

Bridging Global Horizons: An Assessment of Higher Education Internationalization


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ABSTRACT

Internationalization of higher education today involves a number of important issues. The research aims to outline the impact of globalization on higher education and the strategies used by higher education institutions to achieve internationalization, the higher education system, the content of international concepts in higher education, and to present a descriptive approach that examines the study contents and suggestions in this field in general terms. Descriptive analysis techniques were used regarding the main headings created in the study content. The research was carried out with the data obtained as a result of a document review. Study content offers an interdisciplinary perspective by focusing on the term plan and content of the course, broad topics of internationalization. The basic concepts of internationalization and leading universities in this field are examined within the scope of the course. Then, the reasons and intended results of international higher education are discussed and the effects of communication technologies on culture and education are emphasized. Interdisciplinary approaches integrated with issues of internationalization of media as a cultural foundation, gender relations, new social movements, and social justice for education are examined. In addition, large-scale issues such as the internationalization of academia and research, international competition, cross-border higher education models, and internationalized campuses of the future are discussed in detail and offer future perspectives by evaluating the developing models in internationalized higher education. The objective of the research is to comprehensively examine various elements of internationalization in higher education in Türkiye as a whole and to scrutinize factors within the components of higher education, and to assess whether these elements enhance the quality of education provided and to formulate recommendations in light of the results obtained.

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INTRODUCTION

In recent times, due to globalization, internationalization in higher education has gained significant importance worldwide, owing to its direct and indirect contributions in economic, political, and cultural realms. Consequently, there has been a substantial increase observed globally in the number of foreign students and faculty members in higher education institutions. In this context, internationalization has become almost a necessity for higher education institutions, extending beyond being merely an option. This underscores the critical importance of internationalization in higher education. Simultaneously, it has highlighted the necessity for a comprehensive examination of all aspects related to higher education.

Due to the importance of this matter, numerous studies have been conducted both domestically and internationally on internationalization in higher education, covering various topics and contents. However, upon examining these studies, it is evident that they often focus on a single aspect. This research holds significant importance for higher education as it takes a multidimensional approach, examining all factors related to internationalization in higher education comprehensively and within the context of educational quality and competition, thus broadening the conceptual framework.

Interdisciplinary Approaches, Conceptual Issues Related to Internationalization

To understand the conceptual issues related to internationalization from a broad perspective, it is necessary to consider internationalization from the viewpoints of education, business, and economics, as well as through interdisciplinary approaches. These conceptual issues reflect the complexity of interdisciplinary approaches and internationalization. Understanding the perspectives of different disciplines can help us better comprehend various aspects of internationalization and develop diverse policy recommendations. The international nature of higher education at the national and institutional levels has undergone changes in terms of content and scope over different periods, shaped by surrounding policies, strategies, political, economic, and

social factors. This has led to significant academic accumulation. The international dimension in higher education has been expressed with different terms and content in parallel with these changes, shedding light on transformations over time.

Currently, terms such as globalization, internationalization, international education, cross-border higher education, and transnational higher education are sometimes used interchangeably. However, the concept of internationalization is frequently used in various contexts and for various purposes. Nevertheless, this concept has not yet been fully articulated. The term “nationalization” was first used by the British writer J. Bentham in the 1970s. From an etymological perspective, it can be derived from the Latin words “inter,” meaning “among,” and “nationalization,” referring to the nation. However, the concept of internationalization refers to the process of making something international. It is a process in which actors (nations) engage in mutual exchange and interaction (Stier, 2002).

However, the differences in content among these terms determine how internationalization is defined and how relevant policies are formulated. Therefore, below are the main terms used in the literature and practice regarding internationalization in higher education:

Table 1: Concepts Related to Internationalization

Concept	Source
Internationalization Concept	(Stier, 2002)
Internationalization in Higher Education	(Knight, 2003)
Globalization	(Bircan, 2010)
Internationalization	(Altbach et al., 2009)
Regionalization	(Ahmed, 2003)

Internationalization in Higher Education

Internationalization in higher education is the process of integrating international, intercultural, and global elements into the purposes, functions, and services of higher education (Knight, 2003:2).

Globalization

In the literature of higher education, the terms globalization and internationalization are sometimes

used interchangeably. However, while internationalization is indeed a process similar to globalization, it is distinct from it. The discourse of “globalization” emerged in the field of higher education in the 1990s.

Globalization has led to improvements in countries’ relative income increases, developments in opportunities for studying abroad, and inter-university academic competition, and has also created global academic competition (Bircan, 2010, p. 1). Globalization can be defined as the acceleration of time, compression of space, and rapid flow of people, knowledge, goods, and services. This process is a transformation of time and space where global systems and networks diminish the dominance of local conditions on human life (Giddens, 1998: 33). The main global factors contributing to the transformation of higher education can be categorized into three separate categories (Kwiek, 2002, p. 148):

1. The collapse of the crucial role of the nation-state in current social and economic development, along with the perception of higher education as a national asset contributing to national consciousness,
2. A new perspective on public sector activities financed by the state, redefining the functions of the welfare state,
3. The global takeover of the entire public sector by corporate culture.

Internationalization

Internationalization, on the other hand, is a concept that encompasses local, regional, and national priorities and cultures, including respect for them. In contrast, globalization, if not controlled, tends to homogenize cultures into a uniform structure (Knight, 1997:6). The concept of internationalization in higher education has been understood differently, particularly in North America and Europe, since the Second World War (de Wit, 2002, p. 104; Knight, 2004, p. 6; Knight, 2007, p. 11; Callan, 2000, p. 16). Internationalization is defined as the policies and programs developed by governments and universities in response to globalization (Altbach et al., 2009; Teichler, 2004). In the words of Jane Knight (2008:1), “Internationalization is changing the world of higher education, while globalization is changing the world of internationalization.”

Regionalization

Regionalization is another dimension of the transformation process in higher education within globalization in the 21st century. Internationalization in higher education began with regional initiatives and later acquired international dimensions (Morshidi, 2009). Countries aiming to strengthen their position in global competition are moving towards regional collaborations and taking steps to increase harmony between higher education systems. The intensity of the relationship between higher education systems involved in the process of regionalization determines whether regionalization becomes a form of globalization or internationalization. Traditionally, regionalization has been defined as economic and security solidarity among countries in the same region (Ahmed, 2003).

Regionalization

International education, the first term expressing the international dimension in higher education, began to be used in the United States and was officially included for the first time in the bulletin of the “Institute of International Education (IIE)” in 1920. Over time, this term has expanded in the United States to encompass all international activities and programs conducted on university campuses and abroad, and it is still used in the Anglo-Saxon higher education tradition (Knight, 2005).

With globalization and the development of information technologies in the 1990s, the concepts of cross-border and borderless education were used by many globalization advocates with the assumption that borders were eliminated in education. While the term “borderless” education implies the removal of national boundaries, the term “cross-border” emphasizes national borders (IAU, 2005). Nowadays, it can be said that the use of the term “cross-border” is more widespread in both academic studies and official documents. The term internationalization on campus refers to the experience of students who do not have the opportunity to study abroad experiencing similar international qualities on campus. While this concept originates from Europe, it is referred to as “Campus Internationalization / Comprehensive Internationalization” in the United States. Internationalization on campus encompasses all international activities both within and outside

the curriculum. In addition, emphasis is placed on developing the international dimension in the administrative structures and services of higher education institutions (Crowther et al., 2001).

Pioneering Internationalization

The term “pioneering internationalization” refers to the ability of a company or organization to lead in international markets and innovate ahead of its competitors. In the context of higher education, pioneering internationalization entails a higher education institution’s effort to enhance its impact on a global scale by providing education, research, and collaboration at international standards. A pioneering internationalization institution signifies the establishment of a globally recognized academic identity through activities such as student and faculty exchange programs, dual degree programs, and international conferences. Achieving this requires a combination of several factors and can be accomplished through:

- Innovation and Technology Leadership,
- Early Entry into Global Markets,
- Collaboration and Partnerships,
- Global Communication and Marketing Strategies,
- Sustainability and Social Responsibility

Internationalization is a significant development and strategic goal for universities. Pioneering universities are recognized as prominent institutions worldwide, distinguished by various international collaborations, student exchanges, research projects, and a global perspective. There are several reasons for being pioneers in internationalization:

- Emphasis on international student exchange programs,
- Providing students with opportunities for foreign language education,
- Leading international research projects,
- Collaborating with other higher education institutions, companies, research institutes, and governments,
- Establishing partnerships and networks with prestigious universities worldwide and contributing to scientific knowledge production

and sharing through international publications and research projects.

The United States and the United Kingdom are the countries with the largest share of the global higher education market. In Australia, the percentage of international students compared to domestic students reaches as high as 20%, and for each student sent abroad, the country hosts 24 international students. The second group of countries is those showing rapid development and prominence in this field through active internationalization strategies. Malaysia has made significant progress by increasing the number of international students and inviting foreign universities to enhance its higher education capacity. Japan has also pursued active internationalization policies in recent years. India, on the other hand, faces challenges in attracting international students due to capacity and quality issues in higher education. It is one of the top countries sending students abroad but struggles to attract an equal number of international students. In the global landscape of approximately 20,000 higher education institutions, rankings usually focus on the top 100 or 500 institutions. These rankings often feature institutions from English-speaking countries, primarily led by universities in the United States, including Harvard, Stanford, Berkeley, MIT, Cambridge, Caltech, Princeton, Columbia, Chicago, Oxford, and Yale, among others.

The QS World University Rankings is an international ranking system that evaluates and ranks a university’s academic success and performance worldwide. QS (Quacquarelli Symonds) annually assesses university performance based on various factors for students, faculty, researchers, and other stakeholders. The main factors could be as follows:

1. Academic Reputation: QS utilizes surveys and expert opinions to assess the academic reputation of universities worldwide. Surveys incorporating opinions from experts such as academics and employers, considering factors like the European Credit Transfer and Accumulation System (ECTS) and the National Qualifications Framework (NQF), measure the level of international recognition of universities.
2. Student-Faculty Ratio: The student-faculty ratio of a university indicates the number of students

per faculty member. Lower student-faculty ratios may provide more individual attention and student-faculty interaction.

3. Academic Staff Quality: The quality of academic staff in universities can be evaluated based on factors such as their doctoral degrees, research studies, publications, and international recognition.
4. International Diversity: This evaluates the international student and faculty population of the university. Greater international diversity can contribute to cultural interaction and diversification of experiences.
5. Research and Development (R&D) Expenditure: Expenditure by universities on research and development activities is a significant factor that demonstrates research activity and capacity.
6. Graduate Employment Rate: The rate at which university graduates find employment reflects the university's contribution to the workforce.
7. International Research Network: This factor assesses the university's international collaboration and research network, measuring its international effectiveness.

However, the universities shown in Table 2 leading internationalization can constantly change, and new universities can join these categories.

**Table 2: QS World University Rankings 2024 -
Top 10 Universities**

QS Ranking	University	Country
1	Massachusetts Institute of Technology (MIT)	USA
2	University of Cambridge	UK
3	University of Oxford	UK
4	Harvard University	USA
5	Stanford University	USA
6	Imperial College London	USA
7	ETH Zurich	Switzerland
8	National University of Singapore	Singapore
9	University College London (UCL)	UK
10	University of California, Berkeley (UCB)	USA

Source: <https://www.idp.com/turkey/qs-world-university-rankings/>

Rationale for Internationalization in Higher Education

The rationale for internationalization varies over time and across countries, but it is outlined in various policies and programs developed by relevant institutions and organizations to assist higher education institutions in being more effective and competitive in the globalized world.

Internationalization in higher education can be explained by a series of important reasons. This process primarily stems from the need to become more competitive and achieve effective positioning in the globalized world due to technological advancements. Knight (2004, 2007) describes the rationales for internationalization as social, cultural, political, academic, and economic, and distinguishes these elements at national and institutional levels. Universities can provide students with a global perspective, enhance research and innovation through international collaborations, attract students from different cultures, and thus enrich themselves with cultural diversity through internationalization.

Knight (2008) also indicates that rationales emerge at both national and institutional levels, such as human resource development, strategic alliances, revenue-generating commercial activities, nation-building, socio-cultural development, and mutual understanding. At the institutional level, rationales include international branding, profile development, quality improvement based on international standards, revenue generation, student and staff development, strategic partnerships, and knowledge production.

Rationales for Internationalization in Higher Education (According to Hudzik and Siah)

Although there are various classifications for the rationales for internationalization in higher education, almost all of them are seen to include the following four main components (Hudzik, 2013, pp. 51-52):

- The fundamental mission and function of higher education involve the creation of knowledge based on research, the transfer of knowledge to students, and the application of knowledge for the benefit of individuals and society.

- Domestic beneficiaries of higher education also ‘globalize.’ This includes students, graduates, local communities, as well as businesses and employers. Living and working in a global environment has become an increasingly expected norm for almost everyone.
- The social responsibilities of higher education extend beyond local and national boundaries to a global framework. Internationalization in higher education is associated with traditional rationales such as promoting global relations, peace, and justice, increasing preparedness in the global environment, and fostering intercultural understanding.
- The capacity expansion or ‘flattening’ of global higher education leads to a greater diversity of models for internationalization in higher education.

Siah (2009), while explaining the rationales for internationalization in higher education, divides the main stakeholders into two categories: those from the education sector (foundation and state) and those from the non-education sector (state and foundation).

Taking into account all the data obtained within the scope of the study, the rationales for internationalization in universities can be listed as follows, although they are multifaceted:

- Developing intercultural awareness,
- Academic Quality and Diversity,
- Multiculturalism,
- Scientific Collaboration,
- Developing Language Skills,
- Providing an international environment,
- Educating competent individuals on a global scale,
- Establishing international academic collaborations,
- Adding an international dimension to education and research fields,
- Enhancing quality,
- Cultural Diplomacy,
- Scientific and Technological Progress,
- Facilitating faculty and student mobility,
- Achieving international academic standards,

- Ranking among the top groups in international rankings

AIMS AND OUTCOMES OF INTERNATIONAL HIGHER EDUCATION

When evaluating the aims and outcomes of international higher education, it is necessary to take a broad perspective. However, to summarize briefly: the primary aim of international higher education is to provide students with a global perspective, increase cultural diversity, and promote international collaborations. However, when considered in a broader context, the outcomes address why the higher education process is so important and how it can contribute to the development of societies while discussing the knowledge, skills, and experiences that students are expected to gain at the international level. It is observed that these outcomes include the acquisition of knowledge and skills, adoption of strategies for collaborative research projects, global citizenship awareness, cultural awareness, universal understanding, critical thinking, problem-solving, and many other international elements.

The aims of international higher education vary according to the specific goals and needs of each country and higher education institution. However, they generally focus on educating students with an international perspective and encouraging them to understand cultural, academic, and social differences worldwide.

The aims of international higher education are to provide students with a global perspective, promote cultural diversity, and cultivate individuals who can compete at the international level. This education aims to enhance students’ ability to understand and evaluate different cultures, thereby developing their capacity to find effective solutions to global issues. International higher education equips students with the skills to compete in the international workforce, adding international perspectives to the labor force. At the national level, it is believed that internationalization contributes to the development of competitive economies and the cultivation of a skilled workforce capable of meeting societal needs (Denman, 2005). Additionally, it offers students opportunities to engage in global leadership by

enhancing their skills in international collaboration and communication. In this context, international higher education aims not only to impart academic knowledge but also to foster cultural understanding, multiculturalism, and a global perspective. It aims to strengthen international relations, scientific and academic advancement, career opportunities abroad, cultural and language proficiency, sensitivity to cultural issues, respect for diversity and promotes understanding of human rights and social justice.

The Effects of Communication Technologies on Culture and Education

In recent years, the inevitable process of globalization has emerged alongside factors such as population growth, increased life expectancy, diversification of people's interests and desires, the emergence of different fields of work, and technological advancements. These communication technologies have profound effects on culture and education. They offer a range of advantages such as instant access to information, online education platforms, digital resources, global interaction, diversification of learning methods, and greater democratization and accessibility in education by eliminating geographical boundaries.

However, alongside the positive impacts, the effects of communication technologies can also bring about some challenges. Issues like the digital divide, unequal access to technology, and concerns about information security indicate the need for these developments to be managed more equitably. Therefore, the consequences of communication technologies on culture and education are profound and extensive. These technologies have significantly transformed and enhanced culture, education, and learning processes worldwide over time.

Culturally, communication technologies have facilitated connections between different cultures worldwide and increased cultural exchange. Technological advancements have brought along challenges such as the digital divide and information overload, but overall, promoting balanced and equitable technology usage has become important under the following headings:

Cultural Interaction: Communication technologies enable people to interact more easily with different cultures. The internet, social media, and other

communication tools contribute to the acceleration of cultural exchanges and the creation of a global village.

Cultural Identity: The internet helps individuals express and preserve their cultural identities. For example, language learning resources and online communities contribute to the preservation of minority cultures.

Intercultural Understanding: Communication technologies can help us better understand different cultures and increase cultural understanding. We can access cultural information more easily through the Internet.

Communication technologies have enriched the learning experience by providing students with access to digital tools, internet-based learning platforms, various teaching methods, and resources, thus offering a wider range of information. Additionally, distance learning opportunities have enabled students to receive education beyond geographical boundaries and provided teachers with the opportunity to interact with a broader student base. Overall, communication technologies have set a standard for the following concepts: Distance Education, Access to Rich Resources, Educational Materials, New Teaching Methods.

Gender Issues Through Internationalization

Among the new forms, increasing awareness of gender issues through internationalization and focusing on policies and practices related to gender equality is a significant development. International collaborations and student exchange programs can raise awareness among students from different cultures about the gender norms they encounter and make educational environments more inclusive. Additionally, gender equality and equal opportunities can be further emphasized to encourage women to take on more active roles in fields such as science, technology, engineering, mathematics, and leadership positions. Increased diversity and participation can also lead to an increase in the number of students and faculty members from different cultures, thereby enhancing gender diversity and participation. Furthermore, it promotes collaborations between different universities through global partnerships. This can increase knowledge sharing by creating global networks on gender-related issues.

New Social Movements and Their National and Transnational Nature

New social movements are dynamics that emerge with sensitivity to various social issues and demands for change, often rapidly disseminated through the influence of social media. They focus on various social issues and bring together large masses of people. These dynamics serve as examples of the coming together of global efforts for sustainable change.

New social movements generally refer to organized efforts that emerge to draw attention to a specific social issue, demand change, or achieve a particular social goal. They typically include the following subheadings:

- Digital Activism
- Global Communication
- Unity Against Global Issues
- International Public Opinion Formation
- Collaboration with Different Cultures

Mobilizations for education and social justice similarly aim to create a global consciousness by transcending national boundaries. However, mobilizations for education and social justice encompass efforts to address the impact of social movements on the education system and combat inequalities. They strive to promote equal opportunities in education, fight against discrimination, and encourage social change in justice issues at both national and international levels.

Internationalization of Academia and Research

The internationalization of academia and research enables scientific and academic activities to collaborate on a global scale, involving the freer circulation of knowledge, technology, culture, and human resources across borders. International conferences and seminars organized to enhance interaction among academic communities allow researchers, students, and professionals to come together. These events facilitate the exchange of ideas and collaboration among scientists from different cultures. Internationalization ensures that academia and scientific research are not only addressed at the local or national level but also

with a global perspective, encompassing several key elements:

- Academic Exchange Programs
- Research Collaborations
- International Conferences and Seminars
- Global Funding and Resources
- Student Exchange
- International Financing and Collaborations
- Language and Multilingualism
- Seeking Solutions to Global Problems
- Education and Research in Foreign Languages
- Focus on Global Issues

International Competition in Higher Education

International competition in higher education refers to the process where universities compete with each other in various areas to achieve a better position worldwide and attract students. Elements such as academic excellence, research activity, international collaborations, and cultural diversity have become crucial for universities to gain a competitive advantage on the global stage. Universities operate in a competitive environment to establish themselves as leaders in their fields and disciplines, gain recognition worldwide, and attract students, researchers, and funding. This competition typically occurs in various areas such as student recruitment, academic achievement, research activity, international collaborations, and attracting foreign students and faculty members. International competition is linked to a dynamic where higher education institutions strive to achieve and maintain a respected and effective position globally.

Large-scale cross-border higher education models provide students with a global learning experience that transcends geographical boundaries, offering a wide educational perspective. Online education, joint programs, global campuses, international collaborations, and cultural interactions form the basis of these models, providing students with flexibility and opportunities to develop cultural perspectives and international collaboration skills. Here are some examples of large-scale cross-border higher education models:

- Distance Learning and Online Programs
- International Joint Programs

- Global Campuses and Branches
- Global Education Collaborations and Networks
- Distance Learning and Online Programs
- International Joint Degree Programs
- Global Campus Models
- International Study and Internship Programs
- International Research and Innovation Collaborations
- Multi-Campus Models
- International Education Platforms and Open Educational Resources
- International Education Collaborations

The evolving models in internationalized higher education reflect structures that are more flexible, accessible, and offer a global perspective due to the influence of technology. These models encompass innovative approaches such as online education, global collaborations, language diversity, and flexible learning models. By providing students with broader geographical access and diverse learning opportunities, these models will contribute to gaining a competitive advantage in technology integration and digital transformation in the global world. Here are some evolving models observed in this context and some perspectives for the future:

Online and Remote Education Models: Technological advancements strengthen online and hybrid education models, providing students with the opportunity to receive education beyond geographical boundaries.

International Joint Programs and Collaborations: In the future, it may be easier for students to access international experiences.

Flexible and Personalized Education Approaches: In the future, personalized learning experiences will become more widespread with the integration of technologies such as artificial intelligence and student analytics.

Global Innovation and Research Centers: Universities establish research and innovation centers focused on solving global issues, supporting interdisciplinary collaborations, and international projects. In the future, these centers are expected to collaborate more with international stakeholders and generate effective solutions to global problems.

Programs Focused on Language Diversity: In the future, programs focused on language diversity aiming to equip students with multilingual skills may gain more prominence.

International Internship and Experience Programs: Internship and experience programs that enable students to gain cultural experiences and interact with the international business world may target more students in the future.

Sustainable and Green Campus Approaches: Sustainable and green campus approaches enable students to gain environmental awareness and contribute to sustainable practices. In the future, these models supported by technological and pedagogical innovations are expected to contribute to the development of students as more effective and equipped individuals in the global world.

Integration of Technology and Artificial Intelligence: In the future, technologies such as artificial intelligence, virtual reality, and similar technologies may be integrated to enrich the student experience and provide a more effective learning environment.

A MICRO-GLANCE INTERNATIONALIZATION OF HIGHER EDUCATION IN TÜRKİYE

Within the scope of this research, firstly, the contents of the documents, conceptual framework, strategy documents, institutional structures, international faculty and student statistics, and scientific publication performances were thoroughly examined using document analysis techniques. General and internationalization-focused strategy documents of universities, reasons for internationalization, challenges and risks arising in this process, and the dimension of internationalization of the Turkish higher education system were evaluated in detail in accordance with main and subheadings. Institutional structures were analyzed based on information available on university websites. Current data were compiled from the official statistics of the Higher Education Council and examined in detail. The contents of the research in the study group were subjected to a detailed analysis in terms of topic headings presented in the context of internationalization, visibility, clarity, and comprehensibility, among other characteristics.

The concept of internationalization in higher education has been generally addressed on a global scale, and the effectiveness of the internationalization process in the Turkish higher education system has been evaluated. It has been identified that the success of universities in achieving this efficiency lies primarily in sociocultural and academic motivations as well as economic returns. While academic strategies such as curriculum, instruction in foreign languages, exchange programs, educational and social activities, orientation, and counseling have been examined, institutional strategies have emphasized administrative management, management support, staff support, rewards, and incentives. Among the major challenges encountered in the process, bureaucracy, language barriers, and inadequate human resources stand out. On the other hand, the risks inherent in the internationalization process include damage to the institution's image and brain drain. It has been concluded that awareness of internationalization in higher education in Turkey is increasing, but policies in this area should focus more on quality.

The study also found that Turkey does not appear as a country in the rankings of world-renowned universities in the internationalization of higher education. Additionally, it was determined that Turkey is not included in the QS World University Rankings, an international ranking system that evaluates and ranks universities' academic success and performance worldwide. The reason for this is believed to be based on the findings obtained from document reviews within the qualitative study: Universities lag behind in terms of a range of factors that affect their performance, such as academic reputation, student-faculty ratios, international diversity, research and development expenditures, graduate employment rates, and international research networks.

To succeed in internationalization in higher education, it is seen that the quality of academic staff, research studies with international recognition by faculty members, publications, international diversity, research and development activities, graduate employment rates, inter-university international cooperation, and research networks need to be significantly enhanced.

In recent years, the importance of internationalization has been increasingly recognized worldwide, and internationalization in higher education, which has come to the agenda of Turkey, has gained more importance with the need for each university to plan its own strategy according to its own conditions and scope of interaction. Therefore, the focus of this research is to examine the internationalization strategies in Turkish higher education within the framework of a process approach. This approach emphasizes the role of academic and institutional strategies in the internationalization process with an interdisciplinary approach, and it presents a cyclical model that is constantly changing and evolving.

In this study, the reasons for internationalization in universities in Turkey and worldwide, the fundamental concepts of internationalization, leading universities in this field, the reasons and intended outcomes of international higher education, the impact of communication technologies on culture and education, the internationalization of media as a cultural basis, gender relations, new social movements, and issues of social justice in education have been examined in an integrated interdisciplinary approach. Additionally, topics such as the internationalization of academia and research, international competition, cross-border higher education models, and contributions to education have been discussed in detail, and evolving models in internationalized higher education have been evaluated. As a result, it has been observed that globalization has led to deepening relationships between countries worldwide, and internationalization has resulted in various opportunities and threats with various strengths and weaknesses in the policies and programs of institutions and organizations.

In terms of strengths:

- Turkey has the potential to emerge as a regional power in higher education due to its geographical location and provides significant advantages in terms of international student exchanges in internationalization.
- The dynamism, openness to change, and high potential for development among the masses in Turkey are among the country's most significant strengths. This indicates that Turkey has a rapidly evolving and growing society

and has the capacity to progress in various fields using this potential. This dynamism emphasizes Turkey's determination to evaluate future opportunities and remain open to development.

- Active participation in the Erasmus Program by universities, as well as the Overseas Research Scholarships of the Higher Education Council (YÖK), allow Turkish higher education to play an active role on the global stage.

On the other hand, weaknesses include:

- The rapid growth of internationalization in higher education brings infrastructure and quality problems to universities and leads to limited opportunities.
- Insufficient institutional capacity and financial resources in internationalization pose significant barriers to achieving internationalization goals. The lack of adequate financial support and institutional capacity makes it difficult for a university to compete effectively and sustainably on the international stage.
- There are significant differences in internationalization among universities in Turkey. This situation provides diversity in internationalization strategies and successes at various levels depending on the resources, strategies, and priorities of universities.

In light of all this data, the internationalization processes of universities focus on various important points based on the data obtained in the scope of the study. Among these reasons, it has been concluded that goals such as increasing cross-cultural awareness, promoting multiculturalism, providing an international environment, educating competent individuals at the global level, establishing international academic collaborations, internationalizing education, and research fields, raising quality, ensuring faculty and student mobility, achieving international academic standards, and ranking high in international rankings stand out.

CONCLUSION AND SUGGESTIONS

Observations indicate an increasing awareness and dedication to the process of internationalization in the

Turkish higher education system. This demonstrates that higher education institutions in Turkey have a better grasp of the importance of internationalization and are making various efforts in this direction. The growing awareness and dedication support the steps taken to position Turkish higher education more effectively on the international stage. The effort and interest shown in the successful progress of this process positively influence the development of the Turkish higher education system in terms of internationalization. However, there are areas where improvements are needed. "Any situation that disturbs or requires resolution for an individual physically or mentally is a problem" (Gökçe, 1999: 80). Therefore, based on the results of the study, the following recommendations are proposed to address these shortcomings:

- To ensure the active participation of all stakeholders in the internationalization process, it is recommended to develop rewards and incentives in various areas such as accommodation, and social and economic opportunities.
- In the internationalization process, it is important for universities' international policies, goal-setting, and decision-making processes to be evaluated transparently and in accordance with principles of accountability, and for the outcomes obtained to be continuously monitored.
- In a commercialized and competitive environment, the sustainability of a higher education institution, its ability to provide high-quality education to students, and to provide an effective research environment for its academic staff are crucial for its survival (Özer et al., 2010: 27). Therefore, it is recommended to establish technical support and research collaborations with leading universities in research and scientific fields in higher education, and necessary legislative improvements should be made to facilitate this.
- To minimize the risks encountered by the Turkish higher education system in the internationalization process, the Turkish Qualifications Framework for Higher Education (TQF-HE) should be reviewed again, and higher educa-

tion institutions should be allowed to operate with more autonomy and establish a sustainable, quality-focused structure in education.

- By thinking globally in the international context, working academically, politically, economically, and socio-culturally, evaluating the experiences of foreign faculty members and students, highlighting the perspectives and experiences of university administrations on internationalization, and focusing on quality and accreditation issues can contribute to the development of internationalization strategies in a more effective and sustainable manner.

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