

Chapter 1

A Harmonized International Higher Education Research Framework: Investment of HEIs in Internalization Practices

Melissa Li Sa Liow

 <https://orcid.org/0000-0003-3794-733X>

PSB Academy, Singapore

ABSTRACT

This book chapter explores the importance of investing in internationalization activities in higher education and the dynamic benefits they offer, emphasizing their growing relevance and application. It introduces a research framework designed to enhance institutional revenue, reputation, goodwill, and competitive advantages through strategic internationalization investments. The chapter reviews existing literature presents data from the 6th IAU Global Survey, and analyzes the internal and external drivers, stakeholders, and risks of internationalization. It outlines practical policies for accelerating internationalization and highlights its transformative impact on higher education, with a focus on human values and ethical responsibilities. The chapter examines four key dimensions of internationalization: domestic initiatives, faculty and international student engagement, overseas campuses, and strategic alliances, shaping the future of global education.

DOI: 10.4018/979-8-3373-1092-3.ch001

Copyright © 2026, IGI Global Scientific Publishing. Copying or distributing in print or electronic forms without written permission of IGI Global Scientific Publishing is prohibited. Use of this chapter to train generative artificial intelligence (AI) technologies is expressly prohibited. The publisher reserves all rights to license its use for generative AI training and machine learning model development.

INTRODUCTION

Previous research identifies several motivations for internationalization such as economic competitiveness, knowledge and language development, environmental interdependence, student and staff mobility, curriculum enrichment, and research collaboration (Volet & Ang, 1998). Investing in knowledge and skills forms the foundation of sustainable success strategies for nations and institutions. In today's technology-driven, knowledge-based global societies, education and knowledge are increasingly treated as commodities and industries (Peters, 2002). In the 21st century, internationalization is regarded as a core principle in higher education. The global knowledge economy forms a vast network, encouraging universities worldwide to engage in and benefit from global interconnectedness. As a result, significant global capital is invested in knowledge industries, encompassing the globalization of higher education institutions (HEIs) and advanced training programs to realize the potential benefits of internationalization (Altbach & Knight, 2007).

While internationalization has garnered substantial attention in higher education literature (Altbach & Knight, 2007), there has been limited emphasis on viewing it as a strategic investment. Daniels (2013) highlights with the push for internationalization in higher education is fraught with challenges and potential conflicts among various local and global stakeholders, each with distinct motivations and viewpoints. HEIs implement various initiatives, including establishing branch campuses domestically and internationally, organizing student and staff exchange programs, offering globally focused study programs, fostering cross-border research collaborations, and expanding strategic alliances and institutional networks (Zaman & Mohsin, 2014).

For HEIs, pursuing internationalization can yield significant benefits, including higher revenue, improved reputation, and competitive advantages in the global market (Minola et al., 2016). HEIs in developing and underdeveloped nations often fail to actively participate in the global knowledge economy, making it harder for them to attract international students (Choudaha, 2017; Li, 2020) and remain competitive (Bagayawa et al., 2024) or it is a channel for exporting curricula of Western knowledge (Crabb, 2025). The aim of this book chapter is to address this gap by underscoring the importance of investing in internationalization activities and highlighting their dynamic benefits. This topic has gained prominence due to its practical relevance and diffusion. The proposed research framework in this book chapter seeks to enhance investment in internationalization to maximize institutional revenue, foster goodwill, boost reputation, enhance student experiences and secure competitive advantages. The author also discusses practical policies that HEIs can adopt to accelerate internationalization.

30 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/a-harmonized-international-higher-education-research-framework/390429

Related Content

Possibilities of Digital Gamification for the Development of Communication Skills of Bilingual Preschoolers

Natalya Novikand Antonina Sovina (2026). *The Role of Smart Education in a Complex World* (pp. 247-256).

www.irma-international.org/chapter/possibilities-of-digital-gamification-for-the-development-of-communication-skills-of-bilingual-preschoolers/394495

Chasing Shadows of Education Across the States in India: Mapping Its Policies and Practices at School Level

Sanjeev Kumar Jha (2024). *Shadow Education in Asia: Policies and Practices* (pp. 214-233).

www.irma-international.org/chapter/chasing-shadows-of-education-across-the-states-in-india/354278

Mobile Health Technology Evaluation: Innovativeness and Efficacy vs. Cost Effectiveness

Sherina Idrish, Afrin Rifat, Mehree Iqbaland Nabila Nisha (2018). *Health Economics and Healthcare Reform: Breakthroughs in Research and Practice* (pp. 20-41).

www.irma-international.org/chapter/mobile-health-technology-evaluation/186072

Navigating the Grey Area: Can Cyber Warfare Trigger a State's Right to Self-Defense?

Anirudha Choudhury, Asif Iqbal Shah, Shrabana Chattopadhyayand Akash Bag (2024). *Global Trends in Governance and Policy Paradigms* (pp. 265-284).

www.irma-international.org/chapter/navigating-the-grey-area/344211

From Trauma Narratives to Career Narratives: Understanding the Accumulated Adverse Experiences of Higher Education Students and Utilizing Trauma

India Bryceand Janis J. Powers (2026). *Trauma-Informed and Accumulation-Aware Approaches to Child Protection* (pp. 373-392).

www.irma-international.org/chapter/from-trauma-narratives-to-career-narratives/401132