive responsibilities related to the conduct of research, are open to apply for the partnerships with the UNAI. The UNAI aims to create connections between the United Nations and institutions of higher learning throughout the world, to become a mechanism for institutions to commit themselves to the fundamental precepts driving the United Nations mandate, particularly the execution of Sustainable Development Goals, to serve as a chief point of contact for generating ideas, knowledge, and proposals relevant to the United Nations mandate, and to promote the direct engagement of higher education institutions in programs, projects, and initiatives relevant to this mandate (UNAI 2017). UNAI also has partnerships with colleges and universities worldwide to work on the U.N. mandates through the networks of Academic Consortium 21 (AC21), American Association of Community Colleges (AACCC), and Association of Arab Universities (AARU) (UNAI 2017). There are approximately 1,237 members of universities worldwide, of which 262 are in the United States and

comprise 19.9 percent of the total membership (UNAI, 2018b). These three associations are a network of higher education institutions focusing on different regions.

FIGURE 1: COMPOSITION OF UNAI UNIVERSITIES BY NATION AS OF JUNE 2018 (SOURCE: UNAI, 2018B)



Despite the tremendous effort of the United Nations in peace-keeping after the WWII, it still faces numerous criticism, such as its rigid bureaucracy and concentration of power within five countries in the security council with veto power. Though the United Nations does not have any binding power with the nations, the agendas are primarily driven by five powerful countries: China, France, Russia, the United Kingdom, and the United States (United Nations, 2018b). Among many of them, the focus of this paper is the widespread usage of English throughout the international discourse of this international organization. It demonstrates the cultural and linguistic politics and elitism that penetrate various sectors, including contexts of economic development, military conflict, religious struggle, mobility, and tertiary access (Pennycook, 2017). The six official languages of the United Nations have been stated on the right-hand corner of the homepage of the UNAI for the readers to choose. They are Arabic, Chinese, English, French, Russian, and Spanish. Nevertheless, English is still widely used on the websites of the UNAI. This scenario of dominant usage of English is against the thematic concept of internationalization (Altbach, 2013; de Wit, 2002).

Internationalization of Higher Education in the United States of America

The World Declaration on Higher Education for the twenty-first century was held in 1998 to recall the Universal Declaration of Human Rights (UNESCO 1998) through the mechanism of higher education. This congregation also intensifies the activities of internationalizing higher education. Together with the role of the US as an important player on the global stage, the nation has also taken the lead in internationalizing higher education. Nevertheless, the language of power and the imbalanced flow of students is also embedded in this phenomenon.

America as the pioneer of internationalization of higher education. The chief turning point of the US being a pioneer in internationalizing higher education is the post-World War Two (WWII) period when the international dimension of higher education began to be stressed in the tertiary sector (de Wit 2002). In the USA, the expansion of higher education has transited to mass access to get admitted to universities from the 1950s and 1960s (Trow 1972). Another critical period was the strategic US influence on other countries, such as Germany and Vietnam, during the Cold War to fight against Communism. The collapse of Soviet Union and the fall of the Berlin Wall led the US to be practically the sole power and actor of global politics in the 1990s (Kumar 2006). One important reason of internationalizing higher education in the United States is to strengthen foreign policy and national security. This top-down approach intensifies the phenomenon of spreading soft power from the Departments of Foreign Affairs and Defense, private foundations and professional associations, and institutions of higher education and related representative parties, instead of only from the state governments and the Department of Education (de Wit 2002). The hidden agenda is to export knowledge of the US outside of the country, including the establishment of the Fulbright programs, significant influx of foreign students, and the establishment of the branch campuses in Asia and the Middle East.

English as the language of power. Internationalization of higher education is currently prevalent in various forms worldwide. Nevertheless, an adverse consequence that emerged from this

phenomenon, and originated from the United States, is the dominant usage of English in every aspect of the sector. The domination of the English language fundamentally goes against the aim of “internationalization” (Altbach 2013; de Wit 2002). Altbach (2013) explains that while English is the chief scientific language and a medium for the international knowledge network which assists in growing linkages among academic institutions, it also has a sense of perpetuating inequality. English language dominance has prevented scholars from the Global South, with limited financial resources and limited opportunities, to develop a level of proficiency in academic English necessary to publish in top-tier journals. For instance, the knowledge about advocacy for the Global South has not been placed as a priority to be published in the press of the US or European universities (Mignolo 2011). The issue of English language dominance is related to the topic of UNAI’s effectiveness since English is the chief language on its website.

Imbalanced flow of student exchange. According to the annual Open Doors from the Institute of International Education (IIE) (2016), Chinese nationals comprised one-third of the total international student body in the higher education institutions of the United States. Out of 132,410 total international students, 44,490 were from China (IIE 2016). On the contrary, the latest report of IIE in 2017 showed that only one in ten undergraduate students in the US studies abroad before graduation (IIE 2017). After more than seven decades of internationalization of higher education, the flow of student exchange is still from the non-West countries to the West, though the paradigm shift started to alter.

Conceptual / Theoretical Framework

This study is framed by the theories of Post-colonialism of Edward Said and the relationships between power, discourse, and knowledge by Michel Foucault. These two lenses showcase the power of the international organizations and the dominant usage of English in tertiary institutions worldwide. According to Said’s Theory of Post-colonialism, the Orient was always viewed as the primitive or uncivilized “other” to

create an image to make a contrast from the advanced and the civilized West (Said 2006). Colonialism created a west-east division, which led to the concept of “Orientalism” (Mignolo 2011). From the perspective of west-east division, a powerful colonizer imposed a language and a culture, while cultures, histories, values, and languages of the Oriental peoples were ignored and even distorted by the colonialists. It was for the sake of dominating these peoples and exploiting their wealth in the name of enlightening, civilizing, and even humanizing them. To extend this argument from the historical perspectives of colonizing the Global South, the invasion from Western civilization started from the year of 1,500 and kept expanding (Mignolo 2011). The Global South does not indicate a specific location underneath the equator, but rather, is a receiving end of globalization, an endurer of coloniality, and a sufferer of all these consequences, including racism, classism, genderism, and the loss of indignity (Mignolo 2011).

Second, Michel Foucault focused on language, power, and discourse. From his perspective, the goals of power and the knowledge could not be separated. The inseparable combination of knowledge and power would deploy the force and establish the truth by investigating it through discursive power relations in history (Foucault 1977). In other words, “truth” is a system of ordered procedures for the production, regulation, distribution, circulation, and functioning of statements. It is also intertwined with a circular relation to systems of power, which produce and sustain it (Brass 2000). According to Foucault, knowledge is socially constructed so as to maintain the power of the ruling class (Foucault 1975). He believed that a network of power and knowledge has been so prevalent that it is embedded in every type of institution, including workplace, military, and schools. Knowledge has been relevant to disciplinary power to reflect and express the power relations through hierarchical systems (Gendron 2013). According to de Wit (2002), English has become the global language of communication in science and teaching, the language of delivering and receiving knowledge, and the medium of teaching in higher education. Conversely, it placed the United States in a problematic situation domestically and internationally.

The social constructions of English are viewed as a valuable language of power in the context of globalization (Beard 2018).

Methodology

This study uses purposeful sampling to examine the relationships between the UNAI, internationalization of higher education in America, and Lehigh University and to address the research question. Lehigh University was selected because of its unique partnerships with the UNAI, in accordance with its official website’s member list. Lehigh is located in Bethlehem, Pennsylvania, the East coast of the United States. Lehigh University was chosen as a case study of its relationship with UNAI because it served as a “Global Citizenship Hub” in 2011. Not only Global citizenship is one of the 10 main principles of the UNAI, but it also has been heavily embedded in the initiatives and agencies of the United Nations to achieve the Sustainable Development Goals (SDGs) by 2030 (UNAI 2018a; UNESCO 2014; UN Chronicle, 2018).

Additionally, Lehigh University was the sixth university in the world to gain Non-Governmental Organization (NGO) status with the United Nations in 2004 (Lehigh University 2018c). It has opened another gateway for students, faculty members, and staff members to attend UN conferences, high-level briefings, and private meetings with ambassadors and other UN officials in New York City and on campus. These two criteria make Lehigh University a unique case to investigate the strategies of internationalization of higher education in this study.

Data Source

The public information on the official websites of International Offices of Lehigh University, the United Nations, and the UNAI is widely utilized. The materials used are chiefly texts. Texts on the public websites of these three organizations are used. Because of using critical discourse analysis (CDA) as a methodology, the criteria of choosing the texts are the sources of knowledge and power as well as the choice of language in the websites.

Method of Data Analysis

Critical discourse analysis (CDA) is a problem-oriented methodology that seeks to uncover elements of power and ideology as it is expressed and embedded in discourse (Wodak & Meyer 2009). It is to examine the discourse critically to reveal hidden connections and causes (Fairclough 1992) as well as to understand social inequalities (Bhavnani, Chua, and Collins 2014). Being “critical” and pattern driven are two distinguished elements of CDA from other methodologies. Approaching language as a social process, CDA offers the opportunity to understand how language represents and transmits knowledge, as well as its use by organizations to communicate, justify, or exercise power (Fairclough 2001; Wodak and Meyer 2009). It aligns with the ideas of Ball (1990), Fairclough (1992), Rogers (2004), and Van Dijk (2015) about examining how relations of power and struggles shape the inequality of wider social and cultural structures, relations, and processes.

Process of Data Analysis

In this study, critical discourse analysis is mainly adopted to examine the public information on the official websites of Lehigh University, the relevant information of Lehigh University on the United Nations’ and the UNAI’s websites. This method is to explore their strategies of internationalization in relation to the missions of the United Nations Academic Impact (UNAI). The source of power, knowledge, and discourse will be investigated on how the UNAI’s missions at the global level influence the internationalization of Lehigh University at the institutional level.

CDA is an inductive method, and thus, is pattern, theoretical, and thematic driven. First, the researcher looks into the texts to study to categorize the themes of internationalization plan of Lehigh University. Second, the researcher analyzes the themes from the elements of two theoretical frameworks, post-colonialism and Foucault’s theory of discourse, knowledge, and power. Third, the researcher examines the source of power within the chosen materials to unravel the implicit and explicit meanings of syntax. For instance, the founder and the nature of the international programs at Lehigh University will be studied with the timeline of the

internationalization of higher education in the US and the underlying power within the United Nations. Fourth, the researcher needs to identify the obstacles of this revealed phenomenon and give suggestions for better cohesion.

Findings

From the analysis of official websites of Lehigh University, the United Nations, and the UNAI there are five emerging themes, including “Internationalization of Lehigh University”, “internationalization at home”, “internationalization abroad”, “Relationships with the United Nations / UNAI” [Global Citizenship, U.N. Youth Representative Program, and Sustainable Development Goals (SDGs)], and “Post-colonial Legacy”.

“Internationalization” of Lehigh University

On the first page of the Office of International Affairs, the words, “here” and “there”, overtly introduces two types of internationalization for the faculty members, staff members, and students to experience at Lehigh University. One is “Internationalization at home” and the other one is “Internationalization abroad”. Eight programs have been shown on the website as well, including “English as a second language”, “Fulbright Program”, “Global Union”, “Iacocca Institute”, “International Internships”, “International Students and Scholars”, “Study Abroad”, and “United Nations Partnerships” (Lehigh University 2017a). Consistently, the numbers shown at the bottom of the website help quantify the degree of internationalization of the institutions on the fully funded internships, partnerships with universities overseas, awarded grants for international faculty research, and the internationalism of classes of 2017. Nevertheless, there is no choice of other languages except English to choose for reading, which is a hegemony of the language.

Internationalization at Home

Among the eight programs of International Affairs, “English as a second language”, “Global Union”, “Iacocca Institute”, “International Students and Scholars”, and “United Nations Partnerships” can be categorized as internationalization at home. These

various programs can provide very different internationalization experiences to students on campus with different missions. “English as a second language” aims to provide “intermediate to advanced level language and cultural support to non-native English speakers through credit and non-credit coursework, workshops, tutoring, testing, and cultural guidance” (Lehigh University 2017b), while “Global Union” is to offer international experiences to every student, faculty, and staff member on campus through interactive educational, cultural, and social programming (Lehigh University 2017d). “Iacocca Institute” is a program inspired by alumnus, Lee A. Iacocca, and is more business oriented providing three programs, “Global Village”, “PA School for Global Entrepreneurship”, and “Global Village on the Move” to train the younger generations to build global networks, to learn new best practices, to cultivate professional skills, to explore cultural diversity, to empower leadership in individuals and organizations, and to develop lifelong friendships (Lehigh University 2017e). With Lehigh University’s distinct business program (Lehigh University 2018a), it assists the programs at “Iacocca Institute” to flourish. “International Students and Scholars” mainly provides regulatory and transitional services and support for the international community, including immigration and visa advising and adjustment support services (Lehigh University 2017g). There are several programs within “United Nations Partnerships”, including “Youth Representative Program”, “Internships”, inviting prominent speakers from the U.N. to speak on campus about various timely global issues, and leading trips to the U.N. to attend different sessions (Lehigh University 2018c).

Internationalization Abroad

Among the eight programs of International Affairs, “Fulbright Program”, “International Internships”, and “Study Abroad” can be categorized as internationalization abroad. First, “Fulbright Program” is a program that the US government to enhance mutual understanding through the international exchange between the people of the United States and the people of other countries (Lehigh University 2017c). Second, “International Internships” is a program ranging from six to ten weeks for students to develop and grow

profoundly in their professional field (Lehigh University 2017f). It is also funded by Lehigh University’s alumnus, Lee A. Iacocca. Third, there are 250 “Study Abroad” programs in over 60 nations, ranging from short-term to semester and year-long programs (Lehigh University 2017h).

Relationships with the United Nations / UNAI

Global citizenship. Lehigh University was one of the first institutions to take the lead to carry out the principle of the UNAI. In 2011, it served as a pioneer for “Global Citizenship Hub”. This theme is significant. Global citizenship is advocated by Ban Ki-Moon, former U.N. Secretary-General, to be the foundation of achieving all SDGs (Ban Ki-Moon Centre for Global Citizens 2018). One of the ultimate goals of internationalizing higher education is to create global citizens, who have empathy, critical thinking, cross-cultural understanding, international mindedness, to promote peace and generate solutions in this complex globalized world. Being in this role as a “Global Citizenship Hub” aims to offer a unique online portal for the dissemination and sharing of knowledge on those topics relevant to the practice of Global Citizenship in higher education, and to help create a global, intellectual community (UNAI 2018a). With the rich experience of providing Global Citizenship Program since 2004, this involvement with the UNAI assists Lehigh University to bring this program forward to infuse the universal values into various study fields through the comprehensive components of curriculum, travel, and student life. Its mission statement perfectly resonates with the UNAI’s goal for global citizenship, where both emphasize individuals’ international mindedness, critical reflection, and responsible actions for the humanity and global communities (Lehigh University 2018b).

U.N. Youth Representative Program. Lehigh University was the first university to create “U.N. Youth Representative Program” in the world (Lehigh University 2018c). This program started in 2006 is another demonstration of global citizenship and capacity building to let the youth from Lehigh University representative the non-governmental organizations worldwide to give a voice at the United

Nations and to achieve the SDGs. The themes of the NGOs cover a wide range of topics, such as gender equity, peacebuilding, public health. Some of the partnerships are Center for Public Health and African Citizens Development Foundation in Nigeria, World Corrosion Organization and Unitarian Universalists in the USA, Caring and Living as Neighbours in Australia, Global Human Rights Defense in the Netherlands, Peace Building Solutions in Haiti, Center for Women's Studies and Intervention in Nigeria, and the United Federation for Peacekeeping and Sustainable Development in the USA and Middle East.

Sustainable Development Goals (SDGs). While global citizenship is inseparable from the achievement of Sustainable Development Goals (SDGs) (United Nations 2018a), one of the manifestations in responsible actions is the first impactful student-led conference, "Students Seeking Solutions on SDGs" for SDG 6, Clean Water and Sanitation, in April 2018. With the partnership between Lehigh University and the UNAI, it successfully showcased students' diligent effort in creating ideas on sustainable infrastructure, such as simple water filters, using algae to purify water, and using the seeds of the Moringa Tree to create a simple filter, of providing clean water and sanitation in developing countries (UNAI 2018c). It aligns with the objective of the UNAI where global citizens should connect the social, political, environmental, or economic actions with communities on a worldwide scale.

Recently, the related activities of the Youth Representative Programs with the United Nations have placed much emphasis on "SDG 5: Gender Equality". For instance, the youth representatives spoke at the General Assembly as part of the second annual "International Day of Women and Girls in Science" conference, organized by Princess Dr. Nisreen El-Hashemite. Some of them not only moderated a UN briefing on "Young Women's Leadership and Voices at the UN" at the 61st Commission on the Status of Women (CSW), but also led and presented on CSW parallel event panels. There was also an attendance of the Secretary-General's designation of Malala as a UN Messenger of Peace.

Post-colonial Legacy

The United States was colonized before and has become a colonizer. From the above analysis, the internationalization activities at Lehigh University are the enactment of the Western hegemony in higher education. First the emphasis of the ability of English speaking for the international students is stressed through "English as a second language". Tertiary education has played a significant role in developing culturally driven and alternative local economies (Appadurai 2000; Lavia 2007); the power of English to be the local and global language has been so embedded and intertwined between the colonizer and the colonized (Khoo 2012).

Second, the founder of "Iacocca Institute" is originally from the United States. Though Iacocca assisted to transform management and leadership in the United States in the 1980s, it also demonstrated a crisis of the nation (Spector 2013). Thorpe (1988) also commented that the identification of Iacocca as an essentially *American* hero, which referred that "the American underdog winning the battle of preserving the American dream" (p. 44). It was carefully and consciously cultivated by Iacocca himself.

Third, with the participation of Lehigh University in the United Nations as a member of the UNAI and also as a recognized NGO, the influence to the rest of the world can be embedded through the global citizenship education and the U.N. Youth Representative Program. Nevertheless, Pushby (2012) suggested a post-colonial global citizenship education framework to raise the awareness of learning about "others", which has been implicated in power relations and colonial way of knowing.

Fourth, "Fulbright Program" also has a hidden political agenda from the US government, which is a soft power to spread American power and culture overseas (Lynn and McClure 1973). The incoming scholars are mostly from the developing countries, while the outgoing scholars spread the "knowledge" of the United States and to "aid" the developing countries. According to Woods (1987), it originated with the idea to build the national stability through its citizens to learn about and appreciate foreign culture. He further explained that the underlying ideology of Fulbright's internationalism has been to define Western civilization by the constellation of economic and political

institutions. This area is in line with the political rationale of the internationalization of higher education on promoting the United States' foreign relations (U.S. Advisory Commission on Public Diplomacy, 1995), peace and mutual understanding to dilute the image of American imperialism (de Wit 1998).

While the United States uses various "international" education programs to spread the soft power, covertly, it is consistent with the ideas of Said (2006) regarding imposition of culture, language, and power from "advanced and civilized" West to the non-Western parts of the world. From this perspective, colonial and racial domination has affected the way of viewing "otherness" (Hudis 2015).

Discussion / Implications

In this case, Lehigh University has intertwined relationship with how the internationalization of higher education in the nation started. WWII and the end of the Cold War became a turning point for the USA as a proactive actor on a global stage. Partnering with the UNAI from 2011 not only helps Lehigh University advance the level of internationalization plan and increase its visibility at the United Nations, but also manifests the post-colonial legacy. Nevertheless, this study could shed a new light on revisiting this phenomenon.

Power from the West in the higher education did not decrease with the end of WWII. Instead, it marked the beginning of this global power dynamics. The United States pioneered the internationalization of higher education due to the promotion of peace and understanding in the Post WWII period. It is closely linked to the reason with the founding of the United Nations and the Fulbright Programs. Unavoidably, due to this factor, English has become a powerful social and cultural capital in every facet of "globalization". The proximity of Lehigh University with the headquarters of the United Nations has been an advantage of enriching the programs with the U.N. and allowing the participants in the institutions to experience the U.N. activities extensively on and off campus. From this point of spreading the soft power through internationalization, higher education in other nations

began to borrow the policies from the USA and adopt this model to shape their reforms according to the contextualization (Craig and Mark 2004). Hence, Lehigh University first acts as a receiver of internationalization of higher education, but then changes its role to transmit and export knowledge overseas. It can leave researchers for deeper investigation of this circumstance.

Most significantly, it is imperative to examine the underlying reasons why the institutions in the US have composed the most among the members of the UNAI universities. This study can give the future researchers a baseline to expand the scope of institutions within and across different nations. Thus, it is timely for researchers and practitioners in higher education sector from different parts of the world to reconsider how to transform the current phenomenon. Especially with the unexpected changing political landscape of the United States, including its withdrawal from the United Nations Educational, Scientific, and Cultural and from the U.N. Human Rights Council, and Brexit in the United Kingdom, the rise of nationalism and isolation of two dominant western nations have shaken up the global stage. On the other hand, there has been the rise of East Asia and the expansion of Confucius Institutes from China in the African and Western countries. The new research can give insightful perspectives on how to be strategic in internationalizing their institutions with international organizations.

Conclusion

The internationalization of higher education has been institutionalized with the push from the UNAI and start from the United States. Post WWII has become a critical and watershed in the history to promote peace from the West through the establishment of the United Nations. Thus, internationalization of higher education has served its purpose through soft power. The formation of the United Nations Academic Impact (UNAI), an initiative from the former Secretary General, Ban Ki Moon, has made this claim to be more legitimate through tertiary sector. Through the lens of Said's Theory of Post-colonialism and Foucault's

theory of discourse, power, and knowledge, the official websites of Lehigh University in the United States have not only revealed their relationships with the U.N. and its missions, but also have showcased the dominant usage of English and ownership of knowledge from the West. These themes have been embedded throughout the discourse and public information in the institution.

While internationalization of higher education is a very heated topic, researchers and practitioners in this area should revisit and alter the current trend and move beyond the current westernized, managerial, neo-liberal models of internationalization with international organizations. When SDGs are applied worldwide, the higher education sector has a vital role to adjust its language and accommodate contextual factors according to the regions for its success by 2030. Internationalization is not a one-way road. To be truly internationalized and to create equal footing with other institutions, higher education institutions must demonstrate at least three components: multilingualism, empowerment programs for both domestic and international student body for mutual understanding, and equality of flow of cultural and student exchange between the host and the guest institutions. These strategies will have a long-lasting effect on the student body, research, curriculum, and the study abroad programs for tertiary institutions.

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