

CIHE
Perspectives
No. 6

**The Boston College
Center for International Higher Education,
Year in Review, 2016-2017**

Ayenachew A. Woldegiyorgis, Laura E. Rumbley, Hans de Wit (Eds.)



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CIHE Perspectives

This series of studies focuses on aspects of research and analysis undertaken at the Boston College Center for International Higher Education.

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FOREWORD

In 2016-2017, the Center for International Higher Education (CIHE) at Boston College continued on the path set 21 years ago by its founding director, Professor Philip Altbach, to study, teach and disseminate information on the role of higher education in the global environment. International higher education, which also provides the name for CIHE's flagship publication, has become a field of study that is quite synonymous with the evolution of the Center itself, and CIHE continues to inspire other research centers and scholars around the world.

This report, *CIHE Year in Review, 2016-2017*, which represents issue No. 6 in the CIHE Perspectives series, provides not only an overview of our activities over the calendar year 2016 and the first semester of 2017, but also offers a collection of articles—new or recently published—from our graduate students, our research fellows and our visiting scholars, as well as founding director Philip Altbach, associate director Laura Rumbley, and myself. We are proud of the many products we have created and the results accomplished over the past 18 months. Each year, we will produce such a yearbook in the *CIHE Perspectives* series, which was created in 2016.

Research

CIHE undertook several research projects in 2016-2017, such as those with the National Research University Higher School of Economics (HSE) on international rankings and international faculty; a study on differentiated systems of higher education

worldwide, for the Körber Foundation and the German Rectors' Conference (HRK); an exploration of higher education management training schemes in the field of development cooperation for HRK and DAAD; and the study "Catholic Universities: Identity and Internationalization," together with the Pontifical Catholic University of Chile and the Università Cattolica del Sacro Cuore in Milan, with Luksic Foundation funding. These studies resulted in several publications, including in our ongoing book series with Sense Publishers, "Global Perspectives in Higher Education." Meanwhile, the Carnegie Corporation of New York continues to support our cooperation with the University of KwaZulu-Natal in Durban, South Africa on higher education in Africa, as well as publication of our quarterly, *International Higher Education*. For 2017-2018, new research projects are being prepared, for example, a comparative examination of doctoral studies with the Higher School of Economics, and a study on family-owned universities around the world.

Teaching and professional development

CIHE is a research center, but we are also part of the Department of Educational Leadership and Higher Education at the Lynch School of Education at Boston College, and we consider our graduate teaching to be an integral part of our mission. Over the years, CIHE has had a pool of doctoral students (on average, one to two new intakes per year) who, as graduate assistants, are active in our research and other

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activities. In addition, our academic staff teach two courses—"Global and Comparative Systems of Higher Education" and "Internationalization of Higher Education"—in Boston College's graduate programs in Higher Education Administration.

In 2016-2017, the Center received permission to start its own Master of Arts in International Higher Education, a 30-credit hybrid program, which can be completed in as little as 12 months or as long as two years. Our first cohort of eight students in this program consisted of individuals from China, Japan, Mexico, and the United States. Two of these students will graduate in the summer of 2017. We look forward to welcoming a second (larger) cohort for the coming academic year. We are also looking into the creation of a certificate option consisting of 16 credits, as well as additional partnerships supporting joint programs with partners from abroad. The Master's Program in International Higher Education—which is coordinated by assistant professor of the practice and CIHE associate director Laura Rumbley—creates new opportunities for the Center to expand the pool of graduates at Boston College with an interest in international higher education.

In 2016-2017, the Center took in three new doctoral students: Edward Choi (USA/South Korea), Ayenachew Woldegiyorgis (Ethiopia), and Lisa Unangst (USA). In their role as graduate assistants at CIHE, all are actively involved in our activities. In May 2017, former CIHE graduate assistant Ariane de Gayardon graduated, completing a doctoral thesis on *Access in Free-Tuition Systems: A Comparative Perspective of the Socio-economic Background of Students in Countries with Different Tuition Policies*. She will immediately begin a postdoc position at the Center for Global Higher Education Studies (CGHES) at the Institute of Education, University College London. Also in May 2017, Georgiana Mihut completed her three-year graduate assistantship at CIHE and will finalize her doctoral research in the coming academic year on *The Impact of University Prestige in the Employment Process. A Field Experiment of the Labor Market in Three Countries*.

The Center actively stimulates its master's and doctoral students to publish on their research, both

in CIHE's own *International Higher Education* and "The World View" blog, but also in the form of book chapters and in peer reviewed journals. In this *CIHE Year in Review, 2016-2017*, you find ample testimony of their work.

We are also proud of our professional development programs with partners around the world, such as the 5-100 Program in Russia, the Universidad de Guadalajara (Mexico), the Canadian Bureau for International Education, and the United Board for Christian Higher Education in Asia. Over 100 participants have participated in our programs over the last 18 months and have benefited from these training modules.

A Global Network

The creation in 2016 of the network of Global Centers of International Higher Education Studies (G-CIHES)—in cooperation with our partners in Africa, Asia, Latin America and Europe—as well as our cooperation with the CGHES at University College London, are examples of the global network of which CIHE sees itself a part.

In 2017, we signed memoranda of understanding (MOU) with the Universidad de Guadalajara in Mexico and La Trobe University in Australia. A third MOU, which involves other areas of the Lynch School of Education beyond CIHE, was signed with the Institute of Education of our longstanding partner, the Higher School of Economics in Moscow, Russia.

Publications

We were pleased to have added two new languages, French and Vietnamese, to our list of four (Spanish, Portuguese, Russian and Chinese) into which *International Higher Education* (IHE) is translated by trusted partners around the world. In addition, besides *Higher Education in Russia and Beyond*, which was previously created in partnership with the Higher School of Economics, we have added two new IHE spin-off publications: we now collaborate with the Head Foundation in Singapore in publishing *Higher Education in Southeast Asia and Beyond*, and with UniNorte in Colombia and our IHE partners in

Brazil and Chile on *Educación Superior en America Latina*. Also in 2017 we partnered with *University World News* in providing access to *International Higher Education* via its website, and in publishing two books with collections of articles from *University World News* and *International Higher Education* from the past five years. These two books were edited by graduate assistant Georgiana Mihut in cooperation with Philip Altbach and myself. Georgiana Mihut also co-edited – together with myself, graduate assistant Lisa Unangst, and CIHE research fellow Liz Reisberg – *The World View: Selected Blogs Published by Inside Higher Education, 2010-2016*, based on the ongoing collaboration between CIHE and *Inside Higher Education* in producing the weekly blog “The World View,” edited by Liz Reisberg.

Research Fellows and Visiting Scholars

Over 2016-2017, we created a new category of affiliation with CIHE, CIHE Research Fellows, who are distinguished scholars and sometimes graduates of the BC higher education doctoral program, and who collaborate with us in a variety of substantive ways. In addition to the multitude of visiting scholars (junior and senior) who have joined us over the past year, and the guest lecturers who have either participated in our courses (physically or remotely) or who have made public presentations at BC, this group comprises a truly international network.

In conclusion

This *CIHE Year in Review, 2016-2017*, aims to provide insight into the work done by CIHE and its community of staff, students, research fellows, visiting scholars and partners around the world. We are a small Center, but through our global community we are able to accomplish many projects, programs, publications and other activities. Many of the details of this work can be found in the overviews that appear at the end of this yearbook. Mostly, however, you will see our work reflected in the articles that are written by our community. I want to thank all of the members of this community for their ongoing enthusiasm and dedication to the Center and to the critical analysis of international higher education. I want to thank in particular Ayenachew Woldegiyorgis and Laura Rumbley for co-editing this new publication in our *CIHE Perspectives* series with me, graduate assistant Lisa Unangst for her editorial support and Salina Kopellas for her technical and administrative support of this publication and throughout the year.

Hans de Wit

*Director, Boston College Center for
International Higher Education*

Anarchy and Exploitation in Scientific Communication

Philip G. Altbach

Philip G. Altbach is research professor and founding director of CIHE

Technology, greed, a lack of clear rules and norms, hyper-competitiveness and a certain amount of corruption have resulted in confusion and anarchy in the world of scientific communication. Not too long ago, scientific publication was largely in the hands of university publishers and non-profit scientific societies, most of which were controlled by the academic community. Academic conferences were sponsored by universities or disciplinary organizations of academics and scientists. Most of this was done on a non-profit basis and largely controlled by small groups of respected professors at the main research universities, largely in North America and Western Europe. It was all quite ‘gentlemanly’, controlled by a male-dominated scientific elite.

Then multiple tsunamis hit the groves of academe. Perhaps the most important was the massification of post-secondary education – the tremendous expansion of enrollments and numbers of universities worldwide. Now, with close to 200 million students in more than 22,000 universities worldwide, the higher education enterprise is huge. And while only a small proportion of these universities produce much research or aspire to the status of research universities, their numbers are growing as more institutions are lured by the rankings, which mainly measure research productivity, and by the natural desire to join the academic elite.

Governments, accreditors and quality assurance agencies are also stressing research and publications, in part because these are among the few metrics that can be accurately assessed. At the same time, the global knowledge economy has pushed top universities to link to academe internationally and to compete with institutions worldwide. As a result of this increased competition and pressure on universities and individual academics to ‘publish or perish’, tremendous pressure was placed on the existing scientific communication system, which was even-

tually unable to cope with increasing demands.

At the same time, the internet created additional challenges to the system, as journals had to adapt to new ways of publishing articles, evaluating submissions and other aspects of their work. What had been a cottage industry managed by scholars with little training in communication suddenly became a large industry. There are now more than 150,000 scientific journals, of which 64,000 claim to be peer reviewed.

Implications

First, major publishers and media companies, seeing that they could make a large profit from scientific journals, moved into the marketplace. Multinationals such as Springer and Elsevier are the giants, each now publishing more than a thousand journals in all fields. Journal subscription prices were increased to astronomical levels, with some journals costing US\$20,000 or more. For example, *Brain Research*, published by Elsevier, costs US\$24,000 for an annual subscription.

These publishers mainly purchased existing journals from other publishers or scientific societies. They also started new journals in many interdisciplinary fields. The multinationals ended up with hundreds of journals, which they ‘packaged’ for sale to libraries – which in turn paid huge fees for access to all of the journals as they were forced to purchase the entire list. In some scientific fields, submission fees for authors were imposed or raised. Journal publication became highly profitable. This system, of course, limited access to the latest scientific information to those who could pay for it.

Eventually, a reaction against journal prices by libraries and many academics led to the ‘open access’ movement: some new journals were established with the goal of providing less expensive access to knowledge. The established multinational publishers responded by providing a kind of open access, mainly

by charging authors for permission to provide their published articles less expensively to readers. By 2017, continuing conflicts between academic libraries and the multinational publishers concerning the high cost of access to journals have not resulted in any consensus on how to solve these complex problems.

Universities are themselves publishers of many scientific journals. A number of prestigious university presses, such as Oxford, Johns Hopkins, Chicago and others have traditionally published high-quality academic journals – and continue to do so. They have in general maintained reasonable prices and have successfully adapted to new technologies. It is also the case that many individual universities worldwide publish local journals that have little circulation or prestige. For example, most Chinese research universities publish journals in several fields that have little impact and do not attract authors outside of the institution. There seems to be little justification for such publications – and they are likely to be damaged by the proliferation of low-quality ‘international’ journals.

Unsustainable Strain

At the same time, the dramatic increase in the number of journals and the dramatic expansion in the number of papers being submitted to journals have placed unsustainable strain on the traditional peer review system. The increase in submissions is due to the expansion of the academic profession, increased emphasis on ‘publish or perish’ and the rapid advance of scientific innovation and knowledge in general. But it is increasingly difficult to find qualified peer reviewers or talented journal editors. These jobs, while very important, are generally very time-consuming, uncompensated and even anonymous, a pure contribution to science and scholarship.

Another frightening and widespread development in the scientific communication industry is the emergence of ‘academic fakery’. On 29 December 2016 *The New York Times* devoted a long article to “Fake Academe, Looking a Lot Like the Real Thing”. The article discussed the proliferation of fake conferences and fake journals. International ‘academic’ conferences organized by shady compa-

nies in India and elsewhere charge participants high fees to attend meetings held in hotels around the world and accept all papers submitted, regardless of quality. Academics are sufficiently desperate to be able to put on their CV that they have had a paper accepted for an international conference that they pay for these useless events.

There is also a proliferation of fake journals. No one knows how many of these exist, but their number is in the hundreds or even thousands. Jeffrey Beall, an American university librarian, has been tracking these fakes for years and last year listed at least 923 publishers, many with multiple ‘journals’, up from 18 in 2011. In late 2016, Beall announced that he was no longer compiling his valuable list and it was removed from the internet. Although he gave no explanation, there is little doubt that he was threatened with lawsuits.

The fake journals are often published from Pakistan or Nigeria by invisible publishers and editors. They often claim to be peer reviewed and list internationally prominent academics on their editorial boards – people who seldom actually agreed to serve there and find it difficult to have their names removed when they request it. But almost all papers submitted tend to be published quickly once a fee, often substantial, is paid to the publisher.

What is to Be Done?

Without question, there is anarchy in the realm of knowledge communication in the 21st century. A combination of mass production of scientific papers, most of little scholarly value, tremendous pressure on academics to publish their work regardless of ethical considerations, the communications and publishing revolution made possible by the internet, the greed of the established multinational publishers and the huge new coterie of fake publishers have all combined to produce confusion. The issues involved are complex – how to manage technology, accommodate the expansion of scientific production, rationalize peer review, break the monopoly of the multinationals and, of great importance, instill a sense of ethics and realistic expectations into the academic community itself. The implications of these changes for journals pub-

lished in languages other than English and in countries other than the main publishing countries are also unclear. It is likely that they will be weakened by

these global trends. Questions abound, answers are few.

Excavating Obstacles and Enablers to Internationalization at Home

Jos Beelen

Jos Beelen is senior policy advisor for internationalization at the Amsterdam School of International Business and senior researcher at the research group 'International cooperation' at The Hague University. In 2016 he was a visiting scholar at CIHE.

In June 2016, I had the opportunity to be a visiting researcher at Boston College. At the time, I was finalizing my doctoral dissertation at Università Cattolica del Sacro Cuore in Milan, Italy. Boston College proved to be an excellent place to be at that stage of my research. This was not only because my visit allowed for closer collaboration with my supervisor, who is the director of CIHE, Dr. Hans de Wit, but also because of the environment at CIHE.

Being a visiting researcher at CIHE means that you are immersed in the field of internationalization in a way that you rarely experience. Also, the CIHE environment simply breathes internationalization through the daily interaction and discussions with Dr. Hans de Wit, Dr. Laura Rumbley, Dr. Philip Altbach, research fellows, and visiting scholars. My stay at CIHE was further enhanced by my involvement in the 5100 Russian Academic Excellence Project, which aims to include five Russian universities among the global top 100 by 2020. I was involved in the training for this group, which led to more discussion, perspectives, and to new contacts.

The Broad Issue

My stay at Boston College marked the final stages of my research on a relatively recent phenomenon in the field of international higher education: internationalization at home, which has received steadily growing attention since its introduction around 2000. In 2013, this attention culminated in including internationalization at home in the educational vision of the European Commission.

Yet, even in countries and regions that embraced internationalization at home at an early stage (notably Norway, Finland, Sweden, Denmark, The Netherlands and Flanders), implementation has proved problematic. Studies by Nuffic in the Netherlands in 2014 and 2016 found that many universities include internationalization at home in their policies but do not have strategies in place for monitoring or implementation. Often, activities that are classified as internationalization at home in reality consist of electives in the informal curriculum, such as participation in integrating international students. Only a minority of students participate in these activities that, moreover, do not touch the core of teaching and learning in the formal curriculum of the disciplines. Activities for internationalization at home in the formal curriculum are often not aimed at achieving specific outcomes of student learning.

Exploring these practices for my research contributed to a joint publication, with Professor Elspeth Jones, of a new definition of internationalization in 2015: "Internationalisation at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (see also *International Higher Education* No 83, 12-13).

Specific Issues

A key strategy to purposefully internationalize teaching and learning is the internationalization of learn-

ing outcomes. Internationalized learning outcomes emerged as a focal point both in the *European Parliament Study*, in 2015, and in the Certificate of Quality for Internationalization (CeQuInt), established across 11 European countries, also in 2015. The CeQuInt approach considers intended learning outcomes (ILOs) as the backbone of internationalizing teaching and learning.

These developments raised the question to what extent academics, the key actors in teaching and learning, have the skills to ‘craft’ internationalized learning outcomes. The outcomes of the *Global Surveys* of the International Association of Universities consistently suggest a lack of skills among academics related to internationalization; however, these quantitative data do not allow further insights. My study, in turn, aimed to generate insights into the process of internationalizing learning outcomes and to identify both obstacles and enablers.

Designing Research

For the design of the research, I resorted to my original discipline, classical archaeology. Instead of excavating a big area superficially, I decided to dig small trenches to identify all the complex layers of obstacles and enablers.

Digging these trenches scattered over a big area would have led to the identification of similarities and differences, but would not enable the construction of new theory on the basis of an across-case analysis. Therefore, I avoided comparing HEIs in different countries, comparisons between research universities and universities of applied sciences, and comparisons between disciplines. What was left was a more deeply involved approach that entailed a closer examination of six business programs in two Dutch universities of applied sciences.

Lecturers formed the focus of my research. My main interest was finding out how lecturers dealt with the internationalization of learning outcomes. In order to get as close to their practices as I could, I chose participatory action research as a data collection method. However, I also wanted to explore the potential influence of other stakeholders, such as educational developers, quality assurance officers,

members of curriculum committees, managers and international officers. It should be noted here that in the Dutch context, international officers are not only responsible for mobility but also for policy development for internationalization, including internationalization at home. I obtained data from these various stakeholders through interviews.

Outcomes of the Study

The findings of my research suggest that obstacles and enablers could be grouped into four categories: external, disciplinary, internal and personal. External obstacles are beyond the control of universities and can be related to global or national developments, educational systems, or legal restrictions. The field and its perspectives on research, teaching, and learning determine disciplinary obstacles and enablers. Internal obstacles are found within universities, faculties and programs of study. Finally, personal obstacles relate to the skills of individual stakeholders in the process of internationalizing learning outcomes.

External enablers and obstacles

The study identified a set of *education-related external enablers* including policies for internationalization at home by the Ministry of Education. In practice, however, some of these enablers acted like obstacles. For example, the Ministry policies suggest that internationalization at home is primarily an alternative for non-mobile students and that these students should participate in an international classroom. Even if this were desirable, it would be unfeasible because of the limited number of international classrooms available.

Disciplinary enablers and obstacles

Disciplinary spaces, created by a facilitator/action researcher, constitute a *key enabler* that compensates for the lack of professional development for internationalization. Within these disciplinary spaces, the framework for internationalization of the curriculum and the connected process model (published by Leask in 2012) proved as effective guiding tools.

However, this study suggests adaptations to the ‘imagine’ phase of the process model for the specific

context of business programs in Dutch universities of applied sciences. Key adaptations are introducing transversal skills as a guiding principle for both internationalization and global citizenship and bringing the internationalization of learning outcomes forward from the 'revise and plan' phase of Leask's model into the 'imagine' phase.

Internal enablers and obstacles

At the institutional level, the Netherlands' compulsory Basic Teaching Qualification Program, which aims to equip lecturers with basic educational skills, could at first consideration be perceived as an enabler. However, it was found that the program did not prepare lecturers sufficiently for developing learning outcomes and that it also largely skipped internationalization as a topic.

Another key obstacle is the lack of a clear vision on internationalization in the university context and what this means for a program of studies. This applies also to such concepts as global citizenship, which was found to be poorly conceptualized at the program level.

A previously unidentified internal enabler emerged from this study: benchmarking learning outcomes with international partners. The study included an experimental research setting, titled 'Benchmarking across the Baltic', with a university of applied sciences in Finland, in which teams of lecturers, quality assurance officers, managers and international officers were involved. This experiment illustrated that benchmarking can provide lecturers with new perspectives and clarification on the learning outcomes of their programs.

A crucial internal obstacle is the lack of involve-

ment of key stakeholders in the process of internationalizing teaching and learning, in particular educational developers who are instrumental in articulating learning outcomes. Internationalization coordinators in domestic programs were found to act from an isolated position, with little influence to internationalize modules beyond those that they themselves teach. Also, managers shielded lecturers from internationalization for fear of overburdening them, in what I refer to as the *Cerberus effect*.

Personal enablers and obstacles

Lived international experiences of academics can be enablers. Yet, even for lecturers to whom this enabler applies, a lack of educational skills may remain. As previously noted, the Basic Teaching Qualification Program did not supply lecturers with sufficient educational skills.

Grounded Theory

The Grounded Theory that flows from this study postulates that enabling lecturers to internationalize learning outcomes in a Dutch university of applied sciences requires disciplinary spaces that provide support in three key areas: (1) contextualizing internationalization in the discipline on the basis of employability skills and connecting the concept of internationalization with other concepts, such as global citizenship; (2) educational support in 'crafting' learning outcomes and aligning these with assessment; (3) connecting with other stakeholders in the implementation process. Disciplinary spaces that provide this support create a much-needed way forward for the internationalization of curricula in Dutch universities of applied sciences.

Higher Education Regionalization in East Asia

Edward W. Choi

Edward W. Choi is a doctoral student and research assistant at CIHE.

Three prominent organizations have emerged as drivers of regional higher education (HE) cooperation in East Asia: The Association of Southeast

Asian Nations (ASEAN), the South East Asian Ministers of Education Organization (SEAMEO), and a recently formed trilateral grouping among the gov-

ernments of Japan, South Korea (hereafter referred to as Korea) and China. While these regional actors share some history of collaboration, in part driven by a desire to create a common East Asian HE space, they implement regionalization schemes largely based on different needs, goals, timetables and customs. This phenomenon has resulted in a fragmented landscape of East Asian HE regionalization. In considering this state of affairs, several questions emerge. Why are there multiple regionalization schemes in East Asia? For nations with multiple regional memberships, is it possible that some regionalization schemes have priority over others? If yes, are there any adverse implications for East Asian regionalization schemes, both as separate initiatives and, more broadly, as schemes working together toward a common East Asian HE space?

ASEAN and the ASEAN University Network

Initially (roughly in the period 1967-1989), ASEAN drove cooperation on the twin premises of political stability and security. Thus, its founding members—the Philippines, Singapore, Indonesia, Malaysia and Thailand—shared a mission focused on the containment of communism in Indochina and cooperative nation-building, especially in the years following successful national independence movements in the region. However, events of the 1990s, particularly the Asian financial crisis of 1997, prompted a shift in rationale as a wave of political discourse around economic integration swept the region. The financial crisis highlighted the need for cooperation not only among ASEAN member countries, but also among other impacted nations—namely Korea, Japan and China—to find economic solutions to prevent future recessions from devastating the region. This grouping of countries became known as ASEAN Plus Three.

Throughout ASEAN's evolution—from an exclusive grouping of Southeast Asian countries, to the inclusive ASEAN Plus Three configuration, and later the ASEAN Plus Six arrangement (with the addition of Australia, India and New Zealand)—policy dialogue around HE regional cooperation material-

ized slowly. The conversations began with the first two ASEAN Committee on Education meetings in the 1970s; together, these meetings promoted higher education, particularly the labor potential of HE graduates, as the primary engine driving economic prosperity. The meetings also advanced a compelling argument in favor of an international pipeline to secure qualified and highly motivated students for ASEAN member countries. What resulted was a sub-regional grouping known as the ASEAN University Network (AUN), which, assisted by the ASEAN University Network Quality Assurance (AUN-QA) framework and the ASEAN Credit Transfer System (ACTS), facilitates exchanges of faculty, staff and students among 30 member institutions.

SEAMEO and the South East Asian Higher Education Area

Whereas ASEAN's AUN operates on a sub-regional platform, the SEAMEO Regional Institute of Higher Education and Development (RIHED) seeks to achieve a higher-order objective of establishing a South East Asian Higher Education Area (SEA-HEA). To date, three primary regionalization processes have advanced this work: the Malaysia, Indonesia and Thailand (M-I-T) mobility pilot project and two regional harmonizing mechanisms, the ASEAN Quality Assurance Network (AQAN) and Southeast Asian Credit Transfer System (SEA-CTS). Assisted by the University Mobility in Asia and the Pacific Credit Transfer System (UCTS), 23 universities under M-I-T facilitated the exchange of 1,130 undergraduate students during the initiative's four-year rollout (2010-2014). M-I-T is now moving forward under the more inclusive branding, the "ASEAN International Mobility for Students (AIMS)", and plans to expand its remit to include four additional countries: Brunei Darussalam, Philippines, Vietnam and Japan. In contrast to M-I-T, AQAN and SEA-CTS activity has been difficult to measure; however, it is likely that these two regional mechanisms will have increased visibility under AIMS.

CAMPUS Asia

The newest arrival on the scene of regional coopera-

tion in East Asia is a trilateral student mobility scheme called the Collective Action for Mobility Program of University Students in Asia (CAMPUS Asia). Launched in 2012 as a pilot project under the direction of Korea, Japan and China, CAMPUS Asia facilitates both undergraduate and graduate student mobility through credit exchange, dual degree and joint degree programs, and aims to develop a pool of talented “Asian experts” through a shared-resource and knowledge platform. These experts are meant to become ambassadors of an internationally competitive, knowledge-based Northeast Asian region. As perhaps a secondary objective, the mobility scheme may be regarded as a means to alleviate Korea and China’s “brain drain” problem (the loss of intellectual capital to popular study and work destinations such as North America and Europe), while simultaneously creating international demand for HE sectors faced with the prospect of diminishing enrollment rates (Korea and Japan).

The Conundrum of HE Regionalization in East Asia

Taken separately, the regionalization schemes described above all have potential to yield considerable benefits within their respective geographic purviews: a deepening of cross-cultural understanding; knowledge-sharing; an international pipeline to skilled labor; and regional stability and peace. However, viewed as a whole, they represent a fragmented landscape of HE regionalization, comprised of mutually exclusive and, in some instances, overlapping cross- and intra-regional economic and political interdependencies. These uncoordinated dynamics are bound to cause geopolitical tension, as regional networks are likely to engage in political maneuvering and other posturing behaviors, especially as programs expand into neighboring territories and endeavor to recruit member nations that are already committed to other initiatives.

For example, the trilateral Northeast Asian grouping has plans to include some ASEAN and/or SEAMEO member counties in CAMPUS Asia,

while both ASEAN and SEAMEO have entertained the possibility of expanding AUN and AIMS, respectively, to the northeast, namely to Korea, Japan and China. As the prospect of new regional partnerships opens up, countries with multiple memberships may choose to honor or devote more resources to cooperative arrangements that either yield the most utility (e.g., in terms of prestige, political endorsement, or resources), are most feasible, or both. The maturing of spinoff ASEAN Plus One arrangements (e.g., ASEAN-Japan), perhaps at the expense of developments in the larger ASEAN Plus Three grouping may illustrate this point. In other cases, regional networks may find themselves fighting over resources that become “spread too thin” as member nations devote funding, manpower and time to multiple regionalization initiatives. In sum, prioritization activities may thwart the cultivation of enduring regional cooperative ties and hamper the progress of regionalization schemes that share multiple member nations. Perhaps also at stake is the creation of an all-inclusive, single East Asian HE community.

Another challenge facing regional organizations in East Asia is the inherent difficulty of attempting to harmonize an extremely polarized geographic area of cultures, languages, standards around HE quality, and national norms and regulations, specifically around visa protocols and academic calendars. While reference tools such as AQAN, UCTS and ACTS have mitigated the most visible differences and successfully facilitated student exchanges for elite regional groupings such as AUN and pilot international mobility projects, a need emerges to develop more broad-sweeping harmonizing mechanisms with the aim of equalizing educational benefits across East Asia as a whole. SEAMEO RIHED and the Asian Development Bank (ADB), in recognition of this limitation, have begun to develop what aims to be an all-inclusive, Pan-East Asian reference tool known as the Academic Credit Transfer Framework (ACTFA). However, the question becomes whether the many regional networks that coexist in East Asia will embrace this framework, especially in light of their tendency to promote homegrown mobility schemes and harmonizing mechanisms native to their respective sub-regions.

Currently, CAMPUS Asia seems to be exploring its own CTS and QA framework and AUN, as already mentioned, uses AUN-QA and ACTS.

Given this current state of affairs, now would likely be a good time to emphasize a greater level of inter-regional cooperation among regional networks in East Asia. The aim here would be to alleviate any geopolitical tension that is perhaps characteristic of

East Asian regionalization today and develop efficient ways to share knowledge and resources across regional networks to equalize HE benefits across the region. Perhaps in this way, East Asian regionalization can begin to move toward a more inclusive regionalization agenda of creating a single, Pan-East Asian HE community.

Quo Vadis Internationalization? Possible Scenarios for the Future

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In a time when nationalist feelings are rising and governments are elected on promises of closing borders to foreign products and people, many of the central premises on which the internationalization of higher education is grounded seem to be challenged. Recent political developments—not least in the UK and the USA, hitherto considered strongholds for the values that the internationalization of higher education extols—forcefully raise the question: *quo vadis internationalization?*

Three scenarios are proposed to chart the most likely future trajectories: (1) business as usual; (2) doing less, but more efficiently; (3) doing more together. These propositions are inspired by the White Paper on the future of Europe, which the European Commission recently adopted in an effort to make sense of the European Union's existential predicament following Brexit¹ and the Euro crisis². The point of the exercise is not to promote a bleak view about the future of higher education internationalization, but rather to provide some food for thought by relating well-known academic debates to current political developments in the world. What follows

are three short vignettes and a brief but optimistic conclusion.

Scenario 1: Business as usual

Internationalization is not a new phenomenon. Since medieval times scholars have crossed borders for the purpose of education. Indeed, international student mobility is, and has been, the most prominent aspect of internationalization. In the last few decades, a significant growth in the scale and scope of the process has been observed. Looking at international student trends, the OECD and UNESCO estimate that the number of international students has increased from 0.6 million in 1975 to 2.7 million in 2004, and to a staggering 4.1 million in 2013. Future projections reflect an expectation of further growth – despite downward demographic trends in most developed countries.

Might the current political climate impinge on this trend? The short answer is no. Future immigration policies are likely to be tough for low-skilled migrants; however, this might not be the case for internationally mobile students. This is because

¹Brexit refers to the planned withdrawal of the United Kingdom as a member state of the European Union.

²Euro crisis refers to the European sovereign debt crisis in the Eurozone (the group of European Union countries whose national currency is the euro).

highly-skilled migrants are seen as desirable. Their human capital represents a globally sought after resource that can boost the growth and competitiveness of national economies. Whether they are migrating in order to learn or learning in order to migrate, internationally mobile students are generally considered important economic assets to their host countries. Hence, inbound migration will continue to be encouraged. However, the problem with this scenario is that it represents the continuation of a shallow kind of higher education internationalization based on predominantly economic rationales.

Scenario 2: Doing less, but more efficiently

Even if borders remain open for students and education professionals, internationalization is not a level playing field. Some higher education systems and institutions have several advantages: greater financial resources, English as their primary language of instruction (thus being better positioned to attract international students, faculty, and staff or establish joint programs), and a reputation of excellence, among others. Hence, it is unrealistic to expect that all countries and all universities have the same opportunities to succeed. Take funding, for example. Most higher education institutions are still highly dependent on public sources of income, but many governments are reluctant to support internationalization efforts because they do not see it as an integral part of higher education. Therefore, prioritizing activities in areas of internationalization that have the most impact on higher education institutions is a strategic solution to weathering funding shortages. The advantage of promoting this internationalization strategy is that every entity involved in the process can play to their competitive advantage and get a bigger return on investment. For instance, credit-mobility through the Erasmus program is the main way of engaging with internationalization for many universities in Europe. By designing innovative integration services for incoming foreign students and re-integration services for returning domestic students, universities could in turn forward internationalization at home and spread the benefits of mobility to a wider student population. In an economic environment that is still recovering from the

global financial crisis, which has brought cuts to public sector spending across the board, it is very likely that universities will have to follow this internationalization scenario for the foreseeable future. The problem with this scenario is that it could deepen the divide between ‘the haves’ and the ‘have nots’ of higher education.

Scenario 3: Doing more together

Cooperation and competition are thought to represent the two major strategic options available to countries and universities as part of their internationalization strategies for higher education. However, according to the OECD, strategies that promote competitiveness have been at the core of internationalization efforts in the last decades. Many scholars criticize the fact that internationalization is increasingly driven by economic rationales. Therefore, an alternative scenario would be to focus more on international cooperation in the future. By sharing infrastructure, resources, and ideas, higher education could demonstrate the benefit of cooperation for other sectors of the government and society. The Bologna Process is a good example of how cooperation can serve communities as well as the needs of the labor market. However, European national policies for internationalizing higher education vary considerably because they are driven by different priorities and, sometimes, incompatible rationales. Against this reality, it becomes reasonable to ask how the transition from competition to cooperation could be achieved. If internationalization is modeled on a principle of “economic sharing”, it is important to create a shared portfolio of existing assets. In turn, this makes it easier to share information, build partnerships, and harmonize structures. An inventory of national and institutional policies for internationalization from around the world would represent a necessary first step in this process.

The problem with this scenario, however, is that it is somewhat idealistic to expect that governments cooperate in higher education, if they are unwilling to cooperate in other sectors. Nevertheless, the sub-national level could play a greater role in forwarding internationalization in this direction. As Scenario 1

has shown, the fault-line between closed- and open-door policies often lies in vaguely defined potential threats and benefits. In this context, working and learning together appears as a promising avenue for checking the value of these claims and may serve as a sound basis from which to launch informed arguments in favor of cooperation.

Internationalization is Dead, Long Live Internationalization

Finally, there is one other obvious possible scenario: the end of internationalization. While the views expressed in recent times on the future of the process have been pessimistic, it is implausible that all governments across the world will opt out from internationalization. This is because of several reasons. First, internationalization simply brings too many economic benefits. For instance, NAFSA (Association of International Educators) found that international students studying in the U.S. contributed \$32.8 billion to the economy in the academic year 2015-2016 and facilitated the creation of over 400,000 jobs. Also, a 2017 study by Red Brick Research, a UK-based market research agency, found

that Canada and Australia are already becoming more attractive destinations for international students due to Brexit and the 'Trump effect'. Second, university autonomy provisions are meant to protect universities in times of political crisis. As such, they will ensure that those institutions that want to continue internationalizing their activities will be able to do so. Third, national strategies for internationalization of higher education developed as a response to the pressures of globalization. Neither the opportunities, nor the pressures and challenges of globalization, have subsided.

Internationalization as we know it might end in some places, but not in most places. A revival of the process is in fact very likely, and with it the centers of power in internationalization could reshuffle. Therefore, it is too early to cry wolf. However, it is not too early to seriously consider the implications of some current global political trends—such as resurfacing nationalisms and an apparent revival of *Realpolitik*—for the future of higher education internationalization.

Access and Tuition Fees: The Illusion of Free Higher Education

Ariane de Gayardon

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The free-tuition movement has been indubitably spreading around the world: from the Chilean student movement of 2013, to the South African #FeesMustFall movement of 2016, and the recent decision to abolish higher education tuition fees in the Philippines. There seems to be a widespread sentiment that making higher education free will improve the system. The general population, and more particularly the demonstrating students and their families, seems to believe that eliminating tuition fees would improve access to higher education,

including (and more specifically) access for students from low socio-economic backgrounds. However, there is no definitive evidence that free-tuition higher education leads to improved access and success for students, or to better equity in the system. Therefore, it is legitimate to ask whether policies aiming at removing tuition fees really benefit the system, the students, and/or the particularly vulnerable populations they should be targeting. Such evidence would help policy-makers decide whether to enforce or avoid such policies.

Unequal Free-Tuition Systems

Close to 40 percent of the higher education systems in the world today consider themselves free. However, the realities hidden behind the label “free higher education” are very diverse, and few countries provide a degree free of charge to all who enter.

Indeed, even the countries that are considered fully free restrict subsidized education to the public sector. In these countries, any student graduating high school is guaranteed a seat in the free public higher education sector. Such countries include Finland, Norway, Argentina, and Cuba, among others. Some of these have already added a restriction in favor of domestic students by recently introducing tuition fees for international students. This is the case of Sweden and Denmark.

Other countries have increased nominal fees, which are supposed to cover administrative costs, while keeping tuition fees at zero. In appearance, higher education is effectively tuition free, but other costs offset the reality of what free means. This is the case in Ireland, where current nominal fees are higher than the tuition fees that were abolished nearly ten years ago.

However, the most common way globally to reduce the state economic burden while keeping higher education free has been to limit the number of seats subsidized by the government. These maneuvers are particularly important, because they go against the precise reasoning behind the call for free higher education: they restrict access, often penalizing the most disadvantaged groups. Some countries, like Brazil and Ecuador, have established standardized entrance exams for access to public institutions. This allowed these countries to keep public higher education costs in control by limiting entry. Other countries, mostly ex-Soviet countries and countries in East Africa, have implemented dual-track systems, where the government only finances a certain number of seats in the public sector, while other seats can be accessed by paying tuition fees. Effectively, this creates the same kind of inequity as before, since individuals accessing the free seats are usually chosen on merit, a system that tends to favor students with financial means, who are in a better

position than poorer students to cultivate the skills needed to win the merit-based free seats. It might be even considered more unfair, since students in the same classroom do not have access to the same benefits.

Overall, the concept of free-tuition higher education is a complex one that includes many realities, some of which were highlighted above. How free a country’s higher education system really is depends on many factors and does not guarantee that access is universal.

Access and Success: A Latin American Case Study

To illustrate the link between access and tuition fees policies, particularly free-tuition policies, this article looks at a specific set of countries in Latin America. Brazil and Argentina both have free public higher education, although the Argentinean system is open to all while the Brazilian public system is restricted in size and accessed through a standardized exam. Before 2016, Chile had expensive tuition fees in the public and private sectors, making it one of the world’s most expensive system when tuition fees were adjusted for GDP per capita. Comparing these three countries is an edifying exercise, as their approach to the financing of higher education is radically different despite the fact that they share historical, geographical, and cultural proximities.

Gross enrollment ratios for these countries in 2013 were 84 percent in Chile, 80 percent in Argentina, and 46 percent in Brazil. Chile had the highest ratio of all three countries, and outperformed Brazil by nearly 40 percentage points. This shows that tuition fees policies in themselves do not necessarily deter participation, and that close to universal access can be achieved in systems that have tuition fees and appropriate financial aid.

But enrollment is not a good enough measure for higher education access. Success has recently become an integral part of research on access in higher education, and a system’s access performance has to include graduation rates. In 2015, graduation rates were estimated at 60 percent for Chile, 31 percent for Argentina, and 51 percent for Brazil. On this

measure also, Chile ranks first among the three countries, with a graduation rate twice as high as Argentina's. Like access, success in higher education does not seem to be defined by tuition fees policies, and countries with free tuition can do very poorly on this measure as shown by Argentina.

What these country examples show is that higher education access and success is not defined by tuition fee policies, and countries sustaining free-tuition systems could be struggling in these areas while countries with high fees could shine. Overall, there is undoubtedly much more to access and success in higher education than tuition fees policies, a fact that policy-makers should keep in mind.

Additionally, an analysis of these three countries' socio-economic surveys shows that access and success in higher education are independent of an individual's economic background in Chile and Argentina, while access is highly dependent on this variable in Brazil. All countries, however, suffer from pronounced inequity based on individuals' cultural capital. This suggests that cost is not the only or even the main barrier to access and that implementing free higher education will not necessarily lead to improved access, thus defeating its advocates' main argument.

Implementing Free-Tuition

Evidence of impact is important to look at in a context where many countries are considering free-tuition higher education. In countries that have and sustain free higher education, access and success is as problematic as in other countries in the world, if not more so. At the same time, countries that recently decided to implement free tuition are facing critical issues. In Chile, the government is struggling to find the funds to implement its policy of free higher education for all in the public and private sectors. As a result, restrictions placed on who could get free tuition led to less than 18 percent of the student body being eligible for free-tuition higher education in 2016. At the same time, the free-tuition law recently passed in the Philippines is already under criticism by the very same individuals who advocated for free tuition, as they argue that it will, in its current for-

mat, deepen inequity. Similarly, the government of Ecuador introduced an entrance exam when it abolished tuition and is now blamed for preventing the democratization of higher education. However, eliminating the entrance exam could create quality issues for a system that is not ready to absorb additional demand.

Implementing free-tuition policies is far from easy and these recent examples show that the limitations observed in Brazil and Argentina, two countries that have been sustaining free public higher education for decades, can become realities soon after the change is implemented. Situations in these countries should be monitored to see how they evolve and if they thrive in making free-tuition approaches successful. But, as of now, indicators seem to show otherwise.

Conclusion

Free-tuition higher education is a complex reality. To policy-makers, it may seem like an easy move, since it is, after all, simply a budget decision, and definitely a strong political act. However, implementing free-tuition higher education is not only expensive and convoluted, but further does not guarantee improving access or success in the future. This is mostly because free higher education is not a targeted policy; it impacts all individuals independently of whether they need it or not. But while this policy is egalitarian, it can and often does create inequity.

To improve equity in the system, policy-makers should therefore focus on access policies that target those who currently do not participate and/or do not complete. This means understanding the extensive list of factors that impact participation and completion decisions, including those that are not financial. This type of policy will help get closer to the goal claimed by free-tuition advocates: universal access to higher education.

Ethical Issues in Higher Education in Russia and Beyond

Elena Denisova-Schmidt

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The Russian government is efficiently implementing several aggressive strategies to return to the international arena and become a superpower once again. One of these strategies involves the education sector. Recent initiatives aimed at raising the competitiveness of the higher education system in the international context have been more than successful. Russian universities are now listed in almost all of the international rankings, sometimes even in leading positions. There is some additional proof of academic successes, but there are also some obstacles. One of them is corruption – defined broadly by Transparency International as ‘the abuse of entrusted power for private gain’ and more specifically as ‘the lack of academic integrity’. Corruption in higher education may be perceived or not, large-scale or petty, monetary or non-monetary, and with or without the students’ direct involvement. It may be conscious or unconscious; it may even be paved with good intentions; nevertheless, corruption, especially in (higher) education, is destructive.

In my research, I focus primarily on corruption at Russian universities with the students’ direct involvement. I look at these issues in situations including taking exams, writing papers and communicating with the faculty. According to my studies, 47.8% of the students I surveyed had experience with bribing; 94.5% of students admitted that they cheat during exams and tests; 92.8% have written papers by copying and pasting without acknowledging their sources; 64.2% have downloaded papers from the internet and submitted them as their own; 40.4% have purchased papers from ghostwriters and 37.5% have asked faculty members for preferential treatment. They do these things with differing frequencies—‘seldom’, ‘sometimes’, ‘often’ and ‘systematically’—but they do them nonetheless.

Why is Corruption in Higher Education So Prevalent?

Previous research has shown that people who have personal experience with corruption and/or who believe that everyone around them is corrupt are more predisposed to corruption in their own activities. Russia is a country with endemic corruption. It happens not only in education; it is a part of the entire system: medicine, politics, business and everyday life.

The number of students going to Russian universities has reached a high level—about 80% of the 18-21 age cohort now enrolls in tertiary education. Not all students are ready to study at the postsecondary level, however, and universities are increasingly dealing with ‘un-teachable’ students: underachieving students as well as those who attend universities for purposes other than study. The improper interdependence of all actors in the university sector is what makes this possible. Young people without a higher education have almost no chances on the job market in Russia. The system of vocational education is badly in need of revival. For this reason, some students pursue a university degree as a mere credential, and do not care how they obtain it. The faculty is under pressure from the administration to refrain from expelling students for underachievement, and comply by watering down their requirements, for example, or by ignoring cheating during exams, accepting plagiarism, or even demanding gifts or other services from students in exchange for preferential treatment and better marks. The administration, in turn, is under pressure from the Ministry of Education. Public universities receive their budget allocations according to the number of students they enroll. If universities expel students, they need to return the funds previously received from the state to support those students. This is hardly possible, given that funds

are already being used to cover personnel and other costs. Expelling students also means that, in the next academic year, the budget will be cut by the state, and universities will have to dismiss faculty or staff, or close programs. Meanwhile, private universities are completely dependent on their students' fees. With some exceptions, those universities would not be able to exist without their students. For this reason, the situation at private universities might be even worse than at public universities.

Are There any Anti-Corruption Measures in Effect?

One such measure is the introduction of the *EGE* (Unified State Exam), which serves as both a school leaving exam and a university entrance exam. Before the *EGE*, students and their parents generally understood that they had to pay a bribe to be admitted to a particular university or program. They paid even for brilliant students who were capable of passing the exams and being admitted to the university on their own merits. The reason for this was their desire to secure a university placement, avoiding this high stakes testing: students previously had only one chance to access a place at university, and if not admitted, might lose the entire academic year. For male students, this would also result in being subject to the army draft, which is not a positive experience for many Russians. So, while there has been much criticism on the content of the exam, and there is still corruption, the *EGE* does give potential students the opportunity to apply to several universities simultaneously, which was not possible before.

The other key anti-corruption initiative is in the form of citizen activism, which has led to the creation of *dissernet*—an online community of experts and journalists investigating plagiarism in academic theses. This initiative has had significant consequences: in addition to creating online debates, it led to some high-profile resignations and changes to academic procedures, such as a time limit for reconsidering decisions on granting advanced degrees, the number and the quality of publications necessary for *kandidatskaia* (akin to the PhD) and *doktorskaia* (similar to the German *Habilitation*) dissertations, and other rules. Recently, the *dissernet* community has expanded its activities to target sham journals as well as universities frequently involved in various types of cheating.

Russia might be a very good example for other academic systems with high levels of participation. During the Soviet era, it was considered to be one of the leading educational systems in the world – rivaled only by the United States. Now, many years removed from the turbulent breakup of the Soviet Union, Russia has emerged as a burgeoning academic superpower. As one of the largest higher education systems in the world, Russia suffers significantly from the unintended consequences of massification. This situation may repeat itself in other countries, should their academic systems grow to include such a high number of students. Massification probably cannot be stopped at this point, but a critical reflection on unintended effects is needed more than ever before.

China and International Student Mobility

Hang Gao and Hans de Wit

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Competition in the global knowledge economy is, and will continue to be, based on the availability of talent. There is a clear trend of countries around the world looking strategically into improving their

domestic higher education systems, to become more attractive to talented international students. As the largest developing country and one of the most significant actors in the global economy, China needs

to reform critical aspects of its current system and provide better services to international students to enhance its cultural soft power as well as consolidate its international position. China aims to receive 500,000 international students at the end of this decade and is already moving fast in this direction, bypassing Australia, France, and Germany, to become the third destination country for international students after the United States and the United Kingdom. With the current political climate in the main countries hosting international students, in particular the United Kingdom and the United States, China's prospectives to become a dominant player are more promising than a few years ago. Attracting international students and increasing their stay rate after graduation is becoming a major political strategy at the national level, for cities and provinces, as well as for universities. But, for this effort to be sustainable, China needs to improve the quality of its higher education offer and services.

What Are the Benefits for China?

The Chinese higher education system is rooted in specific historical, political, and cultural context, as well as the current geopolitical context. These internal and external factors have a significant influence on the way the higher education system is preparing to receive larger numbers of international students. In economic terms, it seems clear that China will benefit significantly from increasing the number of international students, who will contribute tuition fees and travel and living expenses. Increasing the stay-rate of international students—along with policies to stimulate Chinese students who graduated abroad to return—can contribute to the development of China as a knowledge economy. The experience of countries such as Australia, the United Kingdom, and the United States shows that international students can make valuable contributions to the development of the domestic economy.

Culturally, as a key bridge between China and the rest of world, international students with Chinese language proficiency will have a better basic understanding of China and will introduce the values of its traditional culture and economic development to the world. This is not only an opportunity

for Chinese language, culture, and academy to enter the global stage, but also for cultural soft power expansion.

Politically, international students will contribute to China's transfer from the global periphery to the center. Increased bilateral and multilateral cooperation in higher education and receiving talents from developing countries will consolidate south-south cooperation between China and developing countries.

Educationally, increasing the number of international students, optimizing conditions for their stay, and facilitating the communication between these students and domestic students, are important steps to enhance the internationalization and quality of the higher education system, and provide an "internationalization at home" experience to Chinese students.

What Should Be Done?

Since the beginning of the new millennium, China has highly emphasized the importance of recruiting international students. As mentioned above, China has become the third largest study destination in the world. About 398,000 international students from 208 countries studied in China in 2015, and over 400,000 in 2016. What should be done to make this policy more effective and sustainable?

China needs to strengthen its policies of inter-governmental exchange and cooperation. Several core policies have already been developed over the past few years, including the "National Medium- and Long-Term Plan for Education Reform and Development (2010–2020)" of 2010, and, in 2016, "Some Suggestions to Improve the Opening and Reform of Education in the New Period" and "Pushing Forward the 'Belt and Road Initiative' Education Action." One can also mention intergovernmental cooperation projects like the "Silk Road University Association," stimulating higher education cooperation with developing and developed countries through bilateral agreements.

Providing scholarship support to international students is important. In order to increase financial assistance, especially to students from developing countries, China has created large and attractive

scholarship projects at different levels including the central government, local governments, Confucius Institutes, multilateral development initiatives, and universities. At least 37,000 international students benefited from scholarships in 2014.

Building Chinese language proficiency is another tool. Foreign language proficiency is one of the biggest challenges for international students. It has a direct impact on the quality of their educational experience in China, and it deprives Chinese students from the opportunity to benefit from their contributions. The Chinese government has already taken measures to improve the Chinese language proficiency of international students. A Chinese language proficiency test named HSK has been launched in an effort to better serve international learners and boost international enrollments at Chinese higher education institutions.

Enhancing and popularizing Chinese language learning globally is another action. According to official statistics, 511 Confucius Institutes and 1,073 Confucius Classrooms have been established in 140 countries and regions. In 2016, Confucius Institutes and Classrooms around the world recruited 46,000 Chinese and overseas full-time and part-time teachers and enrolled 2.1 million students, hosting a total of 13 million participants in various cultural events. Chinese universities provide a one- to two-year preparatory education program for international students with low language proficiency. Moving forward, the effect of this policy on the recruitment of international students has to be assessed and better coordinated with other policies.

Future Challenges

Although there has been a rapid growth of the number of international students in China in recent years, there is room for further increase, given the low percentage of international students in the overall enrollment. China's policy to attract international students is just starting up. Support measures at the national, local, and institutional levels are still insufficient. Several challenges have to be addressed.

The current curriculum is too limited to meet the needs of international students. Given that more

than half of the current international students are non-degree students who stay only for a short period, it is essential to develop courses in other languages, in particular English.

Current criteria regulating tuition fee levels are another obstacle. The fact that the national higher education administration has the exclusive authority to set these criteria leads to a dilemma for the institutions. Some universities have a strong wish to expand enrollments of international students by improving services and the quality of the educational offer. However, under the current rigid tuition fee criteria, these universities cannot invest sufficient resources to provide quality education and services to international students.

Universities have ignored the development of services such as websites with information in foreign languages, library services, club activities, and psychological counseling. For security reasons and to avoid possible conflicts, Chinese universities usually provide better accommodation conditions to international students than to their domestic counterparts. But this limits the possibilities for daily interactions and mutual understanding between the two groups. There is still a long way to go in cultivating a mature, multicultural campus culture.

International students, especially those from developing countries, are eager to seize opportunities for employment or internships in China. However, as a result of unfavorable visa, immigration, and employment policies, these opportunities are limited, except for a few initiatives launched in more developed regions such as Beijing, Shanghai, and Guangdong.

Armenia: Cross-Border Higher Education

Tatevik Gharibyan

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After Armenia regained its independence in 1991, following the collapse of the Soviet Union, the higher education sector started to reshape itself autonomously. A large number of private and cross-border higher education institutions were established, calling themselves universities—as there was no regulation in place at the time determining the right to use the term “university.” The government reduced their number by applying licensing and accreditation mechanisms, and there is an ongoing merging policy in place, but the number of higher education institutions (HEIs) in Armenia remains relatively high.

Armenia has around 3 million inhabitants. The gross enrollment ratio in tertiary education is 44.31 percent. There are 65 public and private HEIs: 23 public nonprofit, 31 private for-profit, four “interstate” institutions, and seven institutions that are branches of foreign HEIs. Interstate HEIs are institutions established following an interstate agreement between the Republic of Armenia (or with state participation) and a foreign government. Their activities are regulated by the laws of both countries, and they receive their license and accreditation from both states.

Cross-Border Education as an Incentive for Internationalization

On the one hand, cross-border higher education has posed many challenges to Armenia, due to its weak national regulatory framework and the lack of quality assurance standards and criteria to monitor partnerships appropriately. At the same time, the establishment of cross-border institutions has reinforced the internationalization trend in Armenian higher education and heightened competition between the HEIs. The Armenian government gave strategic support to the development of interstate institutions by exempting them from a number of

binding regulatory statutes, with the objective of, at least, attracting the Armenian diaspora, which is comparatively large (around 8 million worldwide).

By joining the European Higher Education Area (EHEA) in 2005, Armenia had the opportunity to participate in TEMPUS and Erasmus+ capacity building projects, which gave a solid base to Armenian HEIs to develop partnerships with European institutions. Currently, Armenian institutions are using these opportunities to set up joint/double degree programs with European partners and internationalize their programs.

Transnational Higher Education in Armenia

There are several kinds of transnational education providers in Armenia: interstate institutions, franchises, joint/double degree providers, branch campuses, independent institutions, and virtual education programs.

According to Armenian legislation, all educational institutions and programs have to be licensed by the ministry of education and science (MoES). Although universities delivering joint programs and double degrees are licensed, the procedures and criteria to develop and deliver joint programs and to monitor relationships between institutions are not regulated by Armenian legislation. Recently, changes have been made to the draft of the new Higher Education Law; appropriate provisions for joint and double degree programs have been added, but these changes have not yet been implemented.

For institutional or program accreditation, HEIs can choose between the National Center for Professional Education Quality Assurance Foundation (ANQA), any quality assurance agency registered with the European Quality Assurance Register for Higher Education (EQAR), or an agency that is a full member of the European Association for Quality As-

surance in Higher Education (ENQA). Institutions implementing education programs jointly with HEIs (or branches of HEIs) from countries outside the EHEA can choose the ANQA or any other recognized quality assurance agency from a list of agencies approved by the MoES. Notably, there are no standards and guidelines for quality assurance for joint programs, which is an issue for almost all Bologna member states.

Who Are the Cross-Border Education Providers in Armenia?

The main providers are:

- The American University of Armenia (AUA), initiated with the support of the Armenian and the US governments (via USAID allocations), the Armenian General Benevolent Union, and the University of California. AUA operates today as an independent, private, nonprofit HEI, awards US qualifications, and holds accreditation from the WASC Senior College and University Commission. AUA offers graduate and undergraduate degree programs as well as preparatory and continuing education courses. It has research centers that address critical national and international issues. AUA is very attractive for Armenian learners and attracts the best students.
- The Russian–Armenian University (RAU), a public for-profit university, established on the basis of an interstate agreement between the two governments. As such, RAU awards double qualifications and has 31 departments within five schools. The university delivers several joint graduate-level programs with partner universities in Russia and Europe. It also has several research clusters.
- The French University in Armenia (UFAR), established on the basis of an interstate agreement between the two governments and collaborating with Jean Moulin Lyon 3 University via a franchising agreement. UFAR is a private nonprofit foundation awarding double qualifications.

- The European Regional Educational Academy of Armenia (EREA), another interstate, nonprofit, public foundation. The Academy was created by decision of the Armenian government and on the basis of franchising agreements signed with a number of educational institutions from various European countries. The institution awards Armenian qualifications.

According to the national ranking system, two of these universities, AUA and RAU, are competitive in the Armenian education system and ranked as second and third respectively.

Meanwhile, there are seven branches of Russian, Ukrainian, and Belarusian universities active in Armenia. These campuses award the qualifications of their parent institutions. Given that there is no publicly available information on these institutions, the number of graduates from these branches is not clear, nor is it possible to say much about the quality of the education they offer.

The Yerevan Branch of Lomonosov Moscow State University (MSU) is quite new in the Armenian higher education landscape. It was launched in 2015 and has not graduated any student yet. MSU offers undergraduate programs in seven disciplinary areas; most of them overlap with areas offered by RAU, which raises the question of whether these two universities will compete for the same student population. On the other hand, the arrival of MSU on the market might add value to the growing internationalization of the sector by attracting more students from the CIS (Commonwealth of Independent States) countries.

What Is the Future?

Although the number of private institutions in Armenia is large, the majority of students (about 87 percent) still choose to enroll in public and interstate institutions, even though they are costly. Approximately 15 percent of learners choose cross-border institutions, and this percentage is growing steadily. These figures, together with the evaluation results of national rankings—where private universities occupy lower positions—tell us that the quality of private institutions in Armenia is low, and they are not yet

strong competitors.

In contrast, transnational education institutions are becoming more attractive because they offer students the opportunity to study in a language other than Armenian. Given that legislation hinders national HEIs from delivering their programs in foreign languages, this is leading to unequal conditions

for transnational and national institutions and to growing complaints from national universities. In light of these various factors, the popularity of cross-border education in Armenia will likely increase, driving national institutions to pursue stronger internationalization policies in order to compete.

Student-Centering Liberal Education: A Call for More Critical Analysis

Kara A. Godwin

Kara A. Godwin is a research fellow of CIHE. A longer version of this article has been published: Godwin, K. A. (2015, December). The counter narrative: A critical analysis of liberal arts education in global context. New Global Studies, 9(3), p. 223-244.

Being a critical scholar and practitioner in the international higher education arena has inherent challenges. The globalization era is characterized by increasing market competition, a proclivity toward individual responsibility and benefits, a deterioration of the public sphere and public funding, a focus on quality assurance and accountability, and proliferating university-industry partnerships. These tendencies are pervasive. Against this backdrop, critical educators and researchers seek to assuage social injustice by highlighting narratives that disrupt master neoliberal agendas. Doing so means exposing modern, often subtle, forms of neocolonialism while elevating transformative opportunities for marginalized individuals and ideas. It is a difficult — but essential — task in day-to-day international tertiary activity and research.

The global liberal education trend, the growing interest in liberal arts and science education (also called “general education”) outside the US, is no exception. Despite the enthusiasm of policy makers and education leaders involved with liberal arts and science experiments, a more critical perspective of these developments is needed. Aligned with neoliberal tendencies, the master narrative of most non-US liberal education programs is also predominately economic and market-driven. The World Bank/ UNESCO Task Force on Higher Education and Soci-

ety posited in 2000 that a liberal education is ideal preparation for the flexible, knowledge-based careers that dominate the upper echelon of the work force, and especially so in developing countries. This line of reasoning has been the impetus for liberal education programs in places like China, Africa, and Western Europe.

Not surprisingly, most news and scholarship about liberal education’s expansion outside the US, including information published by programs themselves, is positive. For places like Hong Kong and China that are implementing system-wide reforms, or for programs in India or anomalous initiatives like Ashesi University in Ghana and Shalem College in Israel, an enthusiastic profile is vital for “selling” liberal education to skeptical students, parents, policymakers and the public. Researchers and program leaders emphasize the advantages of liberal education for societies that desire an innovative and politically active citizenry, and for developing economies needing more adaptable human capital with knowledge-based skills.

Critical or counter narratives to these liberal education rationales, however, are scarce. Interpretations of the global trend and individual case studies, for example, too rarely address liberal education’s historical roots in Confucius, Hindu, Buddhist, and Islamic traditions; risks of Westernized ideology and

hegemony (particularly in programs modeled on US traditions); or the extensive need for faculty, teaching, and curriculum development that better aligns with liberal learning outcomes.

It is significant that discourse among scholars, administrators, and policymakers seldom focuses on students, despite the position of students as primary stakeholders in the new liberal learning initiatives seen cropping up around the world. To address this deficiency, this discussion briefly and critically brings learners to the forefront and scrutinizes ways in which they might be marginalized by related liberal education reforms. It also highlights a few of the ways students benefit. The most salient critiques of liberal education for students relate to access and affordability, learning, and workforce opportunity (a topic admittedly close to the neoliberal paradigms rationalizing liberal education).

Access and Affordability

Compared to traditional, specialized curricula, liberal education is expensive. Critical analysis should better illuminate (and help to mitigate) repercussions of its high cost. Trained and motivated faculty are required to achieve hallmark liberal learning outcomes, such as broad interdisciplinary knowledge, quantitative and qualitative literacy, and analysis and writing acumen. Liberal education is intimately tied to teaching since it is often the instructor who is responsible for helping students think analytically, providing a sound interdisciplinary theoretical foundation, engaging students in critical dialogue and problem solving, and molding written and oral communication skills. Faculty, as a result, must devote significant time to cross-discipline discourse and collegial course design.

Effectively fostering liberal learning outcomes also requires pedagogy that is unconventional in most countries. The rote transmission approach to teaching that is prevalent in many career-centered programs—and increasingly scrutinized for its focus on declarative teaching rather than student learning—is not conducive to the objectives that distinguish a liberal arts and science education. Faculty support, pedagogical training, and instructors amenable to collaborative classroom culture are impera-

tive for successful and sustainable programs. Given liberal education's ideal pedagogy, programs require classrooms with fewer students and thus more courses and space, more faculty, robust faculty development structures, careful recruiting, more student content hours, and more materials compared to their traditional education counterparts.

Much of this cost is transferred to the student. Student access to liberal education, as a result, is inadvertently reserved for those who can afford it. This is true for both developed and developing countries. That half of non-US liberal education programs are also private may further inhibit access if students are unable to use government issued tuition subsidies.

The unique nature of liberal education is costly in other ways, as well. Several liberal education programs, like those in the Netherlands and Australia, have been criticized because their students are deemed under-qualified by graduate programs looking for conventional career-oriented undergraduate applicants. Some liberal education degree finishers need to take another year of university to compensate for their unique bachelor's training and be eligible for graduate admission. An extra year of undergraduate education is likely cost prohibitive for many students and exacerbates aspects of liberal education that are perceived as impractical in the job market.

Student Learning

The pedagogy needed for liberal education to be effective presents notable challenges for learners as well as faculty. In order to achieve the core learning outcomes that distinguish liberal education, students are encouraged to engage critically with each text and data source, their instructors, and each other. With contemporary liberal education courses often, though not always, situated in a democratic curriculum, students are also given an unconventional degree of flexibility in selecting their studies and, simultaneously, assuming a responsibility for their own learning.

This is a stark contrast to learning and education in many secondary and tertiary systems globally. Students unfamiliar with these expectations,

because liberal education is an anomaly or very rare in their academic culture, may struggle. Arab and Indian students, for comparison, are accustomed to lectures, memorization, and authoritarian teaching. Interacting with peers, being constructively critical of other learners and professors, working independently, and challenging theoretical assumptions are distinctly foreign activities. If not cultivated, these skills could marginalize liberal learning opportunities for students who were raised to respect instructor authority and approach the classroom as a place where they receive knowledge rather than create it.

Workforce Opportunity and Elitism

With few exceptions outside the US, liberal education initiatives exist on the periphery of mainstream higher education. This is a key puzzle for future and more critical analysis. Programs from Chile to Bangladesh, and even those in China gaining Western journalistic popularity, are outliers. Overwhelmingly, students with top national exam scores and superb qualification select to attend the most prestigious, world-class, national public institutions in their country, not liberal education programs. Despite claims that liberal education can provide students the kind of flexible skills needed in the current economy, it is possible that societies or institutions that foster liberal education programs—in places where specialized education is the norm—also put students at risk of unemployment because their degrees are so unconventional in their economic cultural context. While there is anecdotal evidence that prospering economies seek graduates with the critical thinking skills, learning agility, and general knowledge bestowed by a liberal education, to date there is little scholarship that solidifies this speculation or clarifies how successful graduates are in the job market.

Conversely, combined with its higher cost, the touted advantages of a liberal education can be viewed as elitist and reserved for the upper class. Because liberal education prepares students for a variety of undefined future opportunities instead of a specific career, it is further viewed as a privilege that disadvantaged students cannot afford. A critical view of liberal education's workforce opportunities, as

well as affordability and access, reveals potential for socioeconomic stratification and social reproduction of elites, an argument that has long been made against liberal education in the United States. Globally, members of the contemporary workforce may benefit from liberal education because they are nimble and able to quickly adapt their skills when new systems, knowledge, and innovation emerge. However, if opportunities to engender those skills are limited to students with social capital, financial stability, and geographic access to programs, then liberal education could exacerbate social and economic inequality.

Critical Benefits

The possibility that liberal education can contribute to developing the “whole person” and graduates with well-rounded skills and interests is often overshadowed in liberal education's dominant neoliberal defense. There are a few exemplary exceptions that mention opportunities for character formation, leadership, and personal development, but most programs and researchers focus on the advantages for employability over student personal growth. Only occasionally does literature note that pursuing a liberal education in countries where students normally select their career as early as age 16, allows learners to postpone specialization during formative developmental years when they might experiment with the idea of many different careers. These student-centered stories are especially rare in the liberal education policy discourse and central arguments for program funding or government approval.

Perhaps the greatest benefit of more critical analysis for liberal education is that it could accentuate the potential for *liberal education itself* to emancipate individuals and communities from cultural, social, political, and economic marginalization. Critical thinking and the latitude to develop sovereign ideology—whether as an individual or in a more collectivist orientation—are paramount qualities in liberal education. Herein lies the implication and the peril of liberal education, especially as it emerges in new cultural contexts. The very idea that it could incite social change makes it controversial and, in some environments, threatening. As a disruptive ap-

proach to traditional education models, the results of liberal education can be consequential for modern societies. When students or groups of students are educated with a liberal education philosophy, they have potential to become agents for change and questioning in their communities. Liberal arts and science graduates are taught to challenge norms and beliefs, rather than accept them on the basis of as-

sumption, convention, or prescription. In social or political terms, this might positively disrupt (but could also reinforce) historical habits of behavior and systems that induce discriminating cultural frameworks and repressive authority.

Breaking the Code: Exploring How Academics Secure Employment Abroad

Melissa Laufer

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The world is shrinking. Moving abroad for work is far more imaginable and feasible than in the past. In academia, we see an increased form of “nomadism”, a practice of academics moving abroad for periods of employment. For universities, recruiting international staff can be both intellectually and financially fruitful as foreign academics bring new perspectives, links to future collaborators (universities and scholars alike) and provide the language and knowledge capabilities needed to internationalize the curriculum. For academics, employment abroad may open doors to further their (and possibly their partner’s) career and provide an alternative to limited, stagnant or poorly paid positions at home. However, despite the rosy picture this paints for universities and academics, there are many issues involved in working abroad, some of which create less than ideal working conditions. To begin with, the actual process of hiring international staff can be complicated. Hiring practices are often shrouded in mystery and research frequently points to the importance of social ties in successfully securing employment. Is it then safe to assume the success of international applicants is dependent on them knowing the right people? Or do other factors play a role in their job success?

Introduction

During my time as a visiting scholar at the Center for International Higher Education, I investigated how an academic’s social ties and other attributes contributed to their job success in foreign education systems. This investigation, conducted in collaboration with Dr. Julie M. Birkholz, is part of a larger project exploring the hiring experiences of international scholars and the potential role that an individual’s social network plays in obtaining employment abroad. Our initial observations indicate that the success of international applicants is dependent on contextual factors, social ties, and individual attributes.

Understanding Local Expectations

Hiring in academia is usually localized. This means that selection committees are generally comprised of members of the university hiring department and faculty, though a local selection committee may also be internationally oriented or open to international applicants. However, sections of the application and hiring process may implicitly or explicitly favor local candidates over international candidates. For example, in Flanders, the Dutch speaking part of Bel-

gium, a specific publication culture is practiced in which publications are evaluated based on their appearance on a predetermined list (VABB-SHW). Flemish academics trained to publish in outlets approved by the VABB-SHW will likely have more publications favorably evaluated over international applicants who are likely unaware of the list and have not published in the approved outlets.

Risky Business

Choosing a new hire can be a risky business. Opinions differ regarding the ‘risk’ associated with hiring local versus international candidates. In departments/faculties with high levels of inbreeding, local candidates may be preferred over international candidates. The reasoning for this is that a local internal candidate (e.g. an individual from the hiring university) presents less risk for the department/faculty due to their training in the local academic tradition, making them less likely to disrupt the status quo or leave the institution for another position. This risk-averse behavior in search committees is sometimes in direct opposition to internationalization efforts of higher levels of the university or education ministries.

Knowing the Right People and the Right People Knowing You

The first step in applying for a job abroad is finding a suitable vacancy. Hearing about an opening is sometimes as easy as Googling ‘Academic Jobs Europe’ (as one interviewee in the study remarked) but in many other cases, having a connection to an ‘insider’, an academic in the hiring department, is the best strategy. An insider can serve to legitimize an international applicant, especially in cases when an applicant’s profile differs from local applicants (i.e. more emphasis on teaching than research). Knowing an insider also gives an international applicant the chance to ask for advice regarding the application process. Application writing and interviewing can be minefields of unspoken rules and expectations and having an insider guide this process may make or break the success of an international applicant. Similar to knowing an insider, listing a well-established scholar in the country of the application

as a referee can also legitimize an international applicant’s profile.

Measuring Merit

Ideally, hires in academia are based on an individual’s merits and the skills they bring to the university. However, how merits and skills are measured is dependent on context. For example, academic traditions differ in regard to how doctoral training is carried out. In North America, young scholars are encouraged to develop as generalists while in Europe developing a specialty is often the core of doctoral training. Problems arise when an individual transfers to another system and their accomplishments in one system may be viewed as shortcomings by another. A struggle for international applicants is to ‘sell’ their profiles, which at first glance may be considered ‘wrong’ for the job. Our observations indicate that a mismatch between an applicant’s profile and the expectations of the search committee may be overcome through an applicant’s very specialized expertise in a desired field and the prestige associated with their previous education or employment.

Conclusion

Global internationalization efforts have aided in ushering in this new era of mobile academics with increased numbers of English taught programs, support and funding for international research collaborations and growing pressures to rank universities internationally. Applying for an academic job abroad is more commonplace but entering a new academic system is akin to learning to swim in a new pond: you may know the basic strokes but need to navigate uncharted waters. Many universities are making strides to internationalize their staff; our future work aims to shed more light on different hiring processes and reflect on the factors that contribute to academics experiencing job success abroad.

The University and the World

Patrick McGreevy

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The idea of the university as a thing set apart from its surroundings, detached from the world of ordinary experience and temporality, has persistently adhered to the Western university from its inception at Bologna and Paris down to our own time. My interest in this issue springs, first, from contemporary concerns that the university has suffered a kind of invasion by powerful economic and political forces, provoking some academics to call for a return to what they see as a prior state of greater separation. My interest has also been stimulated by thirteen years of residency at the American University of Beirut (AUB), a distinctive locus from which to view higher education in the global era.

AUB is an American-style university with a long history of intense engagement with the city, country, and region in which it is embedded. This places it in stark contrast to the more recently-established Western-style campuses in the Gulf countries that are much more walled off from their own societies. Academics who want greater separation are keen to protect the unfettered pursuit of knowledge and social critique, while authoritarian leaders seem to want separation to prevent such activities from affecting the political and social *status quo* in their countries. To gain some perspective on this issue, my project at CIHE sought to investigate both the idea of the university as a thing set apart and the realities of universities' complex relations to their surroundings as they have unfolded through the major historical transformations of higher education. Here, I report my preliminary observations and briefly suggest their implications for universities today.

The Medieval University and the Town

The first universities appeared after a period of increasing stability and prosperity in Western Europe that, by the 12th century, fueled a swelling demand

for educated men, and coincided with an avalanche of new writings translated from Arabic. Although universities were indebted to monasteries for preserving a portion of classical learning, they were quite distinct from monasteries. From the beginning, monasteries had been conceived as isolated and self-sufficient, radically set apart from a fallen world. In contrast, the universities chartered by the late 13th century—including Bologna, Paris, Oxford, Cambridge, and several others—were all in towns or cities. Towns were emerging from the feudal landscape through the mechanism of forming corporations that, when approved by royal decree, guaranteed legal and economic independence from local lords. In this sense, towns were themselves separate from the feudal order, interconnected centers of an incipient cash-based market economy. Universities came into being when students and teachers established their own corporations—usually by royal or papal charter—that provided privileges such as freedom of assembly and the right to strike, set curricula, and grant degrees. Moreover, since most students were clerics, they could only face trial in ecclesiastical courts. This exemption from town courts, along with the Latin language and distinctive clothing, set students and teachers apart from other townspeople, and farther apart from those outside the town. Yet this independence was hardly a retreat from the world. Universities, as their longevity shows, were part of an emerging international world initially facilitated by a unified church and the Latin language. In an ecological sense, Medieval universities developed in relation not only to town life, but also to the network of other universities throughout Christendom, as well as to royal and papal authority.

The Research University and the Nation State

The transition to the modern research university began in Protestant German-speaking lands during the 18th century. The Medieval University had been a church-like institution charged with preserving a sacred canon, a transcendent mission that placed it beyond the mundane world. The impulse for change did not come from professors whose interrelations, even during the Enlightenment, were still generally collegial rather than meritocratic, but rather from government ministers with pragmatic concerns such as attracting more fee-paying students, producing graduates useful for state bureaucracies, and discovering new knowledge. In Prussia, for example, ministers intervened to create a market for professorial talent, assessing applicants on the fame of their writings. Medieval university practices had been largely oral, but now both faculty and students were expected to prove their worth through writing. Historian William Clark points out that, although the research university was an Enlightenment institution, it incorporated a Romanticist notion of the researcher's charisma based not on fame as such but rather on creativity. The research university could therefore claim to be a place of geniuses, and, like its Medieval predecessor, beyond the ordinary world.

In his influential plan for the new University of Berlin (1810), Wilhelm von Humboldt proposed that both students and professors should pursue knowledge and discovery, a task that is never finished. For this work, he concluded, "freedom is necessary and solitude helpful." The Prussian ministers wanted to foster research and to develop resourceful workers, and they were willing to grant special freedoms to encourage this. Hence, the research university introduced a new reason to set the university apart, especially from the authoritarian state itself: the constant questioning of current knowledge that drives research required both protection and containment.

The German model spread, particularly in the second half of the 19th century, to most of Europe and to the United States. This was an era of growing popular nationalism, and universities accepted a national mission that included contributing to indus-

trial and military advancement, and, in the cultural sphere, attempting to articulate the nation's uniqueness in terms of literature and national experience, thereby giving the humanities an important if restricted role.

Medieval universities had gradually developed purpose-built campuses, usually with enclosed monastic quads, signaling clear separation from their surroundings. The persistence of such designs, and a growing preference for rural locations—far from perceived urban vices—became particularly pronounced in the United States. Because the penetration of the research model took time, many institutions, such as American liberal arts colleges, long retained collegial practices. Today, it would be hard to find any US four-year institution that does not expect publications of its professors.

The Global University and the World

The international liberal order, established with US leadership after World War II, seemed to achieve worldwide dominance with the fall of the Soviet Union in 1991. There followed a period of expanding globalization—economic, cultural, and political—propelled by new digital technologies and the growing influence of multinational corporations. A prevailing creed, espoused by US presidents from Reagan to Obama, promoted privatization, deregulation, corporate-friendly tax laws, and an increasingly integrated global trading system. In the view of observers such as Bill Readings, this process so undermined nation-states that the academic mission of defining the national culture was no longer a priority. Students were consumers who must themselves pay for an education that was now largely a private concern. While globalization helped to reduce poverty in places like China, there is consensus that it also led to a widespread concentration of wealth into fewer and fewer hands. Public universities faced funding cuts and intrusive auditing procedures that increasingly rewarded only what produced economic benefits. Universities were forced to appeal to those who now controlled significant wealth, and the fact that such appeals would need to be repeated heightened concerns that the interests of concentrated wealth would exert undue influence over aca-

democratic priorities.

Universities in every age have had to adapt to prevailing power formations. Even at their inception, universities had to play off against each other the power of bishops, kings, townspeople, popes and others. But, in the current situation, academics seeking such leverage seem to be at a loss. It is worth recalling that the enhanced academic freedom and autonomy that accompanied the research university coincided historically with demands for similar rights for all citizens. The university, it is often argued, has a key role not only in developing students who can think independently enough to fully participate in democratic life, but also to serve as a locus of critique, a social conscience. My view is that if universities are to retain some control over their own priorities they must strengthen connections to potential allies in the democratic public arena—in all of its diverse forms—as leverage against the power of both concentrated wealth and the governments it often deeply influences.

Since the end of the Cold War, Western-style universities have rapidly spread to non-Western

countries, but, as I have tried to show, Western universities cannot be understood apart from their ecological contexts. Planting an institution in a radically different context changes it fundamentally. Western-style universities in authoritarian Gulf monarchies, for example, are necessarily truncated. We do not know if the benefits of Western education, particularly for those previously without access, will eventually catalyze wider freedoms in these states, but it is clear that the radical separation of these campuses from their surrounding societies impedes such change. In more democratic settings, there is no evidence that erecting higher walls will protect universities or enhance their critical and democratic missions. In a moment of great uncertainty when distrust of the liberal international order lends appeal to authoritarian nationalism—with its own logic of higher walls—it is crucial for universities to enhance engagement with democratic voices beyond their campuses.

What Have We Learned Looking at Higher Education Key Global Publications?

Georgiana Mihut

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In the last year, the Boston College Center for International Higher Education (CIHE) has taken a closer look at articles published since 2011 by three outlets that focus on higher education news and analysis. The publications included in this exercise were *International Higher Education* (IHE), *University World News* (UWN), and *The World View* (TWV).

This effort resulted in three distinct publications:

1. *Understanding Global Higher Education: Insights from Key Global Publications*, published by Sense Publishers, includes a carefully selected collection of IHE and UWN articles that pertain to
2. *Understanding Higher Education Internationalization: Insights from Key Global Publications*, similarly published by Sense Publishers, represents a curated collection of articles from IHE, UWN, and TWV that capture different facets of internationalization.
3. *The World View: Selected blogs published by Inside Higher Education, 2010-2016*, published as part of the CIHE Perspectives series, presents a snapshot of the geographic and topical diversity

themes of global interest in the field of higher education.

of posts from TWV, an Inside Higher Ed blog edited by Liz Reisberg, a Research Fellow at CIHE.

This review of news and analysis outlets serves two distinct aims. First, our three new products aim to showcase important contributions by higher education researchers, practitioners, and journalists in a coherent format. Second, the exercise sought to understand broader trends within the field of higher education as seen through the fast-paced lens of these outlets. Several observations may be drawn as a result of this inquiry, a few of which are included below.

Internationalization is Becoming Increasingly Complex

The three outlets are devoted to covering and providing analysis on globally relevant issues. As such, it should come as no surprise that the highest proportion of articles published by UWN, IHE, and TWV focus primarily on aspects connected to internationalization. In fact, out of the 391 IHE articles reviewed, 34% addressed the theme of *internationalization and globalization*, while 21% of the articles published in UWN between 2011 and 2016, and 23% of articles published by TWV between 2010 and 2016, addressed the same theme. More significantly, internationalization has become an increasingly complex phenomenon, with wide reaching implications. For example, among the UWN and IHE articles analyzed, student mobility represents one of the most widely analyzed themes within the broader phenomenon of internationalization, as 14% of all articles devoted to internationalization address this sub-theme. Further, themes such as *internationalization through partnerships*, *internationalization policies and strategies*, and *transnational education*, *branch campuses and hubs* were each the main topic of over 10% of internationalization-focused articles. Less common topics among this grouping of articles point towards up-and-coming areas of interest. These include internationalization and faculty (3%), *internationalization of governance* (3%), *internationalization of research* (4%), *internationalization of third mission* (4%), and *teaching and internationalization* (9%).

Persistent but More Nuanced Center-Periphery Representations

Higher education has traditionally been an arena where north-south, east-west, and developing-developed power relations have been very strong. Center-periphery contrasts are apparent in how often different geographical regions are represented within UWN, IHE, and TWV content. However, such representations are becoming more nuanced. Noteworthy is the fact that a substantial proportion of articles (26% for UWN, 40% for IHE, and 38% for TWV) have a global focus and provide analysis relevant for multiple geographical regions. For IHE, 15% of articles focus on Europe, almost 10% of articles focus on Africa, 7.5% on Latin America, and only 5% on North America. For UWN, almost 20% of published articles focus on Asia, almost 16% focus on Africa, 10% on North America, but only 3% of articles focus on Latin America. Interestingly, in the case of TWV, Latin America is the most represented world region among published articles (17%). At the intersection of the three outlets, world regions at the periphery are widely represented.

Few Debates, Much Consensus

In the process of analyzing UWN and IHE articles, I coded the positions taken by the authors of each article towards the main topic addressed. This procedure was conducted for over 1800 articles. Overwhelmingly, almost 88% of all articles took a neutral stand towards the main topic discussed, attempting to offer either a balanced analysis, or simply reporting facts. Little over 11% of the articles took an active affirmative stance towards a topic, and only 2.5% of articles took an active stance against a topic. These percentages vary across themes. The theme with the highest percentage of articles with positions openly against an issue is unsurprisingly *unethical behavior in higher education* (6.6%), followed by *diversification and rankings* (5.6%), and *information and communication technology and distance education* (5%). The highest percentage of articles arguing openly for an issue or proposal are present within the theme *information and communication technology and distance education* (23.7%), followed by *quality as-*

surance, accountability, and qualifications frameworks (18.7%), and the centrality of the academic crisis (13.9%).

First, these numbers illustrate that the field of higher education does not promote much debate, and that few authors engage with articles previously published in either outlet. Not much follow up or response is directed at previously published articles. Second, these trends suggest that some themes relevant to the field of higher education are surrounded by more divergence in opinion than others.

Conclusion

Higher education is a fast paced field, influenced by disciplinary, policy sector, and institutional develop-

ments. As such, news and analysis publications such as UWN, IHE, and TWV offer insightful takes on the state of higher education globally that complement academic journals. The analysis conducted by CIHE in the last year is meant to offer a nuanced overview of the themes covered by the three outlets and also to highlight the diverse issues that affect different geographic regions. In addition, this exercise may serve as a source of inspiration for higher education researchers who aim to address less represented topics and regions in their own work.

Contributing to the Construction of Rural Development: A Challenge for Colombian Higher Education in the Post-Agreement Context

Iván Pacheco

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The signing in November 2016 of the “Final Agreement to End the Armed Conflict and Build a Stable and Lasting Peace” between the Revolutionary Armed Forces of Colombia - People’s Army (FARC-EP) and the Colombian government opens the door to optimism, while raising a series of challenges for the post-agreement reality. The text of the Final Agreement consists of 310 pages in which the following six points are developed: 1) comprehensive rural reform; 2) political participation; 3) bilateral and definitive ceasefire and cessation of hostilities; 4) solution to the illicit drugs problem; 5) victims; 6) implementation and verification mechanisms. Higher education institutions (HEIs) can contribute significantly to all of them.

Higher Education in the Agreement

Three universities are explicitly mentioned in the Final Agreement: the Kroc Institute for International Peace Studies of the University of Notre Dame (USA), the *Universidad Nacional de Colombia* and the Department of Political Science of the *Universidad de los Andes* (Colombia). The Kroc Institute, which played an important role during the negotiation stage, was given the task of providing technical support for the verification and monitoring of the agreements. *Universidad Nacional* and the Department of Political Science of the *Universidad de los Andes*, together with the Carter Center and the Dutch Institute for Multiparty Democracy (NIMD), were assigned the task of appointing six of the seven members of the Special Electoral Mission created in the agreement. The document acknowledges the

role played by *Universidad Nacional* during the negotiation stage, and highlights how, together with the United Nations, it organized four forums with the victims of the conflict. In addition, *Universidad Nacional* was entrusted with the important task of carrying out the census for the reinstatement of FARC-EP ex-combatants. The explicit mention of these three universities and the tasks assigned to them, speak well of the confidence that the negotiators had in this group of national and foreign, public and private universities. Further, the tasks assigned transcend the traditional substantive missions of the university.

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Explicit mentions in the Final Agreement of “higher education” (as a subject) or universities, in a general sense, are scarce. The expressions “*instituciones de educación superior*” (higher education insti-

tutions) and “*universidades públicas*” (public universities) are mentioned only once in the section on “citizen control and oversight”. The term “*universidades*” (universities) is also only used once, in the context of universities being assigned the task of providing inputs so that the Monitoring, Impulse and Implementation Verification Commission (CSIVI) can carry out its mission, a task shared with other entities, such as organizations, research centers and observatories.

In Point 1 (Comprehensive Rural Reform), the importance of “bringing regional academic institutions closer to the construction of rural development” is highlighted. Under this point, a section is dedicated to rural education and, among other subjects, explicit reference is made to “agricultural technical training,” but linking it to secondary (not tertiary) education. Surprisingly, however, there is no explicit mention of the Sistema Nacional de Aprendizaje (SENA), one of the largest public HEIs in the country created with the purpose of providing technical education at different levels. In the past, SENA contributed significantly to the expansion of enrollment in higher education.

The section on rural education further draws attention to the problem of access and persistence in higher education. This section highlights the importance of scholarships with forgivable loans to widen access for poor rural men and women “to education at different levels, including technical, technological and college level education.” When appropriate, support for maintenance and living costs should be included.

If the scope of the analysis of the peace agreement is expanded to include all the references to training and vocational education, in addition to higher education, it becomes evident that the Final Agreement paid special attention to education as a contributing factor to the consolidation of peace.

What Has the Government Done?

Among the activities carried out by the government are the National Development Plan, the Universities of Peace program and the writing of a draft decree-law. The National Development Plan 2014-2018 was approved by the Congress in 2015 (Law 1753).

Its main objective was to “build a Colombia in peace, equitable and educated....” A new emphasis on both peace and education has been identified as an important distinction between this Development Plan and previous ones. However, the Plan was approved before the signing of the Final Agreement, hence it was not an outcome of the agreement, although the two documents have several points in common.

In August 2016, the government launched the Universities of Peace program and presented it as a “strategy of access to quality higher education for Colombians living in areas where armed conflict prevailed.” This strategy consists of allowing students from different regions to complete the first semester of a selected academic program at a branch campus in their place of origin and then transfer to the main campus of the same institution to finish their studies. To make this possible, the seven participating public universities, all of them accredited, will send their teachers to campuses in other regions.

However, the government has done very little in terms of higher education and peace following the signature and approval of the Final Agreement. The Ministries of Labor and Education drafted a decree-law, by which they attempted to develop the Tertiary Education System (SNET) and the National Qualifications Framework (both presented initially in the National Development Plan 2014-2018), as well as introduce changes to the apprenticeship contract in the country. The academic community criticized this project, which forced the Ministry of Education to issue a statement declaring, “no initiative related to the National System of Tertiary Education will be established, until there is a consensus with the sectors interested in it.”

What Have Higher Education Institutions (IES) Done?

There is no unified register of the activities of HEIs in favor of peace building in the country. However, public and private HEIs had developed related activities long before the signing of the Final Agreement. During the negotiation stage, the rectors of the State Universities System (SUE) expressed their support for the peace process by assuming ten commit-

ments: 1) support mechanisms for endorsement of agreements; 2) intervene in the territories for the achievement of peace with social justice; 3) train the demobilized combatants as peace managers; 4) accompany the victims of the conflict; 5) contribute to the modernization of the Colombian State for post-conflict and strengthening of local governments; 6) promote the strengthening of a culture of peace; 7) support research for peace; 8) train critical and participatory citizens; 9) support students’ professional practices for peace; and 10) make universities a territory of peace. Private universities have also made progress in contributing to the consolidation of peace, yet in a less organized way.

Despite some overlap between the activities carried out by the government and those announced and developed by HEIs, cooperation between these two groups remains poor. So far, initiatives from both parties seem to be developing in isolation, and the government has not assumed a coordinating role. Further, there are no clear signs that the government wants to take on that role.

Improving access to higher education for youth from marginal areas, whether affected or not by the conflict, is certainly an important goal. The implementation of the tools contained in the National Development Plan 2014-2018 is also important. However, the challenge posed in the Final Agreement still remains: “to bring regional academic institutions closer to the construction of rural development.”

The government was bold in negotiating the agreement. Now it has to be bold in defining effective strategies for its implementation. To feign ignorance of the difference in priorities defined before the peace agreement and after its signature is to ignore the intense negotiation process that preceded it. HEIs, many of which have already made a significant contribution to peace building, must play a leading role. Just as the SUE issued a statement supporting the peace process, it is now necessary for the HEIs to express their views on how they will contribute to the consolidation of the agreements, or even contribute with elements that have not been considered in the Final Agreement. In addition to the sub

stantive functions of teaching, research and extension, HEIs must assume a leading role in the economic development of rural areas. A concrete plan is required, and it must be developed and imple-

mented, in an articulated manner by the government, HEIs, and other regional stakeholders. Until this plan is put into action, the higher education sector will be indebted to the country.

Collaborative Services: Enhancing the International Student Experience

Adriana Pérez-Encinas

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The quality of the student experience seems to be one of the top issues considered by international students when choosing a university, the perceptions of which are connected to socio-cultural factors and to information they receive from peers. These factors are not easy to measure but making sense of the elements that contribute to student choice and satisfaction can help institutions attract and retain more students, ultimately enhancing the international student experience on campus. Universities offer a range of support services that can be divided in three types: *internal*, *external* and *collaborative*. This paper focuses on a classification of support services and international students' integration abroad through a collaborative services approach.

Support Services to Integrate International Students

Institutions have a potential impact on the student experience. Helping students attain a feeling of being part of a community is one of the core goals of the engagement strategies orchestrated by institutions. Strategies to provide an inclusive community should include welcoming services, a welcoming environment, and ongoing support services to offer international students an "at home feeling" and sense of belonging. Safety and emergency services are also key in the world nowadays.

Good provision of support services is becoming a central topic in the internationalization process of higher education institutions for several reasons. First, not all students have the same needs, as different push and pull factors impact their decisions throughout the mobility process. Second, global trends and pressures might affect the way that higher education institutions act or execute their internationalization policies and strategies, and therefore their provision of services for students. Moreover, as a European Parliament (2015) study on internationalization of higher education stated, internationalization is shifting its approach from being marginal to mainstream, to focus not only on exchange of students and staff but also on other activities to involve all stakeholders. In this sense, there are three recognizable global trends in the internationalization of higher education institutions: (1) increasing numbers of mobile students and exchange programs, (2) the call for better provision of host university support services to enhance the international student experience, and (3) a collaborative and inclusive approach to integrate all stakeholders (*staff, faculty and students*) into internationalization strategies at higher education institutions.

Here, an approach to a different classification of services is presented, focusing on collaborative arrangements.

Classification of Services

Depending on the profile of a given university and its structure, typically three different types of services may be offered: *internal*, *collaborative* and *external*.

- *Internal services* are those provided at an institutional level and internally at the university. For example: international relations office, libraries, admission office, etc. These services include fixed staff with dedicated tasks as part of their daily activities.
- *External services* are providers within a university but deal with issues that the university system does not cover. These types of services require engagement between internal and external staff. Some examples will be: student housing services, agents and student recruiters that attract international students, etc.
- *Collaborative services* are those that are carried out on a volunteer basis and are provided mainly by students. *Collaborative services* call for a close relationship between the service providers and the institution to ensure a fruitful cooperation between both parties and, ultimately, benefit for the international students being served. In most cases, collaborative service providers need to ask for institutional support to develop their tasks and activities. Examples here may include students' associations, interest groups at the university and so on.

Universities can offer different types of support services but it is advisable to include all stakeholders in the internationalization process and, therefore, in the provision of services.

Collaborative Services

The integration of international students at all levels of the university is important. Furthermore, it is crucial for international students to integrate not only in international “bubbles” but also with local students. Actions to provide this widespread and authentic interaction are scarce, and are not reaching all students at most institutions. In fact, in order to

strengthen on-campus commitment and integration for international students, we must provide an active collaboration of all types of services. This is a matter of all stakeholders within the institution playing an active role.

Research on the role of collaborative services, such as student volunteer associations, show that internationalization is not just about attracting international students but also about integrating them into their host institutions' international and intercultural dimensions. There is still much to be done to socially integrate international students and local students. Social integration of students has been addressed by many authors. To adapt to an unknown environment like a new university or new country can be challenging and complex. International students do not focus their time abroad just on academic success; they also participate in the student culture and social events at universities, and they are as interested as local students in enjoying social support (i.e., building relationships, social networks and friendships). Thus, support from peers, social networks, integration between local and international students, and socio-cultural gatherings can be key to help international students avoid isolation or home-sickness and, ultimately, to meet international students' expectations abroad.

By providing support services—such as a social network for students, buddy programs, intercultural courses, social events and activities organized at the institutional level or by collaborating with student volunteer associations—we can meet international students' expectations. One way of offering these support services is by collaborating with student volunteer associations, as many of the existing international offices do not have the time to fully cover this topic. Two factors support this argument: (1) student volunteer associations are mostly formed by students, so there is a connection from peer to peer, and (2) they mainly offer services that relate to socio-cultural support with other students by organizing trips, buddy programs, language exchange meetings, debates, excursions and so on, and more importantly, they offer a place to hang out for both international and local students.

In conclusion, there are three main types of services (*internal, external and collaborative*) that a university can offer. A collaborative support service or a combination of services, — such as internal services combined with collaborative services (i.e. student as-

sociations or volunteers)—provides much-needed peer to peer experiences and socio-cultural support services. These are currently scarce in most higher education institutions, yet are crucial to enhance the international student experience.

Foreign Language Study Should Be Mandatory!

Liz Reisberg

Liz Reisberg is an international higher education consultant and a research fellow at CIHE.

I wish I had a dollar (or a euro or a yen) for every time I heard someone say that they couldn't learn a language. Yet studying a foreign language is much more than the ability to speak another language fluently. Bless you, Princeton University! I found myself pondering the question of presidential tenure after I got wind of two pieces of news. In my country, Chile, the rector of a private university announced that she was stepping down after 31 years at the helm of her institution. She had founded this university in the early 1980's, and then presided over its rise in the first decade and its fall in the subsequent two. Clearly, too long.

Princeton's latest general education proposal would require all students to study a foreign language, even those already proficient in another language. The proposal acknowledges that a language isn't something to cross off a list of requirements, much as other universities have allowed students to do by testing out, but rather a deep dive into culture and communication. In her November article, Colleen Flaherty noted that the trend has been in the other direction with most four-year institutions in the United States retreating from foreign language requirements. Worse still, some study abroad programs now allow students to take classes in English, rather than the language of the host country.

While it is now almost cliché to refer to our "increasingly globalized world" that reality hasn't been embraced by universities to the extent that it should be. Today, most, if not all, university graduates will need to be able to communicate across cultures, but

there will have been very little (if anything) included in their undergraduate program to help them to develop those skills. Studying another language (or two or three) increases the effectiveness of cross-cultural communication, not only in knowing words, but in developing a deeper understanding of language generally and its relationship to culture.

I am not a linguist but having now studied four foreign languages I recognize the tight relationship between language, culture and how we think. Cultural values, hierarchies, and traditions often play out in language. A growing body of research bears this out. Without some exposure to a foreign language, how would anyone develop any understanding or insight about the cultural dimension of language? It's so important to recognize that we don't all mean the same things with the same words.

Furthermore, language and thought are separate constructions. The way sentences and ideas are structured and expressed in German or Japanese is very different than in English. German and Japanese require the listener to pay careful attention because key communication clues often come at the end of a sentence. I have not studied Arabic or Chinese or Swahili or Diné Bizaad or Quechua, but I'm guessing that they don't all follow that noun-verb-object pattern. Different languages, different ways of thinking. Pretty complicated, isn't it?

Speaking Spanish not only allows me to communicate with Spanish-speakers but it helps me better understand the intent of non-native speakers when they are speaking English, and to be more pa-

tient with errors. Anyone who has communicated in a second language has, at some point, been tripped up by false cognates, embarrassed by words in a foreign language with multiple meanings, or horrified to discover the effect of a slight mispronunciation was to express something unintended. If you have struggled with another language you are more likely to hear more than words when listening to someone who is not a native-speaker of English. You listen for subtleties in the context that help you infer what the speaker is trying to say, even if it hasn't been expressed clearly.

There is also the effect of expanded and enriched communication when bilingual (or multilingual) people get together. So many words don't exist in translation. When I am speaking to friends and colleagues who are bilingual in English and Spanish, I can draw from a much larger vocabulary and choose the word from either language that best expresses what I want to say.

Then there are other practical advantages as well. The job market is much stronger for individuals who speak other languages, particularly Spanish, Chinese and Arabic. In the report, *Not Lost in Translation: The Growing Importance of Foreign Language Skills in the US Job Market*, findings indicate:

- Over the past five years, demand for bilingual workers in the United States more than doubled. In 2010, there were roughly 240,000 job postings aimed at bilingual workers; by 2015,

that figure had ballooned to approximately 630,000.

- Employers seek bilingual workers for both low- and high-skilled positions. In 2015, 60 percent of the jobs with the highest demand for bilingual workers were open to individuals with less than a bachelor's degree. Meanwhile, the fastest growth in bilingual listings from 2010 to 2015 was for so-called "high prestige" jobs, a category including financial managers, editors, and industrial engineers.

I am not naïve enough to believe that simply studying another language will immediately improve our capacity to communicate across cultures or guarantee jobs. But it's a start. At the very least, we need to broaden the teaching of foreign language so that university students learn more than words and grammar and so that professors and students recognize that mastering a language isn't necessarily the point. We don't seem to expect everyone who takes a math course to become a mathematician or every student enrolled in philosophy to become a philosopher. The underlying principle of a liberal arts education is to equip students with a range of skills and tools that will facilitate their insertion into complicated social and economic environments. The potential learning from foreign language study should be a key part of that liberal education.

The Role of International Students in Solving the Labor Market Problems of Russia's Regions

Eteri Rubinskaya

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Research Topicality

The teaching of international students and their consequent employment in the host country of study are

among the most important instruments in the formation of the world market of highly qualified professionals. As a result, many developed countries

are increasingly engaging “the best and the brightest” among the pool of inbound international students with the aim of securing their permanent residence and economic patronage. So far, Russia has been mostly a silent observer in this global process, despite acknowledging that its future intensive economic development will be impossible without a sufficient number of qualified professionals. Already, Russia is experiencing a certain imbalance in its labor market, which is partially the consequence of escalating domestic demographic problems (including population aging and a decreasing actively employed population). Also, this labor market imbalance is the consequence of drastic sociodemographic differentiations between Russia’s regions. A potential logical solution for this problem would be to attract foreign students to join the local labor markets as a means of rectifying this demographic imbalance.

The Regional Aspect of the Problem

Russia is a considerably large country. Therefore, it can be useful to consider education-related migration at regional level, since there are significant differences in geopolitical context, climatic conditions and socioeconomic development across Russia’s numerous regions. These regional differences can have a great impact on the attractiveness of different regions and localities as destinations of study for international students.

Here, we consider the situation in one Russian region, Rostov Oblast (oblast is the local term for a large political and administrative unit), where a sociological survey was carried out in September–November 2016 among the international students of Southern Federal University. The choice of this particular university for the survey was predetermined by its leadership in the region in question, *inter alia*, by the number of international students it hosts and the positive dynamics of this growth. The university’s success in attracting and educating international students can be explained by its many years of experience in working with foreign students. One of the aims in our research was to reveal the migration intentions of international students, as a way to understand their potential involvement in the regional

labor market.

The Results of the Sociological Survey of International Students

The survey was developed by the author of this article and the purposive sample consisted of 256 international students. The results of the survey were divided into groups by the students’ country of origin, and thus two groups emerged: students from the Commonwealth of Independent States (CIS) countries (former Soviet Republics) and students from other geographic locations.

Despite the overall positive attitude demonstrated by both groups of international students toward their life in Rostov, their migration intentions were expressed in rather different ways: 59.3% of the respondents from non-CIS countries reported intentions to leave Russia and 36% expressed some interest in staying, provided job security. Only 4.7% expressed a clear intention to stay in Rostov after completing their studies.

In the group of students from the CIS countries, the answers were distributed in the following way: “will definitely return home”—9.1%; “will stay in Rostov”—28.8%; “I would stay in Russia if I get a good job offer”—62.1%. Thus, over 90% of the respondents in the CIS group and over 40% of international students from other countries were found to be considering the opportunity of future employment in Rostov.

However, according to the representatives of the International Office at the Southern Federal University, who have tracked and studied international student migration patterns for several years, not more than 10% of the students from the CIS region stay in Rostov region, while, among other international students, nearly all eventually return home.

The disconnect between the findings of the survey and actual international student migration patterns is puzzling and raises the need to explore the factors shaping the reality of actual migration patterns.

The State’s Official Standing and the Actual Migration Practice

The need to attract international students to the

country has been declared by a range of official documents of the Russian Federation defining the vector of the country's further socioeconomic development. For example, the *Concept of Migration Policy through 2025* directly states that international students are a source of qualified labor. However, the existing legislation on migration and its actual implementation in everyday practice not only discourages international students from staying in Russia for further employment, but also it directly prevents them from doing so. To confirm this statement, we describe below several examples.

Example # 1. After finishing studies, an international student is obliged to leave Russia, since he/she cannot change from a student visa to a work visa without leaving the country. We have studied these dynamics in a range of developed countries and have found that, after graduation, international students often have an opportunity to stay in the host country to conduct a job search in fields related to their specialization for a defined period of time. The absence of similar employment pathways under Russian migration legislation greatly decreases opportunities for Russia to leverage international students as a skilled labor force for its local markets. In effect, migration policy in Russia automatically excludes the immediate possibility of work for a large share of potentially highly qualified international students.

Example #2. Despite the availability of legal work permits for international students in Russia, the majority of students do not work, while others prefer to work illegally, a phenomenon confirmed by our survey results. We found that 90% of the respondents from the CIS countries and 50% of foreign students from other countries stated their preference for illegal work. This situation can be explained by numerous complexities embedded in the issuance process of the international student work permit and also by red tape that makes foreign students' work unprofitable for both students and their employers. Thus, we come to the conclusion that working international students form a rather vulnerable group of migrants because their human rights can be easily violated or limited. Their work, legal or not, is mostly in short-term side jobs, and obviously,

this cannot help solve the problems of the local labor markets.

Example #3. The government of the Russian Federation provides many opportunities for international students to undertake higher education in Russia free of charge. For example, at Southern Federal University, more than 60% of all international students benefit from a state-sponsored scholarship. Unfortunately, the number of state-sponsored student seats in Russian universities has very little correlation with the actual needs of the Russian economy, perhaps given the absence of government mechanisms that facilitate education-to-work transitions for international students in Russia, as mentioned earlier. Also, an issue is the quota system for international students in which the maximum allowance for enrollment can change according to current geopolitical interests. This results in an uneven system that, at any given time, favors the admission of certain groups of international students over others based on country of origin. In large part, this quota system has remained intact since the Soviet era, that is, for at least 3 decades.

Further complicating matters is that international students entering Russia under this quota system receive their scholarship regardless of their performance to study in programs that are popular or in demand in their home countries. Thus, international students are initially oriented toward employment in their domestic economies; even if some of these students decide to stay in Russia to work, there is no guarantee that their education or diploma is relevant to the needs of Russia's local, regional, and national markets.

Possible Solutions

An efficient system of measures aimed to motivate international students to stay in Russia after graduation for further employment must have several levels of actions:

At the federal level: Further liberalization of migration legislation is necessary, especially with regard to student employment and also the logic and principles of state-funded quotas for international students.

At the regional level: Closer interaction is needed between regional executive authorities and local employment offices, and also with local business communities and education institutions of various levels. Businesses should provide more grant support for talented international students who demonstrate an intention to stay in the region of current placement for further employment, taking into account how relevant student career choice might be for the needs of the local labor market.

At the university level: More efforts should be aimed at the development of university infrastructure for international students, including roundtables on employment opportunities, meetings with the representatives of local business, more internship opportunities for international students specifically, etc.

Conclusions

The idea of increasing the size of the actively employed population by means of foreign graduates has not yet gained the attention it deserves in the Russian Federation. There is a common, widespread

opinion that employing international students (or graduates) has little sense because even local Russian students are experiencing employment difficulties. There is some truth to this statement. However, there may be a need to consider foreign professionals as a source of labor where the domestic labor force cannot meet the needs of Russia's local and regional economy.

Our analysis leads to the conclusion that the process of encouraging international students to stay and join the local workforce requires a brand new systemic approach. That is, the overarching solution to these interrelated problems requires coordination among state policies and actions taken by regional authorities, as well as the joint actions of local communities, local businesses and top managers at local universities. There is an obvious necessity to increase the efficiency of all policies on education-related migration, since this type of migration can provide a valuable source of qualified professionals to the country, and in this regard, adaptation of best practices from other countries can provide many useful possible solutions.

International Faculty Mobility: Crucial and Understudied

Laura E. Rumbley and Hans de Wit

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The presence of international (i.e., foreign, non-local, or non-domestic) faculty within higher education institutions and systems around the world is an important dimension of higher education in the global knowledge society of today. Increased global competition for talent, research, funding, and reputation/profile/branding not only implies that universities must compete for the best and brightest of undergraduate and graduate students, but they must also seek out talented researchers and teachers on a worldwide scale.

The international mobility of faculty is also important in relation to the specific phenomenon of internationalization of higher education. Here, we note that such elements as student mobility, curricular innovations, and the cultivation and maintenance of international partnerships are fundamental aspects of many institutional strategies for internationalization—and in all three areas, faculty are crucial actors.

Yet, the scope and nature of international mobility of faculty—particularly in relation to permanent

or long-term appointments, rather than short-term or occasional visits—is a rather unknown and understudied phenomenon. Compared to the long list of reports and studies on international student mobility, there is a surprising lack of data and studies on the phenomenon of international faculty mobility. As we seek to gain an ever-clearer understanding of the dynamics implicit in the global circulation of academic talent (at all levels), it is vital to gain insight into what motivates academics to pursue permanent or long-term appointments abroad, why institutions and systems of higher education hire these individuals, how the relationships between mobile academics and their host institutions play out in practical terms, and what effects are exerted by national and institutional policies relevant to long-term faculty mobility. Indeed, recent research on this subject in which we have been involved—encompassing perspectives from eleven different countries and specific universities—suggests that international faculty mobility is a growing and complex phenomenon, fraught with possibilities and inequalities, and ripe for extensive further exploration and analysis.

Definitional Difficulties and Contextual Complexities

Just as there are a number of different ways in which internationally mobile students are defined or categorized around the world, there is also a lack of consensus with respect to what defines an “international” academic. Is citizenship the defining factor? Or does status as international faculty member have more to do with having received one’s academic training (for example, completing doctoral studies) abroad, regardless of country of origin? Is an international faculty member someone who is considered an “immigrant” in the local context—and, if so, does it matter if this process of immigration occurred before or after the faculty member entered the ranks of academia? Without definitional clarity or consistency, it is exceedingly difficult to compare and contrast both quantitative and qualitative information related to this population.

Meanwhile, there are also very different profiles for the institutions recruiting these individuals. On one end of the spectrum, we may find elite research

universities with ‘superstar’ attraction status. These institutions are in a position to recruit the world’s most sought-after academics and, indeed, consider all faculty searches to be essentially global in nature, as they seek out the best talent from anywhere in the world. Among the scant literature on international faculty mobility, a considerable amount of attention has been paid to these kinds of ‘high-flying’ institutions. At the other end of the spectrum, however, there are institutions or systems facing local shortages of faculty, which may also need to think about international faculty recruitment in order to meet basic operational needs. In between these two extremes, a range of middle- and upper-tier universities may actively be seeking out international academics to some degree, or simply responding as needed to ‘non-local’ job seekers.

How we define international faculty around the world remains inconsistent, and the landscape of institutional settings in which ‘foreign’ faculty are employed is tremendously diverse.

Concentric Circles of Analysis: National, Institutional, Individual

It is impossible to make generalizations about international faculty mobility without extensive and in-depth analysis over time. However, our research suggests that making sense of the international faculty mobility experience anywhere in the world hinges on an understanding of the distinct, yet interlocking, dynamics of policy and practice at the national and institutional levels, while taking into account the complex realities of the fundamental ‘human experience’ at the level of individual academics themselves.

At the national level, there is a set of tangible and intangible factors that together present a ‘face’ to potential foreign faculty recruits. Whether prospective internationally mobile academics will find this national face attractive or not depends on a multitude of variables. These variables range from the policy framework that actively stimulates (or complicates) their recruitment and legal or professional status in the country, to the aspects of daily life—such as language and cultural norms and practices—that enable (or inhibit) their integration, to the broader issues of geopolitics

and the environment, which can set the overall tone and tenor for their own experience and that of any family members who may accompany them. The national context is therefore a crucial dimension of the international faculty story.

Meanwhile, the lives of internationally mobile faculty are also colored heavily by the circumstances they face within the specific institutional context where they are hired. Our research indicates that there is a range of rationales for international faculty recruitment at the institutional level and a wide array of ways in which foreign academics are recruited. Terms of employment can also differ—they may be identical to those offered to domestic faculty, or unique for internationals, with either scenario potentially resulting in challenges and opportunities for all involved. Further, the manner and extent to which the presence of foreign faculty exerts an impact on their host institutions seems rarely explored, documented, or leveraged systematically.

Finally, the story of international faculty mobility is not complete without a consideration of what this phenomenon means at the most fundamental level—that of the individual academic. Here, our re-

search shows that mobile faculty are often motivated by attractive employment opportunities or a sense of duty or desire to contribute to a ‘larger agenda’ that they believe in. These individuals are sensitive to the personal supports that the host institution or country can provide. The universities examined in our study, however, vary widely in terms of systematic provision of such supports.

All We Do Not Know

There is much to explore and yet to understand about the international faculty mobility phenomenon. Some of the key issues we see on the horizon for future research include the way immigration/migration policies affect international faculty mobility; international faculty mobility in developed versus emerging societies; in the public higher education sector versus the private and for-profit sectors and across disciplines, age, and gender; the impact of online education on international faculty mobility; and the differences in the realities of faculty mobility across various institutional types.

Higher Education on Mauritius: Challenges and Perspectives of Internationalization

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Aligning itself with global trends in higher education, Mauritius has since the late 1990s identified internationalization as a key strategy to achieve knowledge hub status and become a regional center of excellence. In 2000, the government brought forward this vision in its New Economic Agenda. The island has specific advantages supporting its aspiration to achieve this goal, from its strategic location in the Indian Ocean to its historical relationship to Europe and its bilingual educational system. Since

its independence in 1968, Mauritius has already proven that it is a global player in several sectors by being innovative in its approach to economic growth and diversifying from traditional sectors to service sectors. This article discusses the Mauritius approach to establish higher education as a major pillar of its economy through internationalization, and the challenges it has faced.

The Development of a Knowledge-Based Economy

The 2000 Agenda to develop Mauritius into a knowledge hub served to catalyze the existing internationalization activities in the higher education sector. In fact, since the late 1990s, public and private institutions in Mauritius had already been engaged in internationalization through cross-border education, mostly in collaboration with universities from developed countries. Private institutions offered programs through franchise partnerships and some also enrolled students on overseas distance education programs. Public universities were collaborating with foreign universities to offer joint degrees in fields where there was a lack of local expertise. Appointment of foreign external examiners by public institutions also brought an international dimension to programs and curricula, ensuring they aligned with international standards.

The Tertiary Education Commission (TEC), a regulatory body for higher education, was established in 1988 to oversee the sector. In 2007, TEC was invested with additional powers when the regulatory framework was consolidated. In 2010, new momentum was given to the vision to transform Mauritius into a knowledge-based economy by the establishment of a separate ministry for tertiary education. TEC defined and implemented measures to reach the objectives of the government. As opposed to the gradual, incremental approach adopted previously, a bolder strategy was chosen. Locally, the goal was to democratize higher education in order to have one graduate per family. The internationalization goals were to attract 100,000 international students and at least one world-class institution by 2020. The ministry created a “one-stop bureau,” Study Mauritius, to cater to the needs of foreign students. Private institutions already experienced in cross-border education were encouraged to expand access to their programs and to partner with renowned universities. Administrative procedures for visa for international students were expedited. The Board of Investment organized student fairs and investment promotion strategies in the region, in collaboration with TEC and higher education

institutions.

The Hurdles of Internationalization

Implementing and piloting the new measures was not without risks or unintended consequences. Opening access to higher education by lowering the entry threshold or offering alternative routes undeniably impacted the quality of recruitment, and consequently, on the quality of education and on employability. The government introduced different training schemes for unemployed youth and graduates, the latest the Graduate Training for Employment scheme in 2015, which aims to equip unemployed graduates with relevant skills to enhance their employability. Enrollments in public universities, which stood at around 9,000 in 2000, grew to 22,800 in 2014. Public universities were unprepared to service more students without additional resources. Although they were engaged in internationalization activities, they had no formal internationalization policies. Their market remained limited to local students, except in cases where they affiliated private medical schools. In retrospect, strengthening the University of Mauritius, the oldest and premier university, would have been the wisest decision in the effort to become a knowledge hub. A foreign vice-chancellor was appointed in 2010 to bring international perspective to the university leadership, but he resigned in 2012. Meanwhile, two new universities were created in 2012. One was dedicated to distance education. The other was the result of a merger between two polytechnics.

In the period from 2000 to 2014, enrollments in private institutions rose from 5,250 to 18,000, but these were not yet attractive to international students. Out of 50 private institutions, only few had campus facilities, a factor that international students consider when choosing an institution. Courses on offer at private institutions were costlier, which represented a financial barrier for full-time students. Some private institutions took advantage of the new government policies to attract international students and went on a student recruiting spree in countries such as Bangladesh, particularly for programs that had no formal entry requirement. Separately, a number of international students came to Mauritius to work rather than study, and in the process paid large fees to overseas

recruiting agencies. Regulating these ad hoc issues, as well as ensuring that private institutions were more accountable for their international marketing strategies, was beyond the purview of TEC.

Branch campuses are important elements in the internationalization of higher education. Middlesex University and Wolverhampton University (United Kingdom) and EIILM University (India) established branches in Mauritius prior to 2014. Following public communiqués in 2013 by the University Grants Commission in India, which did not authorize Indian universities to establish offshore campuses abroad, the operation of EIILM University (Mauritius Branch Campus) came to an end. The Wolverhampton University branch campus closed its doors in 2015, probably due to low student enrollments. Another UK institution, Coventry University, was unsuccessful in sustaining its collaborative venture in Mauritius.

Although the number of international students tripled from 2010 to 2015 from around 500 to 1,500 students (with enrollments from Africa steadily growing), the critical mass of international students needed for Mauritius to establish itself as a knowledge hub was far from being reached. In addition, the regulations of the TEC, unchanged since 2007, were not revised to provide sufficient incentives for world-class universities to risk setting up branch campuses in Mauritius.

By the end of 2014, TEC was juggling many new challenges. Increasing the number of international students had created a demand for additional services beyond education. Several ministries had to revise their policies on health, labor, housing, and immigration to support internationalization, and

had to make concerted efforts to resolve issues related to the arrival of new international students.

Where Do We Stand Now?

With the election of a new government in December 2014, the ministry of tertiary education was closed down and tertiary education was again integrated under the umbrella of the ministry of education. Since then, TEC has adopted a cautious stance in its quality assurance activities. The government of Mauritius is presently engaged in a process of consolidation of its legislation concerning the higher education sector.

Some lessons on implementing internationalization are evident from the case of Mauritius. First, internationalization has to be planned sustainably and include all stakeholders. Second, goals can be achieved with robust regulatory measures to encourage innovative ventures and to prevent abuse. Third, public universities need strong leadership that drives internationalization. Fourth, tailored strategy has to be devised for private institutions, which have different agendas. Fifth, high-quality foreign universities need both a supportive infrastructure and appropriate incentives to be attracted to a new country. And sixth, cross-border higher education needs to be scaffolded by mutually beneficial interregulatory agreements.

These last years have been turbulent times but have offered a rich learning experience for the country to better plan and pursue the internationalization of its higher education. Mauritius needs to leverage its unique contextual advantages and design a culturally informed regulatory framework, to align with its dynamic higher education sector.

The Post-War German University: Democratization, Corporatization, and Inclusion

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The American mode of highly differentiated, corporatized education is increasingly the prevalent model of higher education worldwide. However, historically, the German research university has

served as a key Western model, emphasizing scholarship as a noble (and defined) profession. Indeed, the evolution of the German university since the country's unification in 1871 has been informed not only by the educational philosophy of Wilhelm von Humboldt but by a highly dynamic political environment that has spanned monarchy, fascism, communism, and democracy during that same period. This article examines some of the developments of the German university with respect to democratization, corporatization and inclusion in the post-World War II period.

In expectation of an Allied victory, British intelligence cultivated information in the early 1940's on the state of German universities to prepare for post-World War II rebuilding. Their analysis problematized not only Nazi-era staff and student purges, but also Weimar-era university characteristics, including a relatively elite student population, and a removed and autocratic professoriate, which failed to engage with society at large. Indeed, the effort to restore the "classical" German university in the post-war period was, in the American, British, and French zones of occupation, filtered through the overarching goals of democratization as noted by Dorn and Puaca (2009). In the Soviet zone, similar filters were applied through a Stalinist lens. Thus, the reconstruction period of 1945-49 may be seen as a period of externally directed rebuilding at the university level.

Following 1955, Soviet diplomats and so-called Cultural Houses were responsible for administering the seven universities in operation in the German Democratic Republic (DDR). As Pritchard has noted, operating goals were to depart from Nazism and fascism, and to eliminate the educational privilege of dominant classes. To this end, Command Number 50 of the Soviet Military Administration set up an alternate pathway for workers and peasants to access higher education called "pre-study institutions", circumventing the traditional route of Abitur qualification (a standard pre-requisite for tertiary study). American officials in turn aimed to apply democratic traditions to the German tertiary landscape, incorporating students into university administrative bodies and promoting "classes" and

"seminars" that encouraged student co-creation of learning. University capacity in the West increased with a massive campus construction effort, with access for minoritized and disadvantaged groups improving as well.

This movement towards democratization and social inclusion was in line with massification trends seen elsewhere in more economically developed countries. However, given Germany's strict academic tracking mechanisms (at the time, placing students into "tiers" of secondary education around age ten), progress was slower than in other national contexts. With respect to differentiation at the tertiary level, an important marker of the early 1970's was the development of the Fachhochschulen, or institutes of applied sciences. In the German context, this move toward multiple avenues for post-secondary education in a university-like setting represented a shift from a commitment to strict educational (and social) roles, which had perpetuated class divisions and restricted access to social capital.

Reunification and the Years Following

At the time of formal reunification of East and West Germany in 1990, an attempt to reconcile two strikingly different systems of higher education was supported under the auspices of the German Council of Science and Humanities (*Wissenschaftsrat*), though in practice this represented an incorporation of East German universities into the West German system. Several authors have referred to East German universities of the late 1980's as a "desert"; Pritchard notes that only 12 to 13% of the relevant age cohort was enrolled in higher education at the time, as compared to 23% in the West, and significant gender-based polarization had occurred, with women representing only 5% of the professoriate. This is not to say that all West German tertiary sector outcomes were superior: The East German time to degree was 4-5 years as compared to 6.8 years in the West and the length of study in the West had increased 48% in the period 1977-1990 (Pritchard, p. 159, 165, 1999).

In the years since 1990, with the project of reunification substantially achieved, the German higher education system has continued to expand and differentiate, as well as to corporatize. Following the so-called “PISA shock” of 2000, a greater focus has been placed on including minoritized populations in the upper levels of secondary education and on supporting their access to higher education. In addition, attempts have been made to facilitate access to higher education for those who did not receive an *Abitur* through the traditional path of higher level high school (*Gymnasium*) attendance, which Thum, Potjagailo, and Veselkova (2013) note may be seen “as another reflection of the internationalization of the German educational system” (p. 552). Further, participation in the Bologna process (the broadly-based effort to bring systems of higher education across Europe into some sort of intelligible alignment) has meant a rapid move towards standardized bachelor’s and master’s degree structures.

The post-reunification period has also seen increased competition among higher education actors. The German Excellence Initiative, launched in 2005, provided 1.9 billion Euro (in its first phase) to what were already elite universities in the tertiary landscape, seeking to create a German Ivy League. As Salmi (2000) notes, though over 90% of German higher education is provided by the public sector,

a number of private business schools have been recently established, either as independent institutions or subsidiaries of existing public universities. Following the example of a rapidly growing number of MBAs in the Netherlands and France, programs in these schools are taught in English and international students are actively sought (2000, p. 8)

In addition, the now failed proposal of universal tuition fees may be seen as an attempt to corporatize the German educational landscape. Following the Federal Constitutional Court decision in 2005 to transfer higher education decision making autonomy to the state level, seven of the 16 German states introduced tuition fees. However, as discussed by Mitze, Burgard, & Alecke (2015) following a series of

victories by the liberal mainstream political party in four state elections and widespread student protests, tuition fees had been abolished by December 2014. In fall 2016, universities in the state of Baden-Württemberg began charging relatively small tuition fees to foreign students from outside the EU (and without refugee status), and it remains to be seen whether this trend will extend to other federal states.

Since 2011, armed conflicts and broad economic insecurity across the Middle East and North Africa have driven a wave of asylum seekers and refugees towards the relative stability of Europe. The response of the German higher education sector to the migration crisis has been—while lacking cohesion—quite positive overall. An online university founded by students, Kiron University, offers refugees a free, two-year online program in partnership with US-based MOOC providers including EdX and Coursera. Kiron University further extends an offer of a final two years of study in-person at a host institution (with options in Germany including Universität Kassel and RWTH Aachen). Kiron receives public and private support, counting the German Federal Ministry of Education and Research and the BMW and Bertelsmann Foundations among its donors. As its website states, Kiron has engaged “over 1,500 students on the platform, [with] 22 partner universities, and 4 study tracks”.

In addition, “brick and mortar” German universities have presented a range of productive responses to the refugee crisis, including “guest” access to courses for students with a refugee background. An important note about university logistics, which reflect changing university missions, is that some German institutions have begun to systematically collect data on “migrants” as a standard operating practice. As Rokitte (2012) has observed, this data may have profound implications for the operation of German universities, as they begin to recognize the students already enrolled at their institutions, as well as their attendant needs.

Conclusion

Maurice Crul (2011), in discussing Western European educational responses to migration, has argued that the German system remains among the most

competitive in Europe; despite the fact that, in comparison to other OECD countries, Germany's higher education structure is problematic in terms of both access and attainment, it performs at a consistently high level. In the context of the enormous scope of political, social and economic change since 1945, Germany's individual institutions and the tertiary sector as a whole have responded in varied, innovative ways to provide quality instruction and research. The literature demonstrates that there is an urgent need for further study, particularly on the experience of marginalized students. While German higher education represents a de-

centralized, largely public model, substantial resources have been committed to inducing rapid change in the sector; evolving circumstances indicate the need for further investigation.

Challenges, Success, and Opportunities for Haitian Higher Education

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On January 12, 2010, a 7.0 magnitude earthquake struck near the Haitian capital of Port-au-Prince. At that time, more than 5 million individuals lived in the areas that were directly affected by the quake. Although the exact death toll cannot be determined, it has been approximated that 220,000 individuals lost their lives and an additional 300,000 were injured. The effect on the Haitian higher education system was also dire. Reports indicated that countless number of students, faculty, and administrators lost their lives and that 28 of 32 university buildings in Port-au-Prince were destroyed, with the remaining 4 severely damaged. Furthermore, an unknown number of professors and students left the country after the earthquake.

The earthquake was especially difficult for students at the Université d'Etat d'Haïti (UEH). After

the earthquake, students at UEH were required to take all the courses that were temporarily offline during the 2010 academic year simultaneously in addition to courses that were in place for their current academic year enrolling in. Indeed, this was a daunting situation for many students. The earthquake revealed the realities of the Haitian higher education system and brought into greater focus the need to systematically address and respond to the challenges within.

Often, analysis of Haitian higher education is written from the perspectives of those who work within or conduct research on the system. Seldom are the voices of those most affected reflected in the literature. I wanted to understand the perspective of students who were situated in the Haitian higher education system post-earthquake. Thus, I traveled

to Port-au-Prince in the summer of 2013 and lived with 20 university students for one month to learn more about their perspectives on the challenges within the Haitian higher education system. Several key challenges emerged in drawing from the interviews I conducted with university students and staff from a student-centered higher education organization. These can be understood principally as barriers to university access and persistence, which were exacerbated by the earthquake. My research also helped me identify opportunities for Haitian higher education during its period of rebuilding.

Challenges

The cost of university tuition in Haiti is too high for most families, considering the average annual salary in the country. Even if families can manage to find funding to finance university studies, they are faced with other access barriers including the concentration of accredited universities in the capital (when many students live elsewhere), the costs of related university expenses, and inadequate preparation for university entrance exams. Students who can navigate the issues related to access also must contend with barriers to their persistence and success within the Haitian higher education system. They often encounter under-resourced institutions, challenging faculty experiences, and institutional barriers, such as thesis requirements that require a level of research training that many students simply lack.

Barriers to Access

Given that most of Haiti's universities are situated in Port-au-Prince, and that almost all the internationally accredited universities are in the capital, the lack of university housing can prove to be a major barrier to access for students living outside the city. Students that do not have families or friends to stay with in Port-au-Prince have little to no option of attending a university there.

Another issue of access is the absence of a dedicated university financial aid system. Many families must find alternate methods to fund their children's higher education. Some families are fortunate to have family members from the Haitian Diaspora

who can afford to pay the university tuition on their behalf. Those who do not have this option must make sacrifices, and even sometimes these efforts cannot be sustained: every year the number of those who leave their university before graduating is rising.

Institutional barriers to university enrollment present other challenges. The state university has a particular quota system in which they offer university spots to a fixed incoming student class based on an inflexible entrance exam process. Thus, if, for example, 15% of those accepted do not attend, that 15% of student places is not filled by students on a wait-list. Instead, those seats remain empty in the classroom. One student described this lack of university access as a form of brain drain. When prompted to expand on this, the student stressed that when a student has the will, but not the opportunity, their lack of university access and subsequent underutilization of their intellect is like an internal Haitian brain drain.

Barriers to Persistence

According to the Haitian students and administrators with whom I met, faculty challenges included lack of appropriate certification and training, insufficient faculty salaries, faculty absenteeism, and faculty apathy and poor professional habits. Some of these challenges are interrelated. For example, the lack of consistent salary results in professors canceling classes for prolonged periods of time. This is a major issue for students. If a faculty member does not show up to teach, students do not learn. The students, then, are burdened with passing required tests on their own. Because of these experiences, students' ability to persist and graduate within a reasonable amount of time is negatively impacted.

A lack of technical expertise among the professoriate has led to misgivings of Haiti's Ministry of National Education and Vocational Training. Because of the dearth of faculty within the Haitian system, many professors come from outside the country; however, these expatriate faculty often teach just one course a year in Haiti. This results in many students extending their time to complete degree

programs, as they need to take required courses that are only taught by visiting faculty. Although some have described this as a university problem, this is an issue that will need to be addressed broadly by the ministry.

Most students in Haiti have been sensitized to a teaching and learning style that is comprised of lecture and rote memorization. There are great uses for rote memorization, particularly in the hard sciences. However, students in certain disciplines may benefit from learning and acquiring knowledge more actively, developing critical thinking skills, and applying what they have learned in other ways. Haitian students are used to lecture and memorization as a function of their primary and secondary school experience. Still, one student offered a critique in which he indicated that although the education system makes good workers, it does not really educate students to innovate and to reason. Rote teaching methods do greatly influence how students prepare for examinations. The pressure that ensues results in a great deal of stress and a potential for students to burn-out and drop-out of their university.

One of the requirements for university graduation is successfully completing and defending a thesis. However, many students have never taken a research course and they do not have the proper training for completing this requirement. Often, students do complete their course work, but drop out in advance of meeting their thesis requirement. The lack of adequate preparation and qualified faculty who can advise, guide, and sponsor the student has proven to be another barrier to student success.

Success

Despite what they described as numerous challenges existing in the Haitian higher education system, those I met with did also discuss what they believe is going well. They described a high demand for higher education and indicated that Haiti is producing graduates. So, although resources are limited, students have a range of options in terms of fulfilling their academic interests. The regional public institutions, which are relatively new for Haiti, are in various *departments* in the country. They are providing

increased access to higher education for students who are unable to attend a university in Port-au-Prince.

Since the 2010 earthquake, research has emerged that is addressing challenges in Haitian higher education. One organization conducted a rapid analysis of higher education and produced a report two months after the earthquake. Their report provided the only initial information known about what happened to higher education in Haiti in the days and months after that fateful day. This and other research entities are offering data driven, evidence based solutions to problems within the system.

Furthermore, higher education consortia, comprised of local and international universities, were established soon after the earthquake to respond to higher education needs in the country. Leveraging their higher education expertise, faculty and senior administrators from multiple institutions across countries have come together in attempts to provide a cohesive blueprint for rebuilding higher education in the country.

Opportunities

The thoughts and perceptions I gathered in 2013 from students and those who work with them reveal that a multi-pronged approach is necessary for addressing the myriad challenges within the Haitian higher education system. Some things are going well, which higher education actors can build upon. Current university partnerships with other countries, innovation at local institutions, non-governmental organizations responding to higher education needs, new secondary schools emphasizing university preparation, and increased scholarships from host countries to enable students to study abroad are all markers of great progress. As conversations continue and strategic plans are developed for further rebuilding efforts, current students and recent graduates should be included in the decision-making process as they are the ones most influenced by its challenges and successes.

World Class 2.0: Continuation for Academic Excellence Building in Mainland China

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The notion of “world-class university” has been high on the policy agenda at both government and institutional levels in China since the beginning of 1990s. To further enhance the capacity, status and international competitiveness of its higher education system, the Chinese government announced in November 2015 a new national initiative “Developing World-Class Universities and First-Class Disciplines”, known as the World Class 2.0 Project.

Impact of Previous WCU Movement

The World Class 2.0 Project is to replace the previous 211 and 985 Projects, launched in 1993 and 1998, respectively, and aimed at developing academic and research excellence in the Chinese context. After two decades’ implementation, these efforts have provided substantial financial support for a small number of universities, and have significantly enhanced selected institutions’ capacity for research and innovation. These selected universities have registered significant gains in terms of improving teaching, research and contributions to socio-economic development within Chinese higher education and society (particularly the C9 group – a consortium of nine elite research universities in China, also the original nine universities selected by the government for the 985 Project). These institutions have also improved their positions in global rankings and narrowed the performance gap with their international counterparts.

However, the previous outcome-oriented initiatives, particularly in terms of relevant organization and implementation measures, have been criticized for being exclusive, opaque, and unfair to the broader university sector in China. One of the direct impacts is “starving the bottom universities by feeding the top”, and thus deteriorating equality and widen-

ing existing disparities within the Chinese higher education system. Critics argue that heavy investment alone will not work and that ‘success’ ultimately requires a sustainable academic culture, as well. It is in this context that the World Class 2.0 Project has been initiated to address concerns and issues associated with the previous excellence initiatives.

World Class 2.0: Goals and Approaches

The World Class 2.0 Project has laid out three goals: to develop a number of world-class universities and a group of first-class academic disciplines by 2020; to have more universities and disciplines among the best in the world and to enhance China’s overall higher education capacity by 2030; and—in terms of number, quality and capacity—to be among the leading countries with world-class universities and disciplines, and to become a higher education powerhouse by 2050.

This new project shows important changes in terms of investment duration, selection criteria and process, financial support and dynamic management, evidenced in several ways. Compared to the 985 Project’s three-year cycle, the World Class 2.0 Project will run with a five-year duration. The project aims at supporting both elite institutions and disciplines. It places emphasis on a differentiated higher education system and encourages each university to reflect on its respective features and advantages. About 100 individual disciplines will be supported. Funding priorities will be based on: departments/schools close to becoming world-class; subject areas related to the country’s socio-economic needs and interests; and emerging and interdisciplinary subject areas.

In the previous two projects, the government “cherry-picked” individual universities for participa-

tion with few transparent criteria. However, for World Class 2.0, a professional committee is set up to review and provide advice on university and discipline selection. Selection will be based on relevant international evaluation criteria, institutional facilities and infrastructure, teaching and research performance, and international competitiveness. Using the committee's review, the Ministry of Education, the Ministry of Finance and the National Development and Reform Commission will make a final decision. The first group of universities and disciplines will be announced sometime in mid- to late-2017.

The World Class 2.0 Project also encourages diversifying funding sources to support selected universities. Once selected, central universities will be supported by the national government, while funding for local universities will come from provincial governments. Provincial governments are also encouraged to seek funding and contributions from local communities and industries, to ensure sustainable and long-term funding mechanisms.

Another significant difference of World Class 2.0 from the previous projects is its dynamic management for open competition. The new project invites non-211/985 higher education institutions to join the competition, rather than restricting funding only to a small group of institutions. In addition, institutional performance will be directly linked to funding. The new project introduces mid-term and final evaluation exercises. For those institutions that fail the evaluation, funding will be reduced or they may even be removed from the project.

Potential Concerns

Though the World Class 2.0 Project intends to implement new measures in terms of funding and management, it also raises concerns and issues, and may be hampered by systemic challenges already facing Chinese higher education, including poor quality of teaching and research, lack of innovation capacity, and the high level of institutional homogeneity – most HEIs tend to improve their performance and status by focusing on research performance, and using the same criteria and standards promoted in the previous national initiatives, such as ranking positions, SCI/

SSCI papers, impact factors, etc.

Despite the fact that the new project stresses open competition and equal opportunities to all qualified institutions and disciplines, deeply rooted notions of the 'superiority' of 211 and 985 universities might not be easy to undo. Open competition is promoted in the new project, nevertheless, only universities whose academic disciplines and programs have already reached top quality status will be able to compete. Middle- or bottom-tier universities may still be marginalized, and disparities among universities in terms of teaching and research quality may even be exacerbated.

While the previous projects focused on "western" criteria and indicators, World Class 2.0, according to the policy documents, stresses more of an agenda to serve the demands of China's socio-economic reform and developing paths to excellence with "Chinese features". However, the notion of "Chinese features" is yet to be defined.

The World Class 2.0 Project is likely to further advance China's higher education sector and reform some aspects of academic culture. But it remains to be seen whether the project can address systemic challenges in Chinese higher education, and whether a diversified higher education system is likely to be promoted.

The Nascent State of Internationalization in Ethiopian Higher Education

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Internationalization in Ethiopian education has a history of over a century, which predates the introduction of modern education in the country. However, paradoxically, the internationalization agenda did not evolve over the years to reach maturity. Serious discussion on the issue of internationalization of higher education has emerged only recently.

A Look Back

The indigenous traditional education of the Orthodox Church and its connection to the Egyptian Coptic Church, as well as the use of Arabic in Madrasas (Islamic schools), provide the earliest signs of internationalization in Ethiopia. The arrival of European missionaries and the persistent advocacy by foreign educated intellectuals for the recruitment of foreign teachers to staff newly founded schools at the end of the 19th century led to the emergence of English as the language of instruction in Ethiopian secondary and tertiary education (which has since become institutionalized at these levels).

Student mobility constituted another important international aspect of Ethiopian education. The Middle East, particularly Al Azhar University in Cairo, was the favorite destination of Ethiopia's Muslim students and religious scholars, while Russia, Japan, India, and Europe more broadly were target destinations for those from modern, western-style schools. Later, during the socialist regime of the Dergue (1974 -1991), the outward mobility of students continued while the destination countries, dictated by global political dynamics, changed to favor socialist counterparts Russia, Cuba, East Germany and other Eastern European nations. On the other hand, after the establishment of the University College of Addis Ababa in 1950, Ethiopia also became a destination for inbound mobile students. In support of the African anti-colonial movement, Ethiopia offered sizable scholarships to the youth of many countries in

the region.

Aid, technical assistance and development cooperation can be considered the other important forms of internationalization in the Ethiopian higher education sector. Since the 1961 UNESCO conference in Addis Ababa, a number of bilateral and multilateral agreements providing foreign support to education in Ethiopia have been signed and executed. The 1991 change of government and the opening of the Ethiopian political and economic space drew massive attention from foreign donors and partners. This is epitomized in the large number of foreign government agencies, multilateral and international organizations that have participated in the development of Ethiopia's Education Sector Development Program, and a number of subsequent programs as well.

The involvement of expatriates in universities is yet another dimension of internationalization in Ethiopian higher education. The establishment of the University College of Addis Ababa (1950) by Canadian missionaries marks the beginning of the involvement of international staff. In those days, foreign institutions and volunteers, mostly from the West, offered substantial support in administrative and/or academic aspects. Many expatriates from countries like India held teaching positions, mainly at secondary schools. Generally, longstanding universities like Addis Ababa and Haramaya have been influenced not only by the sizable number of expatriates at the highest levels of the administrative echelon and professoriate, but also by the foreign educated Ethiopian intellectuals of the time. These universities, in turn, were perceived as models for other educational institutions established later on. It is, therefore, plausible to argue that the administrative structures, curriculum, extracurricular engagements, and overall institutional culture of Ethiopian universities are largely influenced by international

practices.

Recent trends

Although at Ethiopian universities there is no well-developed strategy and/or proper coordination for activities of internationalization, at the institutional level there have been and still are different efforts that can be closely identified with the phenomenon of internationalization.

Collaborative research and joint programs - Many of the first and second generation universities in Ethiopia have linkages with counterparts in Europe and North America. Conducting collaborative research and offering joint/sandwich academic programs (at the graduate level) are among the common elements of such linkages.

Student and staff mobility - Although Ethiopia has a long way to go in becoming a favored destination for mobile students, some universities have student exchange initiatives. Refugee students from neighboring countries account for the largest share of degree seeking foreign students in the country. Besides the US and Western European countries, India, South Africa and Saudi Arabia are among the common destinations for outbound Ethiopian students, according to UNESCO. For its part, staff mobility happens in two main ways: one, academic staff traveling abroad for further study through government scholarships or on their own; and two, engaging in short term trainings and/or learning and experience sharing trips as part of institutional partnerships in capacity building. Lastly, in addition to the substantial expatriate academic staff of public universities, volunteers and visiting professors and researchers under schemes like the Fulbright program represent another facet of staff mobility.

Language of instruction - English has been the language of instruction for secondary and higher education since the beginning of modern education in the country. This was reaffirmed in the 1994 Education and Training Policy. Although the use of English as a medium of instruction is not necessarily equivalent to internationalization, it contributes in many ways (in curriculum, mobility, partnership, etc.) to easier interaction of the higher education

system with the rest of the world.

Collaborative cross border (distance) programs - programs by foreign institutions, which are offered in some form of collaboration with local institutions, constitute another major international aspect of Ethiopian higher education. Several such programs are offered via distance and online formats at the graduate level.

Current policy framework

A key role is attributed to higher education and vocational institutions in Ethiopia's national poverty reduction and development plan, which provides the federal government's overarching policy framework. Post-secondary institutions are responsible for the national capacity-building agenda, simultaneously prioritizing institutional capacity development through international collaborations. While Ethiopia does not yet have a comprehensive higher education internationalization policy/strategy, some important insights may be gleaned from various national documents of relevance.

The 1994 national Education and Training Policy has no clear stipulation pertinent to the dimensions of internationalization. It makes only two references in this regard: an "international outlook" of citizens as being one of the objectives of education and training; and the use of English as the medium of instruction (as well as the right for students to study one foreign language for the purposes of promoting cultural and international relations).

The 2009 higher education proclamation, which was revised from its 2003 version, makes several references to international best practices as a way of determining the most suitable or up-to-date institutional models and practices in areas such as academic freedom, status of academic staff, employment and promotion guidelines, status and organization of institutions, etc. International competitiveness is also identified as one of the objectives of higher education. Although details are lacking, one can argue that the objective of being internationally competitive calls for international dimensions to be incorporated into the curriculum, practical training, institutional arrangement and

practices of Ethiopia's higher education institutions, as well as into the extracurricular activities and composition of students and staff.

More to the point of internationalization, the proclamation calls for an institutionalized system for universities to conduct joint research with national and international institutions, research centers and industries. Nonetheless, there are few details regarding the objectives or mechanisms for such a process, making it difficult to conclude that the proclamation has indeed addressed issues of internationalization in higher education/research.

A breakthrough came with the Fifth Education Sector Development Program (ESDP-V) which offered a wider and more relevant view of internationalization. In terms of general objectives, it stipulates that during the implementation of ESDP-V (2015 to 2020) the international competitiveness of graduates and standardization of certification on par with international practices (particularly in vocational training) should be emphasized. As such, universities are expected not only to improve their communication with employers (national and international) and the labor market but also to strengthen collaborations with international institutions.

ESDP-V sets out internationalization as a possible strategic focus, summarized in the following points:

- Institutional collaboration will take place at regional, national and international levels.
- Institutional collaborations are meant to expand "international dialogue and exchange" targeting improved quality and effectiveness in the core function of the university.
- International collaborations in particular have the central aim of promoting the import and export of local and international knowledge, technologies, and social and cultural experiences.
- Mobility of staff and students through joint academic and research programs is envisaged as a means of attracting international students, with regional focus.

Final thoughts

The directions highlighted in ESDP-V need to be supported by further work. The document has established specific targets, the most important of which is -- besides every university needing to have an international collaboration strategy and an international liaison office -- the establishment of a national coordinating body to facilitate conversations and the development of a national internationalization strategy. There is indeed sufficient economic and sociopolitical rationale for Ethiopia to pursue internationalization of its higher education and research, and to tap the potential benefits of partnerships. With comprehensive institutional practices and policy direction around internationalization being the key stepping stones to success, the development of a national strategy, along with the necessary implementation instruments, is of paramount importance moving forward.

CIHE, YEAR 2016-2017, FACTS AND FIGURES

GRADUATE EDUCATION AND STUDENTS

The Center for International Higher Education is involved in the training of graduate students through the Department of Educational Leadership and Higher Education of Boston College's Lynch School of Education.

PHD IN HIGHER EDUCATION

Boston College offers the doctorate of philosophy

(PhD) degree in Higher Education designed to prepare experienced practitioners for senior administrative and policy-making posts, and careers in teaching/research in the field of higher education. The program has several specific programmatic foci that permit students to specialize in an area of interest. CIHE hosts, and offers assistantships to, PhD students interested in international and comparative higher education. In 2016-17 the following individuals were based at the Center as doctoral students, coming from a number of different countries:

1. Edward Choi (first year doctoral student, from USA/South Korea)
2. Ariane de Gayardon de Fenoyl (from France, graduated with a PhD in higher education in spring 2017)
3. Georgiana Mihut (PhD candidate, from Romania)
4. Lisa Unangst (first year doctoral student, from USA)
5. Ayenachew Aseffa Woldegiyorgis (first year doctoral student, from Ethiopia)

MASTER'S IN INTERNATIONAL HIGHER EDUCATION

Launched in fall 2016, this 30-credit program (which can be completed in 12-24 months) is designed to provide participants with a cutting-edge and highly internationalized perspective on higher education policy and practice in a globalized context.

The program is ideally suited for students interested in developing careers in strategic leadership for internationalization of higher education, in policy-

making for higher education in international organizations, and related areas. The program is a hybrid model of onsite and online courses: the fall semester is onsite and the rest of the courses can be taken online. The program includes a research based field experience, a master's thesis and a concluding onsite thesis seminar.

CIHE hosts and leads the Master's in International Higher Education program. The program is directed by Hans de Wit, professor and director of CIHE, and managed by assistant professor and CIHE associate director Laura Rumbley.

The students in the first cohort in 2016-17 represented a mix of four American and four international students: Ashley Brookes, USA (graduation, summer 2017); Ismael Crôte-Ávila, Mexico (graduation, summer 2017, CIHE graduate assistant and recipient of the Keough Memorial Fellowship); George Agras, USA; Minna Ha, USA; Kathryn Hanson, USA; Nahoko Nishiwaki, Japan; Masanori Ohashi, USA/Japan, and Xixi Ni, China.

VISITING SCHOLARS, TRAINEES AND RESEARCH FELLOWS

VISITING SCHOLARS

Jos Beelen

Senior policy advisor for internationalization at the Amsterdam School of International Business and senior researcher at the research group 'International cooperation' at The Hague University of Applied Sciences, the Netherlands

Daniela Craciun

A Yehuda Elkana Fellow at the Central European University (Hungary) where she is pursuing a PhD in the Doctoral School of Political Science, Public Policy and International Relations

Tatevik Gharibyan

Senior higher education policy specialist at the ministry of education and science of the Republic of Armenia, and 2016–2017 Hubert H. Humphrey Fellow at Pennsylvania State University.

Hang Gao

PhD candidate in the Faculty of Education, Beijing Normal University (BNU), China

Adriana Pérez-Encinas Assistant lecturer and researcher in the Department of Business Organization at the Universidad Autónoma de Madrid (UAM), Spain, where she earned a PhD in business economics in June 2017.

Melissa Laufer

PhD candidate at the Centre for Higher Education Governance Ghent at Ghent University, Belgium.

Patrick McGreevy

Professor in the Department of History and Archaeology at the American University of Beirut (AUB), Lebanon).

Shaheen Motala Timol

Quality assurance and accreditation officer at the Tertiary Education Commission, and 2016–2017 Hubert H. Humphrey Fellow at Pennsylvania State University.

Eteri Rubinskaya

Pursuing a doctoral degree at the Russian Presidential Academy of National Economy and Public Administration, South Russian Institute of Management.

Louise Michelle Vital

Chief academic officer for iRoom, an education-based NGO in East Africa, and consultant for The Global Citizens' Initiative.

TRAINEES**Sarah VanKirk**

The College of William and Mary, USA

Ekaterina Minaeva

The Erasmus Mundus master's program in Research and Innovation in Higher Education Danube University Krems (Austria), Beijing Normal University (China), University of Applied Sciences Osnabrueck (Germany), University of Tampere (Finland), Russia

RESEARCH FELLOWS**Elena Denisova-Schmidt**

Lecturer at the University of St. Gallen (HSG) in Switzerland.

Kara A. Godwin

Consultant working with clients that include the Norwegian Agency for Development Cooperation, Olin College of Engineering, Lesley University, Boston College School of Education, and the Economist.

Ellen Hazelkorn

Policy advisor to the Higher Education Authority (HEA) (2013-) and Emeritus Professor and Director, Higher Education Policy Research Unit (HEPRU), Dublin Institute of Technology (Ireland). International Co-Investigator, and member of the Advisory Board and Management Committee, Centre for Global Higher Education (CGHE), UCL Institute for Education.

Iván Pacheco

Consultant and researcher in higher education, and a co-founder of Synergy E & D, a consulting company devoted to connect higher education and government to promote local development.

Jamil Salmi

Globally recognized expert on higher education and the former Tertiary Education Coordinator in the World Bank's Human Development Network.

Liz Reisberg

International consultant working with governments, universities, and international donor agencies throughout the world

Qi Wang

Assistant professor at the Graduate School of Education (GSE), Shanghai Jiao Tong University (SJTU).

CIHE PUBLICATIONS SERIES

CIHE PERSPECTIVES

Launched in 2016, the CIHE Perspectives report series presents the findings of research and analysis undertaken by the Center. Each number in the series endeavors to provide unique insights and distinctive viewpoints on a range of current issues and developments in higher education around the world. The following titles are included in this series:

- No. 1. Sage Advice: International Advisory Councils at Tertiary Education Institutions (2016). Philip G. Altbach, Georgiana Mihut, & Jamil Salmi.
- No. 2. Global Dimensions of the Boston College Lynch School of Education: Analysis of a Faculty Survey (2016). Ariane de Gayardon & Hans de Wit.
- No. 3. Catholic Universities: Identity and Internationalization, A Pilot Project (2016). Andrés Bernasconi, Hans de Wit and Daniela Véliz-Calderón
- No. 4. The World View: Selected blogs published by Inside Higher Education, 2010-2016 (2016). Georgiana Mihut, Lisa Unangst, Liz Reisberg, and Hans de Wit.
- No. 5. The Challenges of Academic Integrity in Higher Education: Current Trends and Outlook. Elena Denisova-Schmidt.
- No. 6. The Boston College Center for International Higher Education, Year in Review, 2016-2017. Ayenachew Woldegiyorgis, Laura E. Rumbley, Hans de Wit (Eds).

INTERNATIONAL HIGHER EDUCATION (IHE)

International Higher Education (IHE) is the flagship quarterly publication of the Center for International Higher Education. Launched in 1995, IHE features the contributions of distinguished scholars, policy-makers, and leaders, who are well-positioned to offer critical perspectives on higher education

worldwide. This publication—which is translated into Chinese, Portuguese, Russian, Spanish, Vietnamese, and French—presents insightful, informed, and high-quality commentary and analysis on trends and issues of importance to higher education systems, institutions, and stakeholders around the world. Each edition also includes short abstracts of new books and other publications of relevance to the global higher education community. <http://ejournals.bc.edu/ojs/index.php/ihe>

INTERNATIONAL JOURNAL OF AFRICAN HIGHER EDUCATION

CIHE cooperates with the International Network for Higher Education in Africa (INHEA) at the University of KwaZulu-Natal, South Africa, and the Association of African Universities in the publication of the International Journal of African Higher Education (IJAHE). Launched in 2014, IJAHE is a peer-reviewed open access journal aiming to advance knowledge, promote research, and provide a forum for policy analysis on higher education issues relevant to the African continent. IJAHE publishes the works of the most influential and established as well as emerging scholars on higher education in Africa. <https://ejournals.bc.edu/ojs/index.php/ijahe/index>

GLOBAL PERSPECTIVES ON HIGHER EDUCATION

Since 2005, the Center for International Higher Education has collaborated with Sense Publishers on this book series, which is now comprised of 35 volumes. Three volumes were published in 2016, and three new volumes are in preparation for 2017. As higher education worldwide confronts profound transitions—including those engendered by globalization, the advent of mass access, changing relationships between the university and the state, and new technologies—this book series provides cogent analysis and comparative perspectives on these and other central issues affecting postsecondary education across the globe. <https://www.sensepublishers.com/catalogs/bookseries/>

global-perspectives-on-higher-education/

John Mock, Hioaki Kawamura, and Naeko Naganuma (Eds.). 2016. *The Impact of Internationalization on Japanese Higher Education: Is Japanese Education Really Changing?* Global Perspectives on Higher Education, Volume 33, Sense Publishers.

Elspeth Jones, Robert Coelen, Jos Beelen, and Hans de Wit (Eds.). 2016. *Global and Local Internationalization*. Global Perspectives on Higher Education, Volume 34, Sense Publishers.

Nian Cai Liu, Ying Cheng and Qi Wang (eds.). 2016. *Matching Visibility and Performance. A Standing Challenge for World-Class Universities*. Global Perspectives on Higher Education, Volume 35, Sense Publishers.

Philip Altbach, Liz Reisberg and Hans de Wit (Eds.). 2017. *Responding to massification: differentiation in postsecondary education worldwide*. In Press.

Georgiana Mihut, Philip Altbach and Hans de Wit. (Eds.). 2017. *Understanding Global Higher Education: Insights from Key Global Publications*. In Press.

Georgiana Mihut, Philip Altbach and Hans de Wit (Eds.). 2017. *Internationalization of Higher Education: Insights from Key Global Publications*. In Press.

THE WORLD VIEW

“The World View”, published by InsideHigherEd.com, has been the blog of the Boston College Center for International Higher Education since 2010. The World View features the regular commentary and insights of some one dozen contributors from North and South America, Europe, Asia, and Africa, offering truly global perspectives by seasoned analysts. <https://www.insidehighered.com/blogs/world-view>”

INTERNATIONAL BRIEFS FOR HIGHER EDUCATION LEADERS

Developed in 2012 by ACE’s Center for Internationalization and Global Engagement (CIGE) in partnership with the Boston College Center for International

Higher Education, the International Briefs for Higher Education Leaders series is designed to help inform strategic decisions about international programming and initiatives. The series is aimed at senior university executives who need a quick but incisive perspective on international issues and trends, with each Brief offering analysis and commentary on key countries and topics of importance relevant to institutional decision makers. <http://www.acenet.edu/news-room/Pages/International-Briefs-for-Higher-Education-Leaders.aspx>

Rumbley, L.E. & Helms, R.M. (2016). (Eds.). “Engaging with Europe: Enduring Ties, New Opportunities” *International Briefs for Higher Education Leaders*, No. 6. Washington, DC and Chestnut Hill, MA: American Council on Education and Boston College Center for International Higher Education.

Other Books by CIHE

Maria Yudkevich, Philip G. Altbach, and Laura E. Rumbley (Eds.). 2017. *International Faculty in Higher Education: Comparative Perspectives on Recruitment, Integration, and Impact*. New York and London, Routledge. <https://www.routledge.com/International-Faculty-in-Higher-Education-Comparative-Perspectives-on/Yudkevich-Altbach-Rumbley/p/book/9781138685178>.

Hans de Wit, Jocelyne Gacel-Avila, Elspeth Jones and Nico Jooste (Eds.). 2017. *The Globalization of Internationalization: Emerging Voices and Perspectives*. Internationalization in Higher Education Series, Routledge. <https://www.routledge.com/The-Globalization-of-Internationalization-Emerging-Voices-and-Perspectives/de-Wit-Gacel-Avila-Jones-Jooste/p/book/9781138100664>.

Maria Yudkevich, Philip G. Altbach, and Laura E. Rumbley (Eds.). 2016. *The Global Academic Rankings Game*. New York and London, Routledge. <https://www.routledge.com/The-Global-Academic-Rankings-Game-Changing-Institutional-Policy-Practice/Yudkevich-Altbach-Rumbley/p/book/9781138935792>.

Philip G. Altbach. 2016. *Global Perspectives on Higher Education*. John Hopkins University Press, Balti-

more. <https://jhupbooks.press.jhu.edu/content/global-perspectives-higher-education>.

TOP 5 MOST VIEWED ARTICLES FROM EACH EDITION OF IHE DURING 2016-2017

Issue 89, Spring 2017

1. Trump and the Coming Revolution in Higher Education Internationalization (Philip Altbach & Hans de Wit)
2. Do Rankings Drive Better Performance? (Simon Marginson)
3. Backlash Against “Others” (Gary Rhoades)
4. The American Academic Profession at Risk (Martin J. Finkelstein)
5. Academic Staff Mobility in the Age of Trump and Brexit? (Liudvika Leisyte & Anna-Lena Rose)

Issue 88, Winter 2017

1. Brexit: Challenges for Universities in Hard Times (Simon Marginson)
2. Latin American Universities: Stuck in the Twentieth Century (Marcelo Knobel & Andrés Bernasconi)
3. Missing but Needed: Research on Transnational Education (Jane Knight & Qin Liu)
4. International Universities in the Arab World: What is Their Place? (Lisa Anderson)
5. International Faculty Mobility: Crucial and Understudied (Laura E. Rumbley & Hans de Wit)

Issue 87, Fall 2016

1. Brexit and the European Shape of Things to Come (Fiona Hunter & Hans de Wit)
2. Singapore’s Global Schoolhouse Aspirations (Jason Tan)
3. Excellence Initiatives to Create World-Class Universities (Jamil Salmi)
4. Analyzing the Culture of Corruption in Indian Higher Education (William G. Tierney & Nidhi S. Sabharwal)
5. International Advisory Councils: A New Aspect of Internationalization (Philip Altbach, Georgiana Mihut, & Jamil Salmi)

Issue 86, Summer 2016

1. Essential Information about Predatory Publishers and Journals (Jeffrey Beall)
2. Managing Markets and Massification of Higher Education in India (N. V. Varghese)
3. The Effects of Saudization on the Universities: Localization in Saudi Arabia (Manail Anis Ahmed)
4. Chilean Universities: Not So Tuition-free After All (Ariane de Gayardon & Andrés Bernasconi)
5. Chinese Higher Education: Glass Ceiling and Feet of Clay (Philip Altbach)

Issue 85, Summer 2016

1. The International Education Market: Some Emerging Trends (Neil Kemp)
2. Frantz Fanon and the #MustFall Movements in South Africa (Thierry M. Luescher)
3. International Branch Campuses: Evolution of a Phenomenon (Kevin Kinser & Jason E. Lane)
4. Do or Die: The Dilemma of Higher Education in South Sudan (David Malual W. Kuany)
5. The Value of Administrative Staff for Internationalization (Uwe Brandenburg)

Issue 84, Winter 2016

1. The Syrian Refugee Crisis and Higher Education (Hans de Wit & Philip Altbach)
2. Challenges of Student Mobility in Southeast Asia (Thu T. Do & Duy N. Pham)
3. The Scourge of Fraud and Corruption in Higher Education (Goolam Mohamedbhai)
4. Higher Education in Kosovo: A Prolonged Transition (Xhavit Rexhaj)
5. Neo-Nationalism: Challenges for International Students (Jenny J. Lee)

CIHE PROJECTS 2016-2017

International Network for Higher Education in Africa (INHEA) and Africa focus in International Higher Education (IHE)

Thanks to a multi-year grant from the Carnegie Corporation of New York, CIHE in 2016-2017 was able to continue its efforts to help promote research and dialogue about higher education in Africa. We have taken several steps to ensure regular coverage of African higher education issues in *International Higher Education* (IHE) (our quarterly flagship publication) and to reach more IHE readers and contributors based in Africa. Equally importantly, Carnegie funding has helped support the work of the International Network for Higher Education in Africa (INHEA). INHEA was founded at the Center over a decade ago, but is now formally based at the University of Kwazulu-Natal (UKZN) in Durban, South Africa, under the direction of INHEA's founder, Damtew Teferra. INHEA produces a peer-reviewed journal, *The International Journal of Higher Education in Africa*, as well as an "African Higher Education News" resource, the "Chronicle of African Higher Education", and an editorial series. INHEA also spearheads the Higher Education Forum on Africa, Asia and Latin America (HEFAALA), which aims to foster discussions and rigorous analyses of higher education issues of regional, trans-regional and international significance.

Catholic Universities: Identity and Internationalization

Supported by a grant from the Chile-based Luksic Foundation, this project began with a pilot effort in 2015-2016 to analyze the experiences of three Catholic institutions—the Pontifical Catholic University of Chile, the Università Cattolica del Sacro Cuore in Milan, Italy, and Boston College—with respect to their unique identities as Catholic universities and their specific approaches to internationalization. In 2016-2017, these three institutions are involved in a Boston College-led initiative to expand the analysis to the experiences of Catholic universities elsewhere

in Latin America, North America and Europe, as well as elsewhere around the world. The project will host a working meeting at Boston College in July 2017, followed by a larger seminar in Santiago, Chile in November 2017. The work will culminate in the publication of a book featuring case studies and transversal analysis of key trends and issues.

State of Play: Higher Education Management Training Schemes in the Field of Development Cooperation

Since early 2017, CIHE has been undertaking a research project on behalf of the German Rectors' Conference (HRK) and the German Academic Exchange Program (DAAD) to explore the global landscape of training opportunities for higher education managers and leaders, specifically in relation to development cooperation. The work involves developing a substantial inventory of programs and providers of such trainings, as well as deeper analysis of a select group of such training programs with characteristics of particular interest to HRK and DAAD. The project should culminate in a publicly available report in late 2017.

Differentiated Academic Systems for the 21st Century

This project was commissioned by the Körber Foundation and supported by the German Rectors' Conference (HRK) and the Universität Hamburg. The research aimed to provide a comparative analysis of the changing organization of postsecondary education around the world. The final report was edited by Philip Altbach, Liz Reisberg and Hans de Wit, and presented by Philip Altbach in June 2017 at the "2017 Hamburg Transnational University Leaders Council on Differentiation in the Post-Secondary sector: A Response to Massification, Competition and the Emergence of the Global Knowledge Economy."

PROFESSIONAL DEVELOPMENT PROGRAMS AND DELEGATIONS 2016-2017

Over the years, CIHE has offered numerous training sessions and modules, both on BC campus and overseas, for various groups seeking our expertise in different aspects of higher education leadership, management, and knowledge-building. CIHE has also received several delegations and hosted professional development programs of different institutions from around the world. In 2016-2017 the following are the professional development programs that took place and the delegations received by the Center.

June 24-July 20, 2017: CBIE-CHED program for the Philippines

CIHE partners with the Canadian Bureau for International Education (CBIE) in a program for the Commission on Higher Education Development (CHED) of the Philippines in training 15 international officers from universities in the Philippines on internationalization. Hans de Wit and Laura Rumbley designed the course and Hans de Wit is co-instructor of the course in Ottawa, Montreal and Toronto, Canada.

June 22-23, 2017: World Education Services (WES) – CIHE Seminar

Offered jointly by WES and CIHE, this second seminar at Boston College focuses on “International Education in the New Political Climate,” with presentations from Philip Altbach, Hans de Wit, Laura Rumbley, Research Fellows Ellen Hazelkorn and Elena Denisova-Schmidt, and many others.

June 7, 2017: Workshop – Internationalization at Home and of the Curriculum

CIHE organized a one-day seminar on Internationalization at Home and of the Curriculum with leading experts on these themes, Betty Leask (La Trobe

University, Melbourne, Australia) and Jos Beelen (Amsterdam and The Hague Universities of Applied Sciences, the Netherlands).

June 5-14, 2017: Training Seminar on Internationalization and Innovation, Universidad de Guadalajara

A two-week training program for 25 administrators of the Universidad de Guadalajara (UdeG) was organized by CIHE in the context of the MoU between CIHE and the UdeG.

July 13, 2016, April 4, 2017, and June 20, 2017: University of Guadalajara

Working with Reisberg & Associates and Unnivers, the Center hosted in 2016-2017 three separate one-day seminars at Boston College for groups of university officials from the University of Guadalajara. The main focus of each event was internationalization of higher education and its implications for this Mexican institution.

July 11, 2016 to July 30, 2016: United Board of Christian Higher Education in Asia

Working with the Boston College Global Leadership Institute, CIHE delivered a leadership training program for the United Board (UB) for Christian Higher Education in Asia. The training involved a group of some 20 mid-career faculty and administrators who were participating in the UB’s year-long Fellows Program.

June 22, 2016 to June 24, 2016: WES-CIHE Seminar “The Changing Landscape of Global Higher Education and International Student Mobility.”

This three-day seminar offered international admissions policymakers the opportunity to meet with top thought leaders, have substantive conversations about current and emerging global education trends, and come away with actionable insights for their institutions. Presenters included CIHE's director Hans de Wit, founding director Philip Altbach, associate director Laura Rumbley, as well as research fellows Liz Reisberg, Iván Pacheco, and Qi Michelle Wang.

June 5, 2016 to June 17, 2016: 5-100 Project Universities of Russia

CIHE, in conjunction with the Global Leadership Institute at Boston College, delivered a training session for the 5-100 Russian Academic Excellence Project. This training involved approximately 20 international student services and recruitment officers from select Russian universities. A complementary module was delivered in Europe in October 2016, in collaboration with the Milan-based Centre for Higher Education Internationalisation.

DELEGATIONS VISITING CIHE

June 21, 2017: University of Leiden delegation

CIHE received a delegation from Leiden University (The Netherlands), consisting of its vice-rector and 7 vice-deans of all faculties, plus 3 supporting staff. BC was one of multiple institutions the delegation came to visit in the Boston area, including Harvard, MIT and Northeastern.

June 21, 2017: University of Basel Global Proficiency Program delegation

On June 21, CIHE hosted a delegation of 10 doctoral students and two faculty members from the University of Basel (Switzerland), who are all part of a professional development program for academics that is run in conjunction with Virginia Tech, under the title Global Proficiency Program. The theme for 2016-2017 is "Higher Education as Public Good - the Global Landscape," and this year marks the fourth year since 2012 that the University of Basel has included CIHE on its Boston-area agenda during the program's study tour in the United States.

April 20, 2016: Brazilian delegation

A Brazilian delegation of around 30 administrators of private universities came to visit Boston College. This session was co-organized by research fellow Liz

Reisberg and CIHE. It included talks by Philip Altbach and Hans de Wit, as well as a campus tour.

April 10, 2017: HERe Research Group delegation

A delegation of the HERe Research Group from the University of Bergamo, Italy, led by Dr. Matia Cattaneo visited CIHE. At the event representatives of the two centers introduced their work to one another, and discussed possible collaborations in their future endeavors.

March 13, 2017: Beijing Universities delegation

A group of 12 directors and deputy directors from different universities in Beijing visited CIHE as part of a program organized by the Office of China Affairs of the University of Maryland. CIHE director Hans de Wit and founding director Philip Altbach hosted the group and delivered presentations on current trends in international higher education. This was a repeat from a similar visit in 2016.

October 25, 2016: ANUIES, Mexico

Working with Reisberg & Associates and Unnivers, the Center hosted a visit of the Mexican Association of Universities, ANUIES, at Boston College.

GUEST LECTURES 2016-2017

Visiting Scholar Douglas Proctor, “In What Ways has Internationalization Shaped Academic Work? A perspective from Australia” (February 16, 2016).

- Visiting Scholar Corinne Bossé, “Higher Education Development in Haiti: Struggles and Aspirations” (March 1, 2016).
- Visiting Scholar Aisling Tiernan, “Surviving the Student Visa System: A Study of International Student Agency in UK Higher Education” (April 7, 2016).
- Visiting Scholar Jude Walker, “Fracking, Refining, and ‘Committing Sociology’: A Look Behind the Vocationalisation and Stratification of Canada’s Higher Education System” (April 28, 2016).
- Research Fellow Qi Wang, “Career Opportunities or Challenges: Junior Faculty’s Perceptions on Employment Reform at a Research University in

China” (September 29, 2016).

- Prof. Ivar Bleiklie on his book (co-edited with Jürgen Enders and Benedetto Lepori) *Managing Universities: Policy and Organizational Change from a Western European Comparative Perspective* (Palgrave, 2017). (March 16, 2017).
- Prof. Fazal Rizvi, of Melbourne University’s Graduate School of Education, on “Globalization’s Discontents and Higher Education Internationalization.” (April 18, 2017).
- Prof. Hamish Coates, Professor of Higher Education, Melbourne Centre for the Study of Higher Education, on “Assessing Higher Education Productivity” (May 4, 2017).
- Visiting Scholar Louise Michelle Vital, on “International Research training: Perceptions of Doctoral Students in the Field of Higher Education” (May 11, 2017).

ACTIVITIES OF GRADUATE ASSISTANTS, 2016-2017

Staff and graduate assistants/doctoral students have been engaged in numerous activities in line with the work of the Center and their own career paths. Activities in the 2016-17 period are summarized below.

ARIANE DE GAYARDON

Publications:

de Gayardon, A. (2017). *Access in free-tuition systems: A comparative perspective of the socio-economic background of students in countries with different tuition policies*. Unpublished doctoral dissertation. Boston College.

Mihut, G., de Gayardon, A., & Rudht J. (2017). The long-term mobility of international faculty: A literature review. In M. Yudkevitch, L. E. Rumbley, H. de Wit, & P.G. Altach, *International faculty in higher education: Comparative perspectives on recruitment, integration, and impact* (pp. 15-31). New York: Routledge.

de Gayardon, A. & de Wit, H. (2016). Global dimensions of the Boston College Lynch School of Edu-

cation: Analysis of a faculty survey (CIHE Perspectives No.2).

de Gayardon, A. & Bernasconi, A. (2016). Chilean universities: not so tuition-free after all. *International Higher Education*, 86, 23-25.

de Gayardon, A. (Invited, Forthcoming 2019). Free higher education, myths and realities. In P. Nuno Teixeira and J.C. Shin (Eds.), *Encyclopedia of international higher education systems and institutions*. Springer Netherlands.

de Gayardon, A. (Submitted to *Higher Education*). Access to and success in higher education in Chile prior to the free tuition policy.

Conferences:

Sept 4-7, 2016. Access to Higher Education in Chile: The Role of the Socio-Economic Background. CHER Conference–ECHER Session, Cambridge, UK.

GEORGIANA MIHUT

Publications:

Mihut, G., Altbach, P. G., & de Wit, H. (Eds.) (in press). *Understanding higher education interna-*

tionalization: Insights from key global publications. Rotterdam: Sense Publishers.

Mihut, G., Altbach, P. G., & de Wit, H. (Eds.) (in press). *Understanding global higher education: Insights from key global publications*. Rotterdam: Sense Publishers.

Mihut, G., de Gayardon, A., & Rudt, Y. (2017). The Long-Term Mobility of International Faculty: A literature review. In M. Yudkevich, P. Altbach, & L. Rumbley (Eds.) *International Faculty in Higher Education. Comparative Perspectives on Recruitment, Integration, and Impact*. New York: Routledge.

Mihut, G., Unangst, L., Reisberg, L., & de Wit, H. (2017). The World View: Selected blogs published by Inside Higher Education, 2010-2016. *Perspectives. Center for International Higher Education*.

Mihut, G., Altbach, P. G., & Salmi, J. (2016). International advisory councils and internationalization of governance. A qualitative analysis. *European Journal of Higher Education*, 6(4), 328-342.

Balyasin, M., Mihut, G., Maksimovic, T., Tercanli, H., Tesfaye, R., & Prasetyo, D. (2016). *Erasmus Mundus Joint Master Degrees: The student and alumni perspective. Introducing the overall results of 2015 wave of the Course Quality Student Services survey*. Available on: <http://romatik.github.io/CQSS-2015/>

Badescu, G., Sinea, A., Jigla, G., Mihut, G., Angi, D., Fesnic, F., Salat, L., & Teampau, P. (2016). *Educatie, bunaguvernare, securitatenationala* (Education, good governance, national security). Center for the Study of Democracy. Available on: <http://alturl.com/205gj>

Conferences

Chair of roundtable discussion: "Beyond sage advice: *Understanding International Advisory Councils at Tertiary Education Institutions*". Association for the Study of Higher Education (ASHE) Annual Conference, November 10, 2016, Columbus, Ohio. .

LISA UNANGST

Publications:

Unangst, L. (2017). Diversification and differentiation in postsecondary education: What the research shows. In Altbach, Philip G., Reisberg, Liz, and de Wit, Hans. (Eds.), *Responding to Massification: Differentiation in Postsecondary Education Worldwide* (pp. 24-34). Hamburg: Hamburg Transnational University Leaders Council.

Unangst, L. (2017, January 18). Germany's Innovative Strategies to Enroll Refugees [Inside Higher Ed blog post]. Available on: <https://www.inside-highered.com/blogs/world-view/germanys-innovative-strategies-enroll-refugees>

Unangst, L. (2017, March 10). Impaction in the CSU system: educational equity in crisis. University World News. Available on: <http://www.universityworldnews.com/article.php?story=2017030711574785>

Mihut, G., Unangst, L., Reisberg, L., & de Wit, H. (2017). The World View: Selected blogs published by Inside Higher Education, 2010-2016. *Perspectives. Center for International Higher Education*.

Conferences

Access to Higher Education for Syrian Refugee Students and Scholars. Panel discussion session at NAFSA Annual Conference, May 31, 2017. Los Angeles, California.

A review of differentiated systems of higher education worldwide. Poster session presented at NAFSA Annual Conference, May 31, 2017. Los Angeles, California.

A review of differentiated systems of higher education worldwide. Poster session presented at Boston College Student Research Symposium, March 2017. Chestnut Hill, MA.

Chair of roundtable discussion: "Internationalization through different lenses". International Education Week, November 9, 2016, Boston College, Chestnut Hill, MA.

EDWARD CHOI

Publications:

Choi, E. (2017). Higher Education Regionalization in East Asia. *Higher Education in Southeast Asia and Beyond*, 2 (May 2017), pp. 7-9.

Conferences

Panelist. "Internationalization through different lenses: South Korea" November 9, 2016, International Education Week, Boston College, Chestnut Hill, MA.

AYENACHEW A. WOLDEGIYORGIS

Publications:

Woldegiyorgis, A. (2017 forthcoming). The Vicious Circle of Quality in the Ethiopian Higher Education. *International Higher Education*

Woldegiyorgis, A. (2016, December 13). Higher Ed and Ethiopia's State of Emergency. Inside Higher Education, The World View blog post. Available on: <https://www.insidehighered.com/blogs/world-view/higher-ed-and-ethiopias-state-emergency>

Conferences:

"Internationalization of Research: Reflections on Ethiopia". Plenary presentation on Higher Education in Ethiopia: Advancing teaching, research and community outreach engagement, The 35th May Annual International Educational Conference. May 19-20, Bahir Dar University, Bahir Dar.

Panelist. "Internationalization through different lenses: Ethiopia". November 9, 2016, International Education Week, Boston College

OVERVIEW OF FACULTY ACTIVITY, 2016-2017

HANS DE WIT

Director, Boston College Center for International Higher Education (CIHE)
Professor of International Higher Education, Department of Higher Education and Leadership, Lynch School of Education, Boston College
Program Director, Master of Arts in International Higher Education.

Editorial positions

- Founding Editor of the *Journal of Studies in International Education* (Association for Studies in International Education/SAGE publishers)
- Member of the Editorial Board of the journal *Policy Reviews in Higher Education* (SRHE)
- Member of the Editorial Board of *International Journal of Educational Technology in Higher Education* (Springer/Universitat Oberta de Catalunya)
- Associate Editor of *International Higher Education*

(Boston College Center for International Higher Education)

- Co-editor of the book series *Global Perspectives in Higher Education* (Sense Publishers)
- Co-Editor of *ESAL - Revista de Educación Superior en América Latina* (UniNorte, Boston College, SEMESP, PUC).
- Monthly blog contributor to *University World News* on internationalization of higher education, www.universityworldnews.com.

Teaching and Master and Phd (Co-)Supervision

- Spring 2016, ELHE 7603, Internationalization of Higher Education
- Fall 2016, ELHE 7202, Global and Comparative Systems in Higher Education
- Fall 2016, ELHE 7603 (together with Laura Rumbley), Internationalization of Higher Education
- Spring 2017, ELHE 7801 (with Georgina Mihut as teaching assistant and co-teacher), Develop-

ment and Teaching of Regional Perspectives in Higher Education: Asia and Latin America.

PhD Supervision (completed):

- Co-Supervisor Adriana Pérez Encinas, Department of Business Administration, Autonomous University of Madrid, defended June 2017
- Supervisor PhD Jos Beelen, Amsterdam University of Applied Sciences, at School of Education and CHEI, Università Cattolica Sacro Cuore, Milan, Italy, start 2012, defended February 2017
- Chair Defense Committee Ariane de Gayardon de Fenoyl, LSOE, Boston College, start 2013, defended March 2017
- Supervisor PhD Jeanine Gregersen-Hermans, University of Hull, at School of Education and CHEI, Università Cattolica Sacro Cuore, Milan, Italy, start 2014, defended December 2016
- Supervisor PhD Gabriele Bosley, Bellarmine University, at School of Education and CHEI, Università Cattolica Sacro Cuore, Milan, Italy, start 2012, defended, March 2016
- Member of the International Advisory Boards of Stenden University of Applied Sciences in The Netherlands, the University of Göttingen in Germany, the Peoples' Friendship University of Russia (RUDN) in Moscow, Russia, and the Universidad Cooperativa de Colombia in Medellin.
- Research Associate at the Unit for Higher Education Internationalisation in the Developing World at the Nelson Mandela Metropolitan University (NMMU), Port Elizabeth, South Africa.
- Research Associate at the International Business School of the Amsterdam University of Applied Sciences, as of 2016.
- Member of the Scientific Committee of the 'Centre for Higher Education Internationalisation' (CHEI) at the Università Cattolica Sacro Cuore, and of the Consejo Consultativo Internacional of USMEXFusion.
- From 1996-2016, Member of the Board of Trustees of World Education Services (New York).

Consultancies and trainings

PhD Supervision (in process)

- Co-Supervisor Marcel H. Van der Poel, Developing Intercultural Competence of Faculty and Staff Members, University of Groningen, started 2015
- Co-Supervisor Cornelius Hagenmeier, University of Capetown, South Africa, started 2015
- Chair Defense Committee Georgiana Mihut, LSOE, Boston College, graduation expected 2018
- Chair Defense Committee Bao Nguyen, LSOE, Boston College, graduation expected 2018
- Reader, Magda Bustos, Universidad de Guadalajara, defense fall 2017
- Co-researcher of HRK project, with Philip Altbach and Liz Reisberg, 'Responding to Massification, Differentiation in Postsecondary Education Worldwide (Körber Foundation, Hamburg), 2016-2017
- Research project leader 'Catholic Identity and Internationalization', a joint project PUC de Chile and Boston College (with funding of Luk-sic), 2016-2017
- Co-Director Program on Internationalization of Higher Education, Universidad de Guadalajara, June 5-14, 2017, Boston College
- Expert in Erasmus+ project RIESAL, Red Regional para el Fomento de la Internacionalización de la Educación Superior en América Latina, coordinated by Universidad de Guadalajara, 2017-2019.
- Expert in Erasmus Impact Study+, a study under Erasmus+ funding, coordinated by CHE-

Advisory boards

Consult, Germany, 2017-2018

- 2014-2016, Consultant on 'Advancing models of best practice in internationalization of higher education in Kazakhstan' for the Graduate School of Education of Nazarbayev University in Kazakhstan.
- 2016-2017, consultant of the PUC de Chile on its internationalization strategy.
- 2017-2018, consultant and instructor Canadian Bureau for International Education (CBIE), on a course for international officers from The Philippines
- Co-Leader of the WES-CIHE Symposia, *The Changing Landscape of Global Higher Education and International Student Mobility* June 22-24 2016 and *International Education in the New Political Climate*, 22-23 June 2017 at Boston College.

Publications 2016-2017

Books and Book Chapters

- Georgiana Mihut, Philip Altbach and Hans de Wit, Eds. (2017). *Understanding Global Higher Education: Insights from Key Global Publications*. In book series 'Global Perspectives on Higher Education'. Rotterdam, Sense Publishers (Forthcoming).
- Georgiana Mihut, Philip Altbach and Hans de Wit, Eds. (2017). *Internationalization of Higher Education: Insights from Key Global Publications*. In book series 'Global Perspectives on Higher Education'. Rotterdam, Sense Publishers (Forthcoming).
- Philip Altbach, Liz Reisberg and Hans de Wit, Eds. (2017). *Responding to massification: differentiation in postsecondary education worldwide*. Körber Foundation/Hamburg Transnational University Leadership Council, Bonn. Also to be published in 2017 in book series 'Global Perspectives on Higher Education' by Sense Publishers, Rotterdam (Forthcoming).
- Including chapter: Hans de Wit and Liz Reisberg: Massification and Differentiation: a Marriage of convenience?
- Philip Altbach and Hans de Wit. (2017). Nationalism: The end of higher education internationalisation? In *A mosaic of cultures*, Edited by Leasa Weimer, pp. 17-23. EAIE, Amsterdam.
- Hans de Wit, Jocelyne Gacel-Avila, Elspeth Jones and Nico Jooste, Eds. (2017). *The Globalization of Internationalization: Emerging Voices and Perspectives*. Internationalization in Higher Education Series, Routledge.
- Including chapter: Bernhard Streitwieser, Cynthia Miller-Idriss & Hans de Wit (2017). Higher Education's Response to the European Refugee Crisis: Challenges, Strategies, and Opportunities. Pp. 29-39. Published also in 2016 as Working Paper by the Graduate School of Education & Human Development, The George Washington University.
- And: Hans de Wit, Jocelyne Gacel-Avila & Elspeth Jones (2017). Voices and perspectives on internationalization from the emerging and developing world, where are we heading? Pp. 221-232.
- Georgiana Mihut, Lisa Unangst, Liz Reisberg and Hans de Wit. (2017). *The World View: Selected blogs published by Inside Higher Education, 2010-2016*. CIHE Perspectives 4. Boston, CIHE.
- Elspeth Jones, Jos Beelen, Robert Coelen & Hans de Wit, Eds. (2016). *Global and Local Internationalization*. Sense Publishers, Dordrecht.
- Including chapter: Hans de Wit. Misconceptions about (the end of) internationalization, what is happening? Pp. 15-20.
- Ariane de Gayardon and Hans de Wit. (2016). *Global Dimensions of the Boston Col-*

lege Lynch School of Education: Analysis of a Faculty Survey. CIHE Perspectives 2. Boston, CIHE.

- Andrés Bernasconi, Hans de Wit and Daniela Véliz Calderón. (2016). *Catholic Universities: Identity and Internationalization, A Pilot Project*. CIHE Perspectives 3. Boston, CIHE.
- Including chapter: Hans de Wit and Michael James. *Boston College: Catholic identity and internationalization*. Pp. 27-39.
- Hans de Wit and Betty Leask (2017). Preparing global citizenry, implications for curriculum. *GUNI, Higher Education in the World 6; Towards a Socially Responsible University: Balancing the Global with the Local*. Barcelona: GUNI-ACUP ed.
- Laura Rumbley and Hans de Wit (2016). International Faculty in Higher Education: Common Motivations, Disparate Realities, and Many Unknowns. *International Faculty in Higher Education*. Pp. 267-287. New York and London: Routledge.
- Fiona Hunter, Hans de Wit and Laura Howard (2016). Key trends in internationalisation of higher education: are we heading in the right direction? In Mary Stiasny and Tim Gore (Eds.), 'Going Global', *Connecting cultures, forging futures*, Volume 5, UCL IO Press, British Council, pp. 4-12.
- Hans de Wit and Felix Maringe (2016). Global HE partnerships: Equity and Epistemic concerns with distribution and flows of intellectual capital. Pp. 299-314. In James Côté and Andy Furlong (Eds.), *Handbook of the Sociology of Higher Education*. Routledge.
- Hans de Wit. Internationalisation and the role of Online Intercultural Exchange (2016). In "Online Intercultural Exchange: Policy, Pedagogy, Practice". Editors: Robert O'Dowd and Tim Lewis. pp. 69-82. Routledge, New York/Abingdon.
- Sheila Trahar, Wendy Green, Hans de Wit, and

Craig Whitsed (2016). Internationalisation of higher education. Pp. 23-41. In Jenni Case & Jeroen Huisman (Eds), *Researching higher Education, International Perspectives on theory, Policy and Practice*. RHE/Routledge Book Series Research into Higher Education.

- Philip Altbach and Hans de Wit. (2016). Internationalization and Global Tension: Lessons from History. In Philip G. Altbach, *Global Perspectives on Higher Education*. John Hopkins University Press, Baltimore. Pp. 73-78.
- Hans de Wit (2016). Challenges and Opportunities for Internationalising Higher Education in Europe. In Stefan Zotti (Ed), *International Lectures, 22 Beiträge zur Internationalisierung der Hochschulen*. Pp. 36-40. StudienVerlag/OEAD, Innsbruck.

Peer Reviewed Articles

- Fiona Hunter and Hans de Wit. (2016). The European Landscape: A Shifting Perspective. *Internationalisation of Higher Education, A Handbook*, Issue 2, 2016. Pp. 49-68. IAU DUZ.
- Maarja Beerkens, Jeroen Huisman, Manuel Souto-Otero, Hans de Wit. (2016). Differences in ERASMUS participation: Exploring the role of barriers and motivations in six countries. *Journal of Studies in International Education*, May 2016 vol. 20 no. 2, pp. 184-204.

Essays/Comments/Blogs

- Hang Gao and Hans de Wit. (2017). China and International Student Mobility. *International Higher Education*, Number 90, Summer 2017, pp. 3-5.
- Elena Denisova-Schmidt and Hans de Wit. (2017). *The Global Challenge of Corruption in Higher Education*. In IAU Horizons, page 28-29, Volume 22 no. 1.
- Hans de Wit. (2017). New Sources of Cross-Border HE are emerging. *University World News*, 12 May 2017 Issue No:459.

- Philip G. Altbach and Hans de Wit. (2017). *Ein Ungeist breitet sich aus*. In Deutsche Universitäts Zeitung DUZ, 28 April 2017, pp. 20-23.
- Lisa Unangst, Georgiana Mihut, Liz Reisberg, and Hans de Wit. (2017). *Reflecting on The World View, 7 Years On*. World View on April 9, 2017, Inside Higher Education.
- Philip Altbach and Hans de Wit. (2017). *Revolutions ahead in international student mobility*. University World News, 7 April 2017 Issue No:454.
- Philip Altbach and Hans de Wit. (2017). Trump and the Coming Revolution in Internationalization. *International Higher Education*, Number 89: spring 2017, pp. 3-5.
- Philip Altbach and Hans de Wit. (2017). *Nacionalismo: el fin de la internacionalización de la educación superior?* Nexos, Blog de Educación de Nexos, Marzo 8, 2017. educación.nexos.com.mx
- Elspeth Jones, Hans de Wit and Jocelyne Gacel-Ávila. (2017). Internationalization Innovation Is Coming from the Developing World. The World View, Inside Higher Education, February 26, 2017.
- Hans de Wit. (2017). *Internationalisation of HE may be accelerating*. University World News, 24 February 2017 Issue No:448
- Hans de Wit. (2017). *International education in 2017 – Any room for optimism?*
- University World News, 13 January 2017 Issue No:442
- Philip Altbach and Hans de Wit. (2017). *Sunset in the West? Global higher education might turn upside down as West turns inward*. Times Higher Education, February 16, 2017
- Philip Altbach and Hans de Wit. (2017). *Dark clouds over American Academia*. The Hindu, 14 February, 2017, p. 9, New Delhi, India.
- Laura Rumbley and Hans de Wit. (2016). International Faculty Mobility: Crucial and Understudied. In *International Higher Education*, Number 88: Winter 2017, pp. 6-8.
- Betty Leask and Hans de Wit. (2016). *Reimagining the HE curriculum for the 21st century*. University World News, 25 November 2016 Issue No:438.
- Hans de Wit. (2016). *Walls in unexpected places*. The World View, Inside Higher Education. November 20, 2016.
- Philip Altbach and Hans de Wit. (2016). *Great again? Not likely*. Times Higher Education, 17 November 2016.
- Philip Altbach and Hans de Wit. (2016). *Now we face the (temporary?) end of American internationalism*. University World News, 11 November 2016 Issue No: 436.
- Hans de Wit and Kathryn Hanson. (2016). *Academic Freedom Under Threat Everywhere*. The World View, Inside Higher Education, November 7, 2016.
- Hans de Wit and Philip G Altbach. *America's watershed elections*. University World News, 28 October 2016 Issue No:434.
- Hans de Wit. (2016). Ethical internationalisation for all is not impossible. University World News, 07 October 2016 Issue No:431
- Hans de Wit. (2016). *The Increasing Dominance of English*. The World View, Inside Higher Education, October 2, 2016.
- Hans de Wit, Andrés Bernasconi and Daniela Véliz-Calderón. (2016). *Catholic Identity and Internationalization*. University World News, 02 September 2016 Issue No:426. Publishes also as: Identidad e Internacionalización en las Universidades Católicas: ¿En qué punto ambas Coinciden? In ESAL - Revista de Educación Superior en América Latina, No. 1, 2016.
- Fiona Hunter and Hans de Wit. (2016). Brexit and the European Shape of Things to Come. In

International Higher Education, Number 87: Fall 2016, pp. 2-3.

- Elspeth Jones and Hans de Wit. (2016). *A narrower, more parochial UK?* University World News, 17 June 2016 Issue No:418
- Hans de Wit. (2016). *Commercialization and Fraud in International Student Recruitment*. The World View, Inside Higher Education, June 12, 2016.
- Hans de Wit. (2016). *The consequences of internationalisation rankings*. University World News. 3 June 2016 Issue No. 416
- Hans de Wit. (2016) *The Institutional Race for International Tuition Dollars: Are the Costs Acceptable?* World Education News and Services, May 2, 2016.
- Hans de Wit. (2016). *Competition or collaboration for change?* University World News. 24 April 2016 Issue No. 410
- Fiona Hunter and Hans de Wit. (2016). 21st Century European Higher Education: Responding to Dynamic Change. ACE International Briefs for Higher Education Leaders, *Engaging with Europe: enduring ties, new opportunities*. American Council on Education in cooperation with CIHE. Page 3-4. (also Senior Advisor to the Brief)
- Hans de Wit. (2016). *Internationalization, more than Revenue*. The World View, Inside Higher Education, 7 April 2016.
- Hans de Wit and Liz Reisberg. (2016). *Meeting of minds on the way forward for Latin America*. University World News. 18 March 2016 Issue No. 405
- Hans de Wit. (2016). *Beyond the Syrian Refugee Crisis*. University World News. 13 March 2016 Issue No. 404
- Hans de Wit. (2016). Foreword. In Bernhard Streitwieser and Anthony Ogden. *International*

Higher Education's Scholar-Practitioners, bridging research and practice. Pp. 9-12. *Symposium Books*.

- Hans de Wit. (2016). *My first 100 days: impressions from American Higher Education*. European Consortium on Accreditation (ECA), 8 February 2016.
- Hans de Wit. (2016). *Higher education research goes global*. University World News. 05 February 2016 Issue No. 399
- Hans de Wit. (2016). *Looking forward to 2016*. University World News, 08 January 2016 Issue No:395
- Hans de Wit. *Measure of Internationalization?* The World View, Inside Higher Education, 17 January 2016.
- Hans de Wit and Philip Altbach. (2016). *The Syrian Refugee Crisis and Higher Education*. In *International Higher Education*, Number 84: Winter 2016, pp. 9-10.

Reports

- Certificate for Quality in Internationalisation, Facultad de Educación, Universidad de Murcia, Spain, Panel Report, February 2017, European Consortium for Accreditation/ANECA.
- Hans de Wit, Jocelyne Gacel-Avila and Marcelo Knobel. 2016. *The State of the Art of Internationalization of Higher Education in Latin America*. Estudios de context, Foro de Expertos Latinoamericanos en Educacion Superior: de las Buenas Ideas a la Accion. The World Bank, 7-9 March 2016, Bogota, Colombia.

Keynote Addresses

- *La Internacionalización en la Educación Superior: Conceptos, Estrategias y Tendencias Globales Implicaciones institucionales de inspiración Cristiana*. Conferencia Magistral a La Salle Universidad, Mexico DF, Mayo 24, 2017.
- *Intercultural and International Learning in a*

changing Political climate: challenges and Opportunities. Keynote at the 2017 Gateway to Graduation Spring Retreat, Community of Practice on Intercultural Learning, IUPUI, Indianapolis, May 8, 2017.

- *Global universities and reputation: internationalization at home*. Conference 'Understanding the Student Perspective: Keys to a Reputation Strategy'. 2nd Edition 'Building Universities' Reputation' Conference, Universidad de Navarra, Pamplona, Spain, March 31, 2017.
- *Trends in Internationalization of Higher Education and Implications for Quality Assurance Work*. Keynote 131st NEASC Annual Meeting and conference, New England Association of Schools and Colleges. Boston, December 7, 2016.
- *Criterios para el diseño y evaluación de políticas de internacionalización*. CINDA Seminario Internacional Sobre Impacto de la Internacionalización sobre la Calidad de la Educación Superior, 18 de octubre de 2016, Universidad Campinas, Brazil.
- *Concepto de Internacionalización*. Seminario 'Internacionalización de la Educación Superior', 13 y 14 de octubre de 2016. Ministerio de Relaciones Exteriores de Chile, Santiago.
- *Internationalization of Higher Education: More than Student Mobility!* Plenary Keynote at the 'Global learning and the college Curriculum: Nurturing Student Efficacy in a Global World' conference of the Association of American colleges and Universities (AAC&U), Denver October 8, 2016.
- *Key Trends in Global Higher Education*. First International Symposium: Continental Realities, international Imperatives, Higher Education Forum for Africa, Asia and Latin America. Durban, University of Kwazulu Natal, 18-20 August 2016.
- *Modelos para la Internacionalización en America Latina*. Dialogos para la educación superior en

America Latina. Universidad del Norte, Barranquilla, Colombia, 4 de Marzo de 2016.

Other addresses (selection)

- Webinar *Comprehensive Internationalization*, RIESAL Erasmus+ network, June 1 and June 8, 2017.
- *Internacionalización de la educación superior*. Séptima session de la Jornada de Innovación Educativa, CGCI CIEP, 26 de Mayo de 2017, Universidad de Guadalajara, Mexico.
- Panel Presentation 'The Global Good'. ASHE 2016 Annual conference, Columbus Ohio, November 9, 2016.
- Discussant papers session with three papers. Global Perspectives on *Higher Education Developments by Institutional Type*. ASHE 2016 Annual conference, Columbus Ohio, November 10, 2016.
- Panel Presentation 'International Advisory Councils'. ASHE 2016 Annual conference, Columbus Ohio, November 10, 2016.
- Presentation 'International Faculty in the 21st Century Universities: Comparative Perspectives'. ASHE 2016 Annual conference, Columbus Ohio, November 10, 2016.
- *The Impact of Rankings on Internationalisation*. Presentation at the IREG-8 Conference, Lisbon, IREG Observatory on Academic Rankings and Excellence, May 5, 2016.
- *National Trends and Policies for Internationalization, A Global Perspective. And Hot topics in International Education*. Presentations at the AIEA conference 'Building a better world', Montreal, February 23, 2016.
- Panel *Desafios de la Internacionalización: Visión de los Centros de investigación en educación superior*, Summit Internacional, XII Jornadas de Gestión de Educación Superior, PUC de Chile, Santiago, 15 de Enero 2016

- *Políticas Públicas para la Internacionalización de la Educación Superior en el Ecuador*. Asamblea del Sistema de la Educación Superior del Ecuador (ASESEC) y Universidad ESPOL, Guayaquil, 13 de Febrero, 2017.
- *Internacionalización del Currículo: Impacto en la calidad de la Educación Superior*. Pontificia Universidad Javeriana, Bogotá, 3 de Febrero 2017.
- *Trends, Concepts and Approaches to Internationalization in Higher Education*. Universidad Católica de la Santísima Concepción, Concepción, Chile, 11 January 2017.
- Guest Lecture 'Challenges and Opportunities of Global Engagement in Higher Education', RUDN Peoples friendship university, Faculty of Arts and Humanities, Moscow, September 27, 2016.
- *Seminario de Cooperación Académica Internacional*, 17-19 de Mayo, Quintana Roo, Cancún, Mexico.
- May 17. *Educación Superior y Geopolítica, Migración y la crisis de los refugiados: ¿Qué tiene que decir la educación superior?* Departamento de Investigaciones Educativas, CINVESTAV, Mexico City.
- *Challenges of Higher Education in a context of Internationalization*. Dialogue on trends in higher education, Universidad de Guadalajara, Mexico, May 13, 2016.
- *Internationalisation of Higher Education, the why, what, how and outcomes of comprehensive internationalisation*. Presentation at Universite Libre de Bruxelles, May 3, 2016, Brussels.
- *Internationalization of Higher Education: Is it the end, an end or ...the re)beginning?* Presentations for Academie de Recherche et d'Enseignement Supérieur (ARES), Brussels and Université Catholique de Louvain, Louvain, May 2, 2016.
- *La Internacionalización de la Educación superior en America Latina: Movilidad Académica y Profesional*. Foro de Expertos Latinoamericanos en Educación Superior: De las Buenas Ideas a la Acción, Estudios de Contexto, World Bank, Bogotá, March 8, 2016.

LAURA E. RUMBLEY

Associate Director of the Center for International Education and Program Coordinator of the MA in International Higher Education, Boston College.

- Led development of a winning proposal for a research project on behalf of the German Rector's Council, on capacity building in higher education in the field of development cooperation, to be completed by July 2017.
- Served as co-chair of the International Section of the Program Committee for the 2016 Annual Conference of the Association for the Study of Higher Education (ASHE).
- Continued to chair (2013-present) the publica-

tions committee for the European Association for International Education

- As of May 2017, named to the Editorial Advisory Board of *Studies in Higher Education* for the period 2017-2022

Research/Publications

- Co-editor of the peer reviewed, high-impact *Journal of Studies in International Education* (Sage)
- Co-editing a book (with Douglas Proctor, University College Dublin) on new research in internationalization, to be published in 2018 by Routledge
- Co-editing, together with Hans de Wit and Fio-

na Hunter, the “Globalization and Internationalization Section” of Springer’s new higher education encyclopedia, to be published in 2018

- Co-editing the “International Briefs for Higher Education Leaders” series, a collaboration between CIHE and the American Council on Education, which released issue #6 in March 2016 and will release issue #7 in October 2017.
- Associate editor of the Center’s own quarterly publication, *International Higher Education*
- Co-editor of the Sense Publication series, “Global Perspectives on Higher Education”
- Editor of the European Association for International Education’s thrice-yearly member magazine, *Forum*

Completed Publications

- Ferencz, I. & Rumbley, L.E. (2016). Europe’s national and regional higher education associations. In Helms, R.M. & Rumbley, L.E. (Eds.) “Engaging with Europe: Enduring Ties, New Opportunities” *International Briefs for Higher Education Leaders*, No. 6 (pp. 13-17). Washington, DC and Chestnut Hill, MA: American Council on Education and Boston College Center for International Higher Education.
- Helms, R.M., Brajkovic, L., & Rumbley, L.E. (2016). National policies for higher education internationalization: What campus leaders and practitioners need to know. *Internationalisation of Higher Education*. Berlin: DUZ Verlags- und Medienhaus GmbH.
- Helms, R.M., & Rumbley, L. E. (2016, Spring). National Policies for Internationalization—Do They Work? *International Higher Education*, 85, 10-12.
- Hunter, F. & Rumbley, L.E. (2016). Exploring a possible future for the scholar–practitioner. In Streitwieser, B., & Ogden, A.C. (Eds.). *International higher education’s scholar–practitioners: Bridging research and practice* (pp. 297-308). Ox-

ford: Symposium Books.

- Rumbley, L.E. (2016, April). Editorial: Internationalisation in a Conflicted World. *Forum*, Spring, 4.
- Rumbley, L.E. (2016, July). Editorial: Data in International Education. *Forum*, Summer, 4.
- Rumbley, L.E. (2016, December). Editorial: The New International Officer. *Forum*, Winter, 4.
- Rumbley, L.E. (2017, April). Editorial: Regionalisation. *Forum*, Spring, 4.
- Rumbley, L. E. & Altbach, P. G. (2016). The Local and the Global in Higher Education Internationalization: A Crucial Nexus. In Jones, E., Coelen, R., Beelen, J., & de Wit, H. (Eds.). *Global and Local Internationalization*. Rotterdam: Sense Publishers.
- Rumbley, L.E., & de Wit, H. (2016). International faculty in higher education: Common motivations, disparate realities, and many unknowns. In Yudkevich, M., Altbach, P.G., & Rumbley, L.E. (Eds.) *International faculty in higher education: Comparative perspectives on recruitment, integration, and impact* (pp. 267-287). New York and London: Routledge.
- Rumbley, L.E. & de Wit, H. (2017, Winter). International Faculty Mobility: Crucial and Understudied. *International Higher Education*, 88, 6-8.
- Rumbley, L.E. & Helms, R.M. (2016). (Eds.). “Engaging with Europe: Enduring Ties, New Opportunities” *International Briefs for Higher Education Leaders*, No. 6. Washington, DC and Chestnut Hill, MA: American Council on Education and Boston College Center for International Higher Education.
- Yudkevich, M., Altbach, P.G., & Rumbley, L.E. (2016). (Eds.) *The global academic rankings game*. New York and London: Routledge.
- Yudkevich, M., Altbach, P.G., & Rumbley, L.E. (2016). (Eds.) *International faculty in higher edu-*

cation: Comparative perspectives on recruitment, integration, and impact. New York and London: Routledge.

Presentations, Guest Lectures, and Conference Sessions

- “International Faculty Mobility: The Unknown Factor in Internationalization of Higher Education” (with Hans de Wit). CHEI PhD Research Seminar. Delivered remotely from Boston College to the Centre for Higher Education Internationalisation (CHEI). Milan, Italy. March 2016.
- “(Re)Imaginando la internacionalización del currículo”. Seminario Cooperación Académica Internacional. Universidad de Quintana Roo. Cancun, Mexico. May 2016.
- “Governance in Higher Education: A Global Perspective.” Guest lecture in “Governance & Decision-Making in Higher Education” graduate course. Boston University. May 2016.
- “Promoting Values in International Partnerships.” Panel participant (with Sijbalt Noorda, Magna Charta Observatory and Kenneth Prewitt, Columbia University) at Scholars at Risk Global Conference. McGill University. Montreal, Canada. June 2016.
- “US Higher Education and its Internationalization.” 5-100 Project for Russian Universities on “Internationalization in Higher Education for the 21st Century.” Boston College. June 2016.
- “International Faculty Mobility: The Unknown Factor in Internationalization of Higher Education” (with Hans de Wit). 5-100 Project for Russian Universities on “Internationalization in Higher Education for the 21st Century.” Boston College. June 2016.
- “European Higher Education: Responding to Dynamic Change and Student Mobility” (with Hans de Wit). World Education Services-CIHE joint seminar on “The Changing Landscape of Global Higher Education and International Student Mobility.” Boston College. June 2016.
- “Internationalization of Higher Education in Practice” (with Nick Gozik and Adrienne Nussbaum). United Board for Christian Higher Education in Asia Fellows Program. Boston College. July 2016.
- “Global Perspectives on Teaching and Learning: Internationalization of the Curriculum” (with Liz Reisberg). United Board for Christian Higher Education in Asia Fellows Program. Boston College. July 2016.
- “Concluding Summary, Day 3.” First International Symposium of the Higher Education Forum for Africa, Asia and Latin America (HEFAALA) on “Continental Realities, International Imperatives.” Durban, South Africa. August 2016.
- “Making Sense of International University Rankings: A Selection of Comparative Institutional Perspectives.” European Association for International Education Annual Conference. Liverpool, England. September 2016.
- “Comprehensive Approach to Internationalisation.” CHE Consult Workshop. Prague, Czech Republic. October 2016.
- “Internacionalización del currículo: Oportunidades, obstáculos, realidades.” One-day training seminar for University of Guadalajara administrators. Boston College. November 2016.
- “International Faculty in 21st Century Universities: Comparative Perspectives” (with Hans de Wit; Maria Yudkevich, National Research University Higher School of Economics, Russia; Diane V. Barbariĉ, Ontario Institute for Studies in Education, University of Toronto; and Aliya Kuzhabekova, Nazarbayev University, Kazakhstan). ASHE Annual Conference. Columbus, Ohio. November 2016.
- “Quality of Internationalization: Recent Developments.” European Consortium for Accreditation and Netherlands-Flanders Accreditation Organization Seminar on “Quality Assurance of

Cross-Border Higher Education.” The Hague, The Netherlands. December 2016.

- “Key Insights into Internationalization Policies and Practices.” Workshop for Slovenian university rectors and administrators, organized by the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes. Ljubljana, Slovenia. January 2017.
- Facilitation of, and feedback on, final presentations of participants in the 5-100 Project for Russian Universities on “Internationalization in Higher Education for the 21st Century.” Samara, Russia. February 2017.
- “Internacionalización del currículo: Oportunidades, obstáculos, realidades.” Guadalajara, Mexico. March 2017.
- Internacionalización de la universidad: Oportunidades, obstáculos, realidades.” One-day training seminar for University of Guadalajara administrators. Boston College. April 2017.
- “Internationalización de la educación superior: Consideraciones estratégicas y prácticas.” Barcelona, Spain. May 2017. Keynote address for the Red Telescopi III Seminario Internacional: La internacionalización de la Universidad: Asunto de desarrollo estratégico y diferenciación institucional. Barcelona, Spain. May 2017.
- “Internacionalización del currículo: Oportunidades, obstáculos, realidades.” Workshop for the Red Telescopi III Seminario Internacional: La internacionalización de la Universidad: Asunto de desarrollo estratégico y diferenciación institucional. Barcelona, Spain. May 2017.
- “Insights into International Faculty Mobility.” Session presenter. NAFSA Annual Conference. Los Angeles. May 2017.
- “Transatlantic Academic Exchange in Light of New Policies.” Panel moderator for the German

Participants’ Meeting. NAFSA Annual Conference. Los Angeles. May 2017.

- “Exploring Global Perspectives on Governance in Higher Education.” Guest lecture. Boston University. May 2017.
- “Publishing in International Education.” Session presenter. NAFSA Annual Conference. Los Angeles. June 2017.
- “Institutional and Program strategies for Internationalization: The role of international officers. Session presenter for two-week training for University of Guadalajara administrators. Boston College. June 2017.

Teaching

- Co-taught two courses in Fall 2016: ELHE 7202-Global and Comparative Systems of Higher Education and ELHE 7603-Internationalization in Higher Education
- Developed and taught one new course for Spring 2017 (ELHE 7903-Field Experience in International Higher Education) for the new MA Program in International Higher Education
- Helped develop two other new courses (one for Spring 2017, ELHE 7803-Global Perspectives on Teaching and Learning in Higher Education, and one for Summer 2017, ELHE 7804-Global Perspectives on Leadership and Management in Higher Education) for the new MA Program in International Higher Education
- Participated in the development and assessment of comprehensive exam questions for the ELHE master’s and PhD students
- Assisted the department faculty in the selection of new ELHE master’s and doctoral students.

Doctoral dissertation support

- Served as an external reader for the University of Queensland for a doctoral dissertation under the title “Internationalisation of the medical

curriculum in context: a multiple case study of German and Australian medical schools exploring practices of and influences on internationalizing the curriculum in medicine” (2016).

- Served on the doctoral dissertation committee of Katherine Faircloth, Boston College, Department of Curriculum and Instruction.

Dissertation title ‘Work hard, depend on yourself’: The transition stories of seven international master’s students at an elite US school of education,” defended on May 9, 2017.

PHILIP G. ALTBACH

- Research Professor and founding director of the Center for International Higher Education in the Lynch School of Education at Boston College.

Books

- Global Perspectives on Higher Education. Baltimore: Johns Hopkins University Press, 2016.
- (with M. Bastedo and P. Gumport), eds., American Higher Education in the 21st Century. Baltimore: Johns Hopkins University Press, 2016.
- Maria Yudkevich, Philip G. Altbach, and Laura E. Rumbley, eds., International Faculty in Higher Education: Comparative Perspectives on Recruitment, Integration, and Impact. New York: Routledge, 2017.

Articles

- (With Georgiana Mihut and Jamil Salmi) “International Advisory Councils and International Governance.” *European Journal of Higher Education*, (2016): 1-20.
- (with Kara Godwin). “A Historical and Global Perspective on Liberal Arts Education: What Was, What Is, and What Will Be.” *International Journal of Chinese Education*, 5 (2016), 5-22.
- (with Laura Rumbley) “The Local and the Global in Higher Education Internationalization.” In E. Jones, et al, eds. *Global and Local Internationalization*. Rotterdam, Netherlands, Sense, (2016). Pp. 7-14.

- (with David Bloom and Henry Rosovsky) “Looking Back on the Lessons of “Higher Education and Developing Countries: Peril and Promise”—Perspectives on China and India.” *Journal of Higher Education in Africa*.

- “India’s Passage Might Not be So Simple, but It Can Climb to Elite Tier.” *Times Higher Education*, (Feb. 18, 2016)

- (With Hans de Wit) “Great Again?: Not Likely.” *Times Higher Education*, (17 November, 2016), 26.

- (with Hans de Wit) “Now We Face the (temporary?) End of American Internationalization.” *University World News*, (November 11, 2016).

- “China’s Glass Ceiling and Feet of Clay.” *University World News*, (February 19, 2016); also appeared in *International Higher Education*, No. 86 (Summer, 2016).

- (with Maria Yudkevich and Laura Rumbley) “Global University Rankings as the “Olympic Games” of Higher Education.” *International Higher Education*, No. 84 (Winter 2016), 4-6.

- (with Hans de Wit) “The Syrian Refugee Crisis and Higher Education.” *International Higher Education*, No. 84 (Winter, 2016), 9-11.

- (with Jamil Salmi) “What is the “Special Sauce” for University Innovation?” *International Higher Education*, No. 85 (Spring 2016), 2-3.

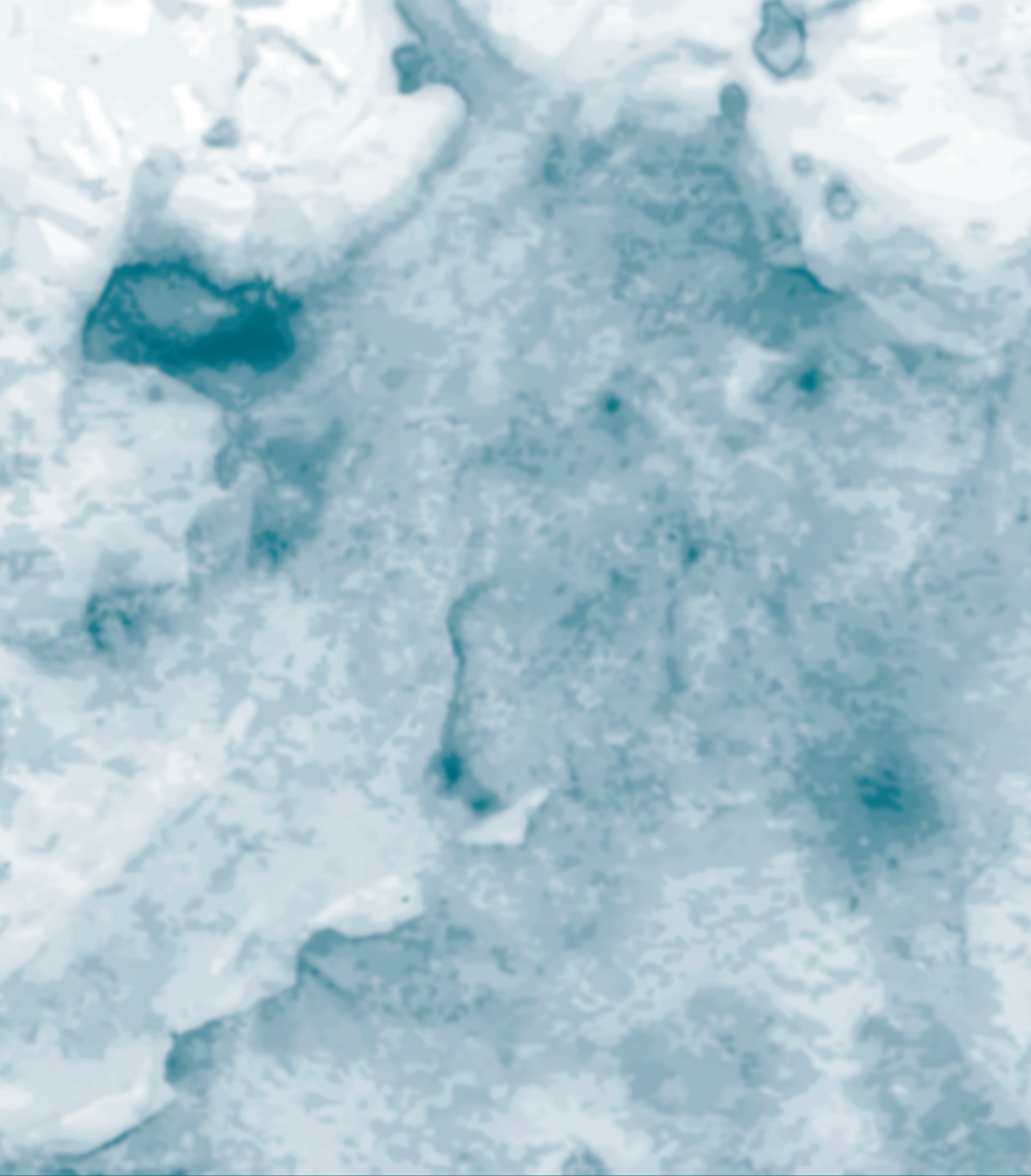
- “Two Central Obstacles to Russian Academic Excellence.” *International Higher Education*, No. 87 (Fall 2016), 20-22.

- (with Georgiana Mihut and Jamil Salmi) “International Advisory Councils: A New Aspect of Internationalization.” *International Higher Education*, No. 87 (Fall, 2016), 14-15.
- (with Ellen Hazelkorn) “Why Most Universities Should Quite the Rankings Game.” *University World News*, (January 8, 2017).
- (with Maria Yudkevich) “The Role of International Faculty in the Mobility Era.” *University World News*, (January 27, 2017).
- (with Hans de Wit), “Sunset in the West?: Global Higher Education May Turn Upside Down.” *Times Higher Education*, (February 16, 2017).
- “Anarchy and Exploitation in Scientific Communication.” *University World News*, (March 31, 2017); and in *Higher Education in Russia and Beyond*, No. 11 (Spring 2017): 6-7.
- “The Complex Diversity of Southeast Asian Higher Education.” *International Higher Education*, No. 88 (Winter 2017).
- (with Hans de Wit) “Trump and the Coming Revolution in Higher Education.” *International Higher Education*, No. 89 (Summer,

2017), 3-5.

Main talks and presentations

- “Differentiation and Diversification in higher education.” Feb, 21, 2017, Körber Foundation, Berlin, Germany.
- “Trends in higher education.” April 4, 2017, Guadalajara University group, Boston College.
- “Global trends in higher education.” October 24, 2016, Seton Hall University.
- “Currents in Indian higher Education.” October 4, 2016, Harvard University.
- “Graduate Education in International Perspective.” Sept. 7, 2016, German House, New York.
- “Higher Education trends.” July 12, 2016, United Board for Christian Higher Education in Asia, Boston College.
- “Global trends.” May 13, 2016, University of Guadalajara, Mexico.
- “Centers and Peripheries.” June 16, 2016, Mexico City.



CIHE Perspectives

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