CIHE
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No. 13

The Boston College Center for International Higher Education, Year in Review, 2018–2019

Rebecca Schendel, Lisa Unangst, Jean Baptiste Diatta, Tessa DeLaquil, and 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.

The Center brings an international consciousness to the analysis of higher education. We believe that an international perspective will contribute to enlightened policy and practice. To serve this goal, the Center produces *International Higher Education* (a quarterly publication), books, and other publications; sponsors conferences; and welcomes visiting scholars. We have a special concern for academic institutions in the Jesuit tradition worldwide and, more broadly, with Catholic universities.

The Center promotes dialogue and cooperation among academic institutions throughout the world. We believe that the future depends on effective collaboration and the creation of an international community focused on the improvement of higher education in the public interest.

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CIHE, Year in Review, 2018–2019, FACTS AND FIGURES

FOREWORD

This publication - *The Boston College Center for International Higher Education, Year in Review, 2018-2019* (CIHE Perspectives No. 13) – is the third in our series of yearbooks, which present our key activities from the year, along with a collection of articles from our graduate students, research fellows, visiting scholars, and staff. 2018-2019 was another productive year at the Center, as the substantial contents of this publication attest. It was also a year of transition, as we said goodbye to associate director Laura Rumbley and hello to Rebecca Schendel, who assumed the associate director position in March. We also had the great pleasure of receiving Betty Leask, emerita professor at La Trobe university in Melbourne and international expert in internationalization of the curriculum, as visiting professor during the whole academic year, a welcome support for our teaching, research and other activities. We are pleased that she has agreed to an extension for another year and appreciate the funding for her visiting professorship from the Provost's Office of Boston College (BC). As in past years, we are very proud of the large volume of high-quality work produced by the Center and the impact that this work has on the functioning of higher education practice and policy around the world.

Research

As has been the case since our founding, the core work of the CIHE continues to be our scholarly analysis of the international dimensions of higher education.

This year, our research agenda included the following projects:

- A comparative study, completed in partnership with the Center for Institutional Studies at the National Research University-Higher School of Economics in Moscow, Russian Federation, on doctoral education worldwide;
- An analysis of 'Family-Owned and Managed' higher education institutions around the world, conducted in partnership with the Institute for Family Entrepreneurship at Babson College (USA);
- A mapping study for the World Bank, focused on national policies for internationalization within higher education;
- A study of internationalization efforts within Technical and Technological Institutions in the Caribbean region, with the Instituto Tecnológico de las Américas (ITLA) in the Dominican Republic and the Inter-American Organization for Higher Education (OUI-IOHE) in Montreal;
- A book project, in partnership with the School of Social Work at Boston College, focused on the work that Boston College is doing to support refugees within higher education; and,
- A study of the internationalization of medical education in the United States, completed in partnership with the Columbia University Medical Center.

Closer to home, we supported the Office of International Students and Scholars (OISS) and Campus Recreation at Boston College to conduct a survey of all international students at BC, in order to assess their views on academic and administrative services, and are currently working with the Center for Teaching Excellence to develop a strategic plan for internationalization of the BC undergraduate curriculum.

Teaching and Professional Development

In Fall 2018, we accepted the third cohort of students into our MA program in International Higher Education, and, in May 2019, we were proud to see 14 MA students (as well as two certificate students) graduate with their degrees. Over the past few years, much of our time has been dedicated to the establishment of our master's program, and so it is highly gratifying to see our students graduating and moving on to new pastures. (Three of our graduating students will enter doctoral programs, while many others are moving on to exciting new stages in their professional careers.)

This academic year also marked the official beginning of our dual degree program with the University of Guadalajara in Mexico. We welcomed five candidates to Boston College this year as part of the dual degree program and are looking forward to welcoming a new cohort in September. We also started a new series of one-credit summer courses in May/June, which were offered both as academic and professional development credit, one on refugees in higher education and one on inclusive and innovative internationalization.

In 2018-2019, the Center was home to four doctoral students: Edward Choi (USA/South Korea), Jean Baptiste Diatta (Cote d'Ivoire/Senegal), Lisa Unangst (USA) and Ayenachew Woldegiyorgis (Ethiopia). The doctoral students at CIHE are actively involved with all of our research projects (indeed, some of our current projects were initiated by them). Ayenachew and Lisa also worked as Teaching Assistants on our master's/certificate programs, and Jean Baptiste helped us to maintain our website and online communications. In addition to their Center-related work, all of our doctoral students are actively working on their own research, much of which has been published in academic books and journals and presented at different international conferences (as outlined later in this publication). We look forward to the completion by Edward, Lisa, and Ayenachew of their doctoral studies in the coming academic year. In May 2019, Georgiana Mihut (who completed her three-year graduate assistantship at CIHE in 2017) successfully defended her doctoral thesis, *The Impact of University Prestige in the Employment Process: A Field Experiment of the Labor Market in Three Countries*. On May 13, 2019, Georgiana was awarded the Mary Kinnane Award, an honor bestowed annually on a graduating student by the Department of Educational Leadership & Higher Education at Boston College. The award recognizes students who demonstrate both academic excellence and a commitment to service. Georgiana will now move to a postdoctoral position with the Economic and Social Research Institute (ESRI) of Ireland. We are very proud of all of the doctoral students affiliated with the Center and look forward to their contributions to our field in the years to come.

We are also proud of the professional development programs that we continue to deliver, along with our partners from around the world. In June of this year, we once again organized a one-week program for 20 higher education leaders from Latin America, focused on 'Innovation and Internationalization in Higher Education,' in collaboration with the Institute of University Management and Leadership (IGLU) of the Inter-American Organization for Higher Education (OUI-IOHE). We also organized another successful WES-CIHE Summer Institute on Innovative and Inclusive Internationalization at Boston College in June, in collaboration with World Education Services in New York. Scholarships provided by WES allowed 39 doctoral students and young professionals from around the world to travel to Boston for the event, where they had the opportunity to present and discuss their research with leading experts in the field. Throughout the year, we also hosted shorter professional development visits by delegations from the Southern Brazil Network of Higher Education Researchers, and from universi-

ties in Argentina, Armenia, China, Georgia, and Israel, among others. In the Fall of 2018, at the request of the Provost of BC, David Quigley, CIHE organized the Irish American Higher Education Organisation (IAHERO) meeting, a two-day meeting of Irish and American higher education leaders and scholars. CIHE staff also continue to do extensive professional development work overseas. This year, examples included involvement with the U4+ European Universities and the 5-100 Russian Higher Education Initiatives, as well as work with individual institutions on internationalization efforts (examples include the NHL Stenden University of Applied Sciences in the Netherlands, the Universidad Cooperative de Colombia, and the University of Calgary in Canada).

Publications

Our flagship publication, *International Higher Education* (IHE), again published four issues (nos. 95-98) in this academic year. IHE continues to be translated into five other languages and published in English as an insert in *DUZ Magazine* (the German journal on higher education), and is also available online through the *University World News* website. We thank founding director and editor Philip Altbach and Hélène Bernot Ullero for their work editing IHE.

In addition, CIHE continues to partner in three spin-off journals: *Higher Education in Russia and Beyond, Higher Education in South-East Asia and Beyond,* and *Educación Superior en America Latina*. We also cooperate with our partner, Damtew Teferra, at the University of Kwazulu-Natal in Durban, South Africa in the publication of the International Journal of African Higher Education.

The Carnegie Corporation of New York continues to support our cooperation with the University of KwaZulu-Natal on higher education in Africa, as well as publication of our quarterly, IHE. This support has been sustained for several years now, and we are pleased that this will continue until the end of 2019, more specifically through the publication of issue 100 of IHE. Notably, this will also mark the 25th anniversary of CIHE, celebrations that will not stay unnoticed during the coming academic year.

Research Fellow Liz Reisberg continues to edit our weekly *The World View* blog, hosted by the *Inside Higher Education* website. CIHE staff also continue to hold various editorial appointments with respected journals in the field, including the *Journal of Studies in International Education, Studies in Higher Education* and *Policy Reviews in Higher Education,* as well in blogs and articles for *University World News* and other media in the US and abroad.

In 2018-2019, we also published two new books in our Brill-Sense book series, two new issues of our open access *CIHE Perspectives* series, and a new brief for the American Council of Education, focused on "Attainment and Inclusion in Higher Education: International Perspectives." For the coming academic year, several new books and CIHE Perspectives are in the final stage of completion, including a book in the Brill/Sense series on "Intelligent Internationalization," based on the farewell symposium for outgoing associate director Laura Rumbley, and a book on doctoral education in our Sage book series.

Visiting Scholars and Research Fellows

In 2018-2019, CIHE again hosted a group of Visiting Scholars. We were fortunate this year with a very active and engaged group from a diverse range of countries. All of them have been engaged in research, teaching, professional development and publications at the Center. As an example, Fulbright visiting scholar from Turkey, Hakan Ergin, has made not only contributions to IHE, *The World View*, and *University World News*, but has also co-taught a one-credit summer course with Lisa Unangst and I on refugees in higher education, and is co-editing a book on that topic with Lisa Unangst, master's student Araz Khajarian, and myself.

Our Research Fellows are also actively engaged in our activities. Jamil Salmi published *The Tertiary Education Imperative* in our Brill/Sense book series, and, in the same series, he and Liz Reisberg co-edited, with Philip Altbach and Isak Froumin a book on "Accelerated Universities." This year, we added outgoing associate director Laura Rumbley to our group of voluntary Research Fellows.

In Conclusion

The Center for International Higher Education is not large, in terms of staff, but, through our extensive global network, we are able to accomplish many things. 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 for this publication. 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, Lisa Unangst, Rebecca Schendel, Jean Baptiste Diatta, and Tessa DeLaquil for editing this new publication in our CIHE Perspectives series, and Salina Kopellas for her design, and technical and administrative support of this publication and throughout the year.

Hans de Wit

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Global Trends and Future Uncertainties

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The most significant trend in global higher education since the second World War has been massification, the dramatic increases in enrollments around the world. By 2018, global postsecondary enrollments topped 200 million—up from 132 million in 2004, and massification will continue through this century and likely longer. In the coming several decades, half the global expansion of student numbers will take place in two countries—India, where access is around 25%, and China, with 32% access. Most of Africa enrolls just under 10% of the traditional age cohort.

Not only are numbers continuing to grow, but enrollment is becoming increasingly more diverse, not surprising as many economically developed countries now enroll more than 70% of the relevant age group. The expansion of student numbers and access to postsecondary education for broader segments of the population— women along with racial and ethnic minorities—is both desirable and inevitable.

However, while massification has meant greater access and opportunity, expanded enrollments strained education budgets and existing infrastructure, outpaced the preparation of academic personnel, and filled classrooms with a flood of new students with huge variation in their prior preparation.

At the same time that the massification of enrollment has been taking place, the world economy has become more interdependent. Technology provided a mechanism for global communication, and political integration reflected a hopeful trend. The European Union was established; the Cold War ended, with the dissolution of the Soviet Union in 1991; and a new era seemed to be emerging.

In short, globalization was taking its place as a key force, and a global knowledge economy was emerging. Higher education was a central element in this transformation. Research universities became key points of both knowledge creation and distribution, and elite universities became more closely linked with the globalized economy.

Driven by these overarching themes, we have identified key trends that will shape the coming decades. Our focus is on internationalization, including the continuing internationalization of knowledge and the role of "global English", the commercialization of higher education and the continuing rise of the private sector. Patterns of mobility, patterns of both convergence and competitition and other forces will shape higher education's future. All of this plays out in the contemporary context of the countervailing forces of nationalism and populism impacting parts of the world. The medium and long term impacts of Brexit, "Trumpism," developments in China and others are impossible to discern—but we are convinced that they are significant developments.

Internationalization

Mobility

Universities are increasingly international institutions, luring faculty and students from around the world. In 2017, more than 4.2 million students studied outside of their home countries—a number that doubled in just a few decades. Student mobility has become a multi-billion-dollar enterprise, producing some $40 billion in annual revenue for the United States alone. The result has been the growth of many

third-party actors and enterprises providing services to individuals and institutions at significant cost, creating a highly profitable commercial dimension in higher education.

Global mobility has always been unequal, with a relatively small number of countries receiving the greatest benefits that result. Historically, children of the economic elite in developing countries were among the few with the means to study abroad. History and tradition had a tremendous influence over where students enrolled. Citizens of former colonies were inclined to send children to universities hosted by former colonial powers. Thus, children of the Indian elite enrolled in the UK, children of the elite of northern Africa enrolled in France, etc. Interestingly, although not exactly a colonial power, America has always benefited from the migration of students abroad to the US. This can be attributed to many factors, among them the diversity of American higher education and the capacity to enroll large numbers of international students.

International mobility has been facilitated by large-scale scholarship programs. Although the best-known programs more recently have been the Science Without Borders program, sponsored by the Brazilian government, and the King Abdullah Scholarships, sponsored by the Saudi government, this type of program dates back more than 50 years. The governments of Iran, Nigeria, Malaysia, and Venezuela invested millions of dollars in programs that collectively sponsored hundreds of thousands of students abroad (Altbach et al., 1985). Building national capacity for enrollment expansion is a slow process, and sending students abroad allowed nations to address the rising demand for access and increase human resource capacity more rapidly. These national scholarship programs have been somewhat volatile, as they are subject to the sometimes precipitous rise and fall of national economies.

The European Union's 1987 ERASMUS initiative facilitated a different kind of mobility. The ERASMUS program has provided funding to promote the exchange of students and academic staff within a network that has grown to include 40 European nations. Since its inception, the ERASMUS program has funded transnational mobility for more than 3 million students and approximately a half million academic staff. In addition to scholarship programs, ERASMUS also funds cooperation projects (European Commission, 2015).

In 2018, the vast majority of outwardly mobile international students come from developing and middle-income countries—with China and India being the largest sending nations—destined most often for North America, Europe, and Australasia. Countries where English is spoken or where it is the language of instruction tend to be the most popular destinations, although new national actors (particularly China) are beginning to compete in this arena.

Similarly, China and India are prominent among the countries with globally mobile faculty, although other developing and middle-income countries participate as well. There is also important faculty mobility between the rich nations, both within Europe and from Europe to North America. This is all much to the benefit of universities in the richest nations. The migration of academic talent from less-developed nations to wealthier countries has always contributed to "brain drain." And while "brain exchange" is the more commonly used term recently, the movement continues to be primarily in one direction, although communication technology and more affordable travel have improved the two-way flow of knowledge and expertise.

Beyond National Borders

Universities, especially in the developed countries, have expanded beyond their own borders. Branch campuses, double degrees, and virtual campuses are among the initiatives that are now common. There are more than 263 branch campuses worldwide, mainly sponsored by universities in the English-speaking developed nations, but with an increasing number sponsored by India, China, and other countries (Garrett, 2018). Quite a few countries have created education hubs where governments have provided incentives for prestigious universities to build campuses; a large number of these are located in the Middle East.

The number of joint and double degree programs has reached the thousands. MOOCs, on-line programs, and virtual universities also extend the

international reach of many universities. All told, the students enrolled in the range of cross-border enterprises likely number at least one million. The motivation for these cross-border initiatives is generally economic, but they also extend an institution's international visibility and reach, and provide important opportunities for students, faculty, and staff to engage abroad.

The Internationalization of Knowledge and the Role of English.

Knowledge creation and communication has become globalized in unprecedented ways. Information technology permits instantaneous communication and facilitates possibilities for global collaboration. A report published by The Royal Society in 2011 indicated the number of articles published in international journals that had been written by collaborators in different countries had increased markedly over the previous 15 years.

Perhaps even more significant than the increasing number of international research collaborations are the results of an analysis of 1.25 million journal articles that showed that papers written by authors from multiple countries are cited more often and more likely to appear in prestigious journals (Smith et al., 2014).

International collaboration requires a common language. English has become the global language of scientific communication, dominating both the journal system and the Internet. Tremendous pressure is placed on academics in most countries to publish in the major English-medium journals

Perhaps as a consequence of the dominance of English as the language of academic communication, there has been an upsurge in the number of graduate programs (and increasingly undergraduate programs) taught in English in non-English speaking countries. This trend aligns with the necessity to conduct, publish, and collaborate on research with international peers. Furthermore, without a command of English, a scholar has access to only a very limited percentage of available contemporary knowledge.

Convergence and International Integration

Increasing numbers of mobile students, faculty, and graduates are generally considered to be a benefit to all concerned, yet the phenomenon has created numerous challenges. The Erasmus and Bologna programs represent an extraordinary achievement in making mobility both more affordable and less cumbersome. As noted above, Erasmus has facilitated the mobility of thousands of students, scholars, and academic staff. The Bologna process has harmonized the structure of higher education systems in participating countries, making the incorporation of international study possible without the need for complex bureaucratic review—and has dramatically increased academic mobility in Europe.

International mobility has raised concerns about comparable standards of quality. Universities, professional licensing agencies, and employers confronted with foreign credentials need some mechanism to judge their validity. Towards that end, nearly all nations have developed accreditation procedures to evaluate domestic activity.

Accreditation is generally accepted as certification of at least a minimum level of quality. As a further layer of quality, INQAAHE (International Network for Quality Assurance Agencies in Higher Education) acts as a "super agency" that requires national agencies applying for membership to undergo an evaluation. As a result, institutions accredited by national agencies that are INQAAHE members reflect a level of international quality control that was non-existent prior to 1991.

Finally, and regrettably, rankings have provided a limited means of comparison that too often are used as a proxy for international quality. The rankings phenomenon has encouraged individuals and governments to judge institutions according to limited categories, mainly related to research and publications, that can easily be measured, while ignoring other key aspects of the academic enterprise, such as teaching and learning, that are more difficult to evaluate (Yudkevich, Altbach and Rumbley, 2016).

Commodification and Commercialization

The Rise of the Private Sector and Privatization

In order to respond to massification, private postsecondary institutions have expanded dramatically throughout the world and represent the fastest growing part of postsecondary education. One in three students globally is now in the private sector—48.8% in Latin America and 42% in Asia (Levy 2018).

Limited public funding and growing demand have obliged even countries where education was the sole prerogative of the government to open the door to private initiatives. The global private higher education sector is immensely diverse, but the large majority are "demand absorbing," mass-access institutions, often with poor quality standards. Many are for-profit. The risk of growing private participation in higher education is a potential threat to higher education and research as a public good. Private sector goals are inevitably different, with a tendency to focus on specific, short-term and largely vocational results. At the same time, there is a small but powerful non-profit private higher education sector, composed of established, often religiously-affiliated, institutions and some new universities funded by philanthropic individuals and foundations.

The public higher education sector in many countries has been "privatized" in the sense that it receives less government funding and is responsible for its own support. This has led to massive increases in tuition fees in many countries and shifts in the mission, orientation, and operation of many institutions.

Third-party Actors

Massification and the increasing complexity of postsecondary education has given rise to a burgeoning higher education industry. This includes cram schools that prepare students for entrance examinations key to university admission in the US, China, India, South Korea, and others; private English-language academies, which can be found on nearly every street corner in many Asian countries; pathway programs offering a pre-university year in partnership with US colleges and universities to create a pipeline to degree programs; and the use of agents and recruiters, who earn commissions by directing international students to specific institutions.

While many argue that these third-party actors offer a service that colleges and universities aren't able to offer and that prospective students want, there is limited, if any, oversight, and there have been reports of malfeasance and corruption. The incentives (commissions and increased enrollment) for agents and institutions often work against the best interests of students and their families.

Looking into the Crystal Ball: Perspectives on the Future

Competition and the World-Class Movement

A significant trend of the past several decades is the advent of "excellence initiatives," efforts to create or improve research universities around the world. These programs are aimed at creating world-class research universities to take leadership in the knowledge economy and to boost institutional and national status in the global academic rankings.

More than 50 countries have sponsored various kinds of excellence initiatives, with the most successful in China (with an investment of almost $14 billion) and Germany. Others include France, Russia, South Korea, Japan, and recently, India. These initiatives have all focused on improving research performance, with little attention paid to teaching, community engagement, or other variables. A related trend has been to establish new, heavily-funded research universities in an effort to "kick start" excellence and build innovative universities. These institutions have been established in Saudi Arabia, Abu Dhabi, Russia, Kazakhstan, Luxembourg, and elsewhere. Initiatives to build distinguished research universities will continue, as the need for top-level research capacity and universities that can produce the next generation of talent is clear worldwide.

The United States in the Global Postsecondary Context

After providing global higher education leadership for almost a century, the United States for almost a half-century has been losing its international standing. While other countries have invested in excel-

lence initiatives and other efforts to improve their postsecondary education institutions and systems, the United States has been falling behind. The US has engaged in a perverse way, in an "unexcellence intiative" by systematically cutting funding for public higher education, including top, public research universities. These cutbacks portend the slow deterioration in American domination in the global rankings and problems evident in the other parts of the US system, where large numbers of student drop out or delay completion due to financial stress.

The United States still dominates the rankings with its many distinguished research universities and elite liberal arts colleges. Our country still attracts the largest number of international students and faculty. But it is slipping. This is to some extent inevitable as other nations invest in postsecondary education and build up their research universities—but the United States is contributing significantly to its own decline.

Conclusion

If this article had been written just a few years ago, it would have been more optimistic about the continued global integration of higher education, predicting that student and faculty mobility would continue undiminished, scientific research would continue to be a significant part of the agenda of almost all countries, and the scientific community would continue to internationalize.

But, more recently, diminishing confidence in higher education generally, and subsequent cuts in funding in most countries, have placed pressures on higher education nearly everywhere. With the rise of nationalism and populism in many countries, including Italy, Poland, Hungary, Austria and others, the implications of Brexit and of the uncertain policies of the Trump Administration in the United States, and evidence of increasingly closed policies in China, future trends are harder to predict.

Contemporary reality has been changed further with the spread and intensification of violent conflicts and subsequent waves of refugees. Beyond the humanitarian crises, the mass displacement of large populations creates enormous economic challenges for countries trying to absorb refugees or that host refugee camps. Education will have an enormous role to play in mediating these situations if nations, in conjunction with international agencies, can coordinate and finance those efforts. The political arena is further complicated by interference with free access to information. US retrenchment from net neutrality and censorship in many countries such as China, Russia, and Hungary do not bode well for the future of scholarship.

Massification and the global knowledge economy will continue to grow. Postsecondary education will continue to be a significant driver of modern economies—both in terms of educating the workforce and producing and transmitting research. Research universities will continue to be central to the global knowledge economy. Internationalization will continue, although perhaps with some new national actors playing a more prominent role.

What is less clear is whether the traditional values of universities, including academic freedom, and a commitment to the public good can be maintained in the face of the significant challenges of the current environment.

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Dominant Trends of Online Education in International Higher Education

Dodzi Amemado

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Online education has been topical in higher education for about 25 years, starting around the mid-1990s, just when the world wide web became popularized, and universities gradually latched onto online education as a trend. While online education introduced distance education as part of its fourth generation – thanks to greater access to Internet resources – it created diverse teaching and learning practices for on-campus students. This short article discusses two dominant trends in higher education: blended learning, and the dual-mode university.

Blended Learning

Simply defined, blended learning is the way of integrating online course content and tools into a conventional on-campus course as a means of bringing flexibility, enrichment and quality to the learning experience of conventional on-campus students. Blended learning happens in different ways through flipped classrooms, online discussion forums, online testing, online tutoring, online analytics and simulations, with supporting technology platforms as diverse as Canvas, OnCourse, WebCT, Blackboard, Sky, and Moodle. Blended learning might also happen by combining face-to-face classes with videoconferencing, or online and video, or face-to-face with video. Its major characteristic is the rotation between face-to-face and online experiences.

Today, across the world, conventional universities are putting resources online: test-banks, articles, readings, activities, videos, and animations. Then students come to face-to-face classes for discussion and case analysis, problem-solving and problem-based learning. Blended learning is gaining ground, changing the institutional nature of universities in relation to teaching and learning practices.

Based on some preliminary research findings, an important driver behind blended learning is one of a generational imperative. As one interviewee in a recent study I conducted on this topic explained, "The eighteen-year-olds today are used to learning on YouTube, used to learning online, and universities must teach them online." Another professor, who experimented with a flipped classroom, realized that making course materials available online for students is simply the best pedagogical technique to teach some specific academic topics.

This said, blended learning has its challenges. Among others are setting up the course, getting ready, finding the resources, curating the content, organizing the structures, and uploading the content. The challenges include balancing giving feedback, how much to scaffold, holding back and allowing students to have control, and how much to do as a professor. As well, learning the technology,

choosing the right technology tools and social media, and keeping students motivated, all constitute specific challenges associated with blended learning.

The Dual-Mode University

While 'blended learning' has redefined teaching and learning within conventional universities around the world, universities have also engaged in providing courses to a different body of students and learners that enroll and pursue their education at a distance. Most universities in the US and across the world are effectively single mode universities. However, a strategic focus on targeting distance students/learners is gradually introducing an era of dual-mode higher education institutions. This new path, in which online degrees can run concurrently with face-to-face, is not only prevalent, but also tends to be the way forward for higher education institutions in developed countries. In middle- and low-income countries, where the demand for access to higher education is growing as never before, the dual-mode university concept is being implemented as a much-needed support for mass higher education. This swing is becoming expansive in places like India and is also taking off in some African countries where millions of young people are denied entry to campus-based higher education institutions each year due to lack of infrastructure. In Nigeria, for instance, the dual-mode university concept is being implemented by the National Universities Commission (NUC) and a number of national universities.

In many countries, having conventional universities shift to dual-mode is considered as a solution to the issue of access to higher education, and as a remediation for the attrition plague, the main Achilles' heel of distance education provided by single-mode online universities. In developed countries, the driver for the dual-modality embraced by existing conventional universities mainly consists of meeting the need of 'retraining on the job' for professionals to upscale through lifelong learning. In emerging and especially developing countries, however, the driver is basic access to higher education for first-degree learners.

The massive open online courses (MOOCs) and open education resources (OER) movements are assets for these two dominant trends. MOOCs created by universities, although open to anyone in the world to take, are also serving the purpose of blended learning in on-campus courses. OER repositories are a great support for on-campus students and distant students alike. To exemplify this, a traditionally conventional university like MIT offers MOOCs to thousands of learners, 75 percent of which are located outside the United States, and the MIT OpenCourseWare of 2,400 courses receives more than two million visits per month. At the same time, 99 percent of residential MIT undergraduates take a class or an entire module that uses the edX MOOCs platform. This example epitomizes how MOOCs and OERs support these two current main trends in higher education: blended learning and dual-modality.

Furthermore, through consortia, many higher education institutions further the dual-mode university type and provide online courses to, for example, 37 million students and learners on Coursera, 18 million on edX, 14 million on XuetangX, 10 million on Udacity, and 9 million on FutureLearn, based on current data by Class Central.

In sum, universities are adapting to new generations of students while making efforts to meet the needs of society in terms of access to higher education and lifelong learning. Challenges are not yet completely overcome, and specific innovations on the horizon, such as artificial intelligence and immersive technologies, are expected to increase quality and enrichment of learners' and students' experiences.

How is Academic Culture Influenced by Internationalization?

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In a globalized world, higher education systems (i.e. universities and colleges) have integrated international practices into all of the functions, including teaching-learning processes, research administrations. This allows them to more adequately respond to international demands such as cooperation, mobility and development of international networks. Internationalization trends arise within decentralized contexts; that is to say, they are not anchored to specific cultural or academic sites. Contrarily, they come to be given an accumulation of global higher education circumstances that lead to the establishment of mechanisms and priorities within public policy agendas. As a consequence of this decentralization, the objectives, strategies, power relationships and individuals that contribute to internationalization are scattered throughout different higher education systems around the globe. Ultimately, internationalization processes can be conceived as "those that belong to no one, but affect everyone". However, caution must be exercised, for denying that world class universities and educational systems of developed nations are key influencers of and for internationalization practices would be specious.

What Happens to Universities that Seek and Adopt Internationalization?

There are four key mechanisms that illustrate the diffusion of internationalization practices in higher education systems and institutions: rankings, cooperation, academic mobility, and curriculum reforms. Furthermore, and in congruency with the above, world class universities without a doubt exert influence on all four mechanisms. They mark, as international gold-standards, teaching strategies as well as research and service practices. All the latter affirm a key question that should be addressed: what happens, internally, to universities that decide to seek and adopt internationalization practices? An important part of each institution's unique internal world can be found within their academic cultures: their own set of beliefs, norms, habits and values. In congruency, institutional and academic priorities, types of norms, and validating guidelines, as well as what is allowed, expected and valued, is likewise influenced by ideals of what a "university should be" and what "quality is". What are the features of research universities' academic cultures that are influenced by internationalization?

Teaching processes of academic institutions that undergo internationalization process are affected in several ways. Beliefs regarding quality in teaching, teaching strategies and evaluation techniques become modified. Within this influx, international demands and notions of what "quality teaching is" intermingles with academics' own ideas of what a quality teacher is and what is important to teach within each discipline, ideas which have been validated by academics through personal experiences within their own undergraduate or postgraduate programs. Correspondingly, internationalization processes can generate new challenges as well as tensions.

Additionally, internationalization processes also imprint any curricular decisions made. Features such as undergraduate programs' learning objectives, graduate student profiles and cooperation pro-

cesses with foreign universities are affected. All the former features are, conjointly, marked by the manner in which knowledge is developed and validated by research communities, given that internationalization processes stipulate which forms of research are valid and where such valid research must be produced and disseminated. This international influence reroutes academics' institutional norms and values associated with knowledge production.

To What Extent Do International Rankings Determine the What and How of Research?

Within the process of internationalization, rankings are important. They weigh on decisions being made by academic institutions; for example, they control the type of research that is prioritized and funded, forms of international cooperation, dissemination of knowledge (e.g. the academic journals that are considered relevant), and the way academic output is measured (e.g. the number of peer-reviewed articles that an academic must publish per year). As a consequence, a prudent question to pose would be: to what extent do international demands determine the what and how of research?

Against a backdrop of "academic autonomy", international trends without question reprioritize areas of knowledge that should be considered as relevant for the better positioning of academics and their schools and institutions. This rearrangement happens, in part, due to the number of indexed journals in specific publications with more perceived value, and by drawing professors to ascribe to particularly highly valued editorial groups of particular indexed journals. As such, higher education institutions do have local autonomy but are situated within an international scene that influences the forms in which information is both produced and disseminated.

Does the International Overpower the Local?

Continuing with compelling questions, what happens to local needs and demands during internationalization processes? Does the international overpower the local? Concerning these last two questions, higher education institutions can lose sight of their local needs and mission objectives when shifting their focus towards internationalization trends. Accordingly, some institutions give more importance to international accreditations than to national accreditations, prioritizing rankings over local needs and policies, as well as over social needs. This despite the fact that as a medium through which institutional quality and education processes are improved in general, and not as an end goal in and of itself.

Given all the above presented, internationalization processes unquestionably affect academic cultures by establishing new challenges within teaching-learning processes, research as well as administrative functions. Likewise, they also affect the forms of producing and socializing new knowledge. Internationalization, while it does generate tensions and conflict, should push academics to reevaluate their teaching and research strategies. Similarly, it should increase the quality of higher education in order for it to better respond to local demands that are being pressured by a globalized context. Internationalization should become part of the daily affairs of higher education intuitions and not an isolated or imposed cluster of practices.

The Eroding Relevance of Private Universities in Korea

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In most regions of the world, private universities help grow higher education (HE) capacity and support economic development, where governments cannot commit further resources. Such was the historical case of South Korea (hereafter referred to as Korea). A financially-encumbered government encouraged the increasing involvement of private actors in higher education delivery. During the 1980s and 1990s, private universities were integrative to Korea's ascendency to universal higher education and paved the way for robust economic activity. Their contribution, together with private junior colleges, has led to the growth of a significant private sector. About 75 percent of the higher education system in Korea is private in status.

However, the importance of private universities has become increasingly irrelevant in Korea's changing climate. Decreasing educational demand and an economy oversaturated with skilled labor (leading to high unemployment) have cast private universities in a new light. Today, they are not as relevant as they were in the past. They are no longer considered central to economic planning.

In fact, the current government perceives them as burdening a higher education system that has become increasingly difficult to manage and oversee. In this new reality, private universities have become an easy target of government reform. They confront intensifying pressures to conform to socially-determined mandates around educational quality, financial performance and enrollment levels. These pressures have placed many, if not most, private university leaders on edge. This is not only because of frequent government evaluations, but also because most of Korea's private universities possess significant disadvantages.

This article discusses these disadvantages relative to the dangers of top-down government structural reform. While no institution type in Korea is immune to the sweep of government reform, a focus is placed on discussing private universities because a consideration of other institutional types, such as junior colleges, requires further understanding that goes beyond the scope of this article. The key takeaway is that, within Korea's current political climate, the survival of many private universities is at stake. Analyzing this risk is a key focus of this contribution.

Current Political and Environmental Circumstances

Across all institution types, the Korean government exercises strong controls in a broad array of operational affairs: budget development, faculty salaries, admissions standards, faculty tenure requirements, student enrollment quotas, curriculum, and tuition (Byun, 2008; Grub et al., 2009; Weidman & Park, 2009; Shin & Koh, 2005). Recently, these steering mechanisms have intensified with stringent regulatory requirements, articulated under the University Restructuring Plan (URP).

The URP has been Korea's premier and ongoing evaluative framework designed to address key problems facing Korea's HE system. These problems relate to educational quality issues, high unemployment in the labor market (Kim, 2008), and important demographic changes. Several scholars (e.g., Byun, 2018; Mok, 2015) project a gradual drop in the domestic demand for HE over the next few decades, brought on by one of the world's lowest fertility rates, as of 2016 (CIA World Fact Book, 2016).

The outlook has led the government to reconsider overseeing and supporting what it perceives as a bloated and unmanageable higher education system. Excess higher education supply is understood to burden educational progress with public resourc-

es spread too thin. In Korea, all institutions including private types receive some form of direct assistance, though the level of public funding is very low in the private sector.

The URP was designed to address this issue by raising educational quality while cutting supply through mergers, acquisitions and exit strategies. The idea is to concentrate public resources in high performing institutions (Kim, 2008) while simultaneously penalizing under-performing counterparts. Penalty schemes range from forced enrollment cuts to the withdrawal of government student financial aid, and even include embargoes placed on private loans. Students attending penalized institutions cannot borrow from commercial banks. These sanctions are meant to cripple the financial performance of flagged institutions and force underperforming institutions out of the market.

In the long-term, the URP seeks to eliminate as many as 160,000 student seats across all institutions, public and private, by 2023 (Byun, 2018). Naturally, the primary target of the URP are private institutions, given their majority presence in the system.

Challenges Facing Private Institutions

Intensifying government scrutiny has sharpened the division between, to borrow from Riesman (1958), center and periphery institutions. Korea's center institutions are national/public institutions receiving robust government financial support (Kim & Lee, 2006; Weidman & Park, 2002); a handful of well-funded private institutions founded by major corporations or religious groups; institutions located in major cities; and elite institutions cutting across all of these categories. These institutions have significant advantages in the form of, for example, financial stability and deep applicant pools. They are well-adapted to manage increasing regulatory pressures from the government.

However, most private universities in Korea are poorly positioned to effectively address intensifying government requirements. This is because they have a periphery status. Several characteristics/realities define the periphery university type in Korea: rural base of operations, financial instability, and a short history of operations, to name a few. These characteristics are common to most private universities. Importantly, these characteristics are understood as disadvantages in a landscape favoring the organizational performance of center institutions.

Korea's Elite

Generally, most private institutions (for that matter most institutions) in Korea are not well-known. This is because they are eclipsed reputationally by a handful of universities holding the coveted elite status. These institutions are also known internationally. They are Seoul National University (SNU), Yonsei University, Korea University, and Korea Advanced Institute of Science and Technology (KAIST), to name a few.

The concentration of reputation in these institutions disproportionately shapes HE demand in Korea. The demand is pyramid-like and focused on elite institutions. Students pin their academic hopes and aspirations on gaining admittance into these institutions.

Unfortunately, this reality makes it very difficult for less-prestigious universities to recruit students, not to mention attract qualified faculty. The shrinking youth population only adds to the challenge. Less students to go around means intensifying competition around meeting enrollment quotas.

The Regional-Urban Divide

Most private universities in Korea are based rurally. Their provincial status lends to their inherent incapability to disrupt an intranational student migration pattern favoring Korea's major cities. Thus, urban institutions are at a significant advantage compared with their rural counterparts. For most urban institutions, the ability to attract students and faculty is less about the effectiveness of their marketing strategy than about a geographic factor. Students (whether living in cities or migrating from provincial areas) want to attend institutions where a diversity of attractions abound. These attractions include job and internship opportunities, entertainment venues, and opportunities to supplement formal learning with private tutoring, among oth-

ers. Unlike rural areas, major cities have these attractions.

Thus, private universities, mostly provincially-based, have difficulty attracting students who find urban destinations the better alternative. While some private universities have circumvented this problem by founding a second campus near or in major cities, this option is not financially and/or politically feasible for the most private institutions. Not only is expansion extremely costly, a budgetary problem for most institutions in the private sector, but excessive and stringent government regulations deter institutional expansion.

Funding Challenges

Unlike in the public sector, private institutions rely heavily on tuition revenue to sustain operations. Other revenue sources include alumni giving, direct assistance from the government (in the form of categorical grants), indirect assistance (e.g., tax breaks), and, in the case of universities, competitive government research grants (Kim, 2008; Weidman & Park, 2000).

However, non-tuition revenue streams in the Korean private sector are marginal. Philanthropic giving, for example, has gained traction only at elite institutions. Further, research funding flows disproportionately to the same elite group. According to Kim (2008), highly-selective institutions receive 46 percent of total disbursements. Research funding therefore does not constitute any significant portion of the budget at most universities in Korea. Securing research funding is especially difficult for provincial universities, which are mostly private. This is because some government research funding requires the satisfaction of conditions that do not make sense in rural settings. For example, some funding is disbursed on the condition that institutions forge university-industry linkages with local businesses. However, this is quite difficult for most rural institutions that operate in underdeveloped communities, devoid of appropriate business types. Finally, direct assistance in the private sector is marginal, certainly not enough to make any material impact to the bottom dollar.

These realities shape funding in Korea's private sector, as they do in many parts of the world. Korean private universities are thus no exception to the challenges facing all institutions that rely heavily on tuition as a key revenue source. Any negative impact on tuition revenue raises serious concerns about meeting cash flow needs related to sustaining historic levels of operations. In Korea, several factors pronounce this risk for most private universities, namely demand flowing disproportionately in the direction of major cities and elite institutions, not to mention the gradual, yet dramatic, decline of college-bound applicants.

Conclusion

Indeed, challenges beleaguer private universities on all fronts—financially, politically, geographically and reputationally. Complicating matters is Korea's shrinking youth population. Declining demand has increased the competitive stakes for all institutions. However, the argument is that the impact of decreasing demand (shortages in enrollment and tuition revenue) is more deeply felt at private universities, because most of them operate rurally and are not that well-known. With strained budgets linked to declining tuition revenue, many private universities cannot draw from deep reserves of on-hand cash/assets to build reputational wealth. Thus, reputation-enhancing strategies such as building attractive facilities or recruiting top faculty by offering competitive salaries lie beyond their reach. Further adding to these complications is the costlier education provided by private universities. Many, if not most, students would rather study at public institutions or junior colleges that demand less resources. The further understanding is that most private universities in Korea do not possess the level of prestige required to attract students compromising on cost for quality education.

Under the URP, these challenges have become much more pronounced and harder to overcome. For example, failing to meet enrollment targets due to demographic and/or reputational factors means running the risk of receiving heavy-handed government sanctions. Penalized institutions are open to deeper and more frequent government evaluations, which are designed to keep underperforming insti-

tutions from recovering. For them, the URP has become a cold, systematic, and autocratic approach handcuffing their capacity to perform according to market principles and meet performance targets using self-determined strategies. Their survival is no longer governed by market competition, but by a competitive landscape shaped by government ideals. Operationally, URP penalties preclude strategic/market-based initiatives to recoup costs and offset shortages in the budget. These include raising tuition, increasing enrollment size, and even developing new programs, which can be revenue-generating. Everything needs government approval, which has become rare in the current climate.

Further, the URP itself is a financial burden on institutional budgets. Many institutions lament the high costs/resources required to prepare for evaluations, which are periodic (recently, every two years and more frequent for institutions of concern). Desperate institutions seeking solutions even turn to expensive consulting firms charging excessive fees.

URP is a drastic measure designed to fundamentally transform Korea's higher education landscape, not just structurally, but also academically. The ultimate aim is to raise the quality of a higher education system competitively out-performed by those of other countries. Korea is not a top educational destination among the world's population of students. Further, as a top sending country, Korea has long suffered from the exodus of top talent. From the perception of the government, these reasons validate the heavy-handed approach to reform.

However, the cost of using coercive mechanisms for reform may be too high. The URP has resulted in a deterioration of educational quality at many private universities. The competitive environment fashioned by the government has led to the increasing use of cost-cutting strategies adversely impacting current educational services. These include academic retrenchment (the discontinuance of programs and courses) and laying off faculty. These strategies, while offering temporary financial relief, hamper educational growth. The key concern raised is that the government may be ignoring the current generation of students who are most affected by the URP. Only time will reveal the full impact of URP activities in terms of both outcomes and the costs involved.

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Corruption in Higher Education: Public Ostracism as a Remedy

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Corruption in higher education may seem to be only a domestic issue, but it can be exported and become a challenge for another country's academic system as well. One example of this involves Lomonosov Moscow State University (MSU), one of the oldest and best-known public universities in Russia. MSU has several branches around the world, including—until late 2012—a center in Geneva in Switzerland. The International Center of Lomonosov Moscow State University (ICL) was established in 1997, but the first students were enrolled only in 2004 (Kutuzov, 2009). The idea for ICL came from the MSU law faculty and was supported by the university's rector, Victor Sadovnichy, as an example of 'integrating Russian education into the European framework.'

For a long time, ICL remained unknown to the general public and the broader academic community in Switzerland and Russia; it only became 'famous' because of a car accident in November 2009, when a few young people organized a race—which is prohibited—between Geneva and Lausanne. During this race, a German retiree was injured, and the offender fled the scene. The three young people involved were all enrolled at ICL. Moreover, it is interesting to note that all of them were children of one of the richest Russian entrepreneurs.

Who are these students, who are studying at the most expensive university in Russia? Do they really come to Switzerland to study, or have they simply obtained student status in order to stay legally in the country? According to Tamirlan Gassanov, the rector of the Geneva branch, half of the students at ICL come from the Russian North Caucasus. They are enrolled in an accelerated, module-based course of studies that can be completed in Russian, at the end of which they receive two degrees, one each from ICL and MSU. The students have to pay a minimum of US$22,000 per academic year for their studies, not including living expenses in one of the most expensive areas in Switzerland (Kutuzov, 2009). Just to compare, in the 2018-2019 academic year, the University of Geneva charged its students CHF 500 (US$507) per semester and the University of Zurich CHF 720 (US$731) per semester for undergraduates.

The professors working at ICL have stressed the low educational level of the students; this was also confirmed by Gassanov. According to an interview with Gassanov, in the first year, there were 16 students, only one of whom was considered to be a good student. A French teacher of one of the car-racing participants remembered that he had difficulties with many elementary tasks, such as listing the months of the year in their proper order in Russian (Russian is the main official language in Russia, but the majority of people in the Russian North Caucasus learn it as their second language) (Parfenov, 2013). After the accident, this student was expelled for breaking the rules of the country of residence. Gassanov explained that each student had to sign such an agreement with the university before beginning his or her studies. The expulsion of the organizer of the race was not an isolated incident, about 70 (!) students have been expelled from ICL for similar reasons over a six-year period (Sedych, 2009). The Russian State Duma initiated an investigation into this. One of the initiators was a member of the Communist Party, who later received a signal from above to stop any investigations (Parfenov, 2013). The public pressure was high, however, and, as of late 2012, ICL began operating as an independent

institution and not as a brunch of MSU, though it continued to cooperate with professors from MSU and other Russian universities until its closure in 2018. It should be noted, however, that not all ICL students were rich and poorly educated Russians; some of them were brilliant, dedicated students who liked the idea of starting their integration into European higher education by getting an undergraduate degree in their native language and then switching to traditional Swiss universities at the graduate level. Indeed, many ICL graduates have continued their MA studies at the University of Geneva.

Nevertheless, the existence of this school raises many questions: was the idea behind the establishment of the school really integration into the European framework, or was the motivation meant to be a good source of additional income for MSU professors or something different altogether? Gassanov alluded to the second possibility during one interview: "The situation in the 90s [in Russia] was different, Professors were not paid" (Parfenov, 2013). Ironically, in 1992, Gassanov was accused of fraud in the amount of 10 million USD from the Azerbaijan state budget and was arrested in Moscow in 2005. He was released on the personal guarantee of one of the leading professors of the MSU law faculty (Sedych, 2009), a close relative of Gassanov. What financial agreements had existed between Moscow and Geneva? Kutuzov (2009) estimated that, in 2009, ICL paid MSU about RUB 220,000 (approximately US$7,500) for each student per year; hence, MSU received about US$750,000 annually. All these Swiss adventures – car-racing, spoiled children of Russian oligarchs, and the role of MSU – were widely discussed in the Russian media and, to some extent, damaged the image of this old Russian university, despite its long tradition. Some years later, the entire institution in Geneva was closed.

The story of ICL suggests that public ostracism might be a tough, but also efficient, tool to mitigate corruption in higher education.

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The Place of Learning Outcomes in Accreditation within the EHEA

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A central concept for the European qualification framework, as well as its quality assurance (QA) framework, is the concept of Learning Outcomes (LO). In this framework, LOs describe what a student is expected to know, "understand and be able to demonstrate after successful completion of a process of learning. They are statements of concrete and verifiable signs that witness/certify how the planned competences, including the required levels of knowledge, are being developed or acquired" "(Lokhoff et al., 2011, p. 22).

Twenty-five areas are considered in program and institutional accreditation. Among them, the five highly significant factors for program accreditation are: "professional and pedagogical qualifications of staff," "curriculum/syllabus," "facilities and resources," "internal quality assurance procedures," and "mission/goals" (Costes et al., 2008, p. 45). At the institutional level, the five most determining factors are: "internal quality assurance procedures; management, and organization; mission/goals; professional and pedagogical qualifications of staff; and facilities and resources" (ibid., p. 50). Among the 25 areas considered in a program level procedure, the appropriateness of LOs achieved by graduates ranks eleventh, (fifteenth in the institutional level procedure). Twenty percent of quality assurance agents who responded to the 2008 ENQA survey do not include their higher education institutions' (HEIs) evaluation of students in their procedure at all (ibid).

Costes et al. (2008) observe that the results in their review of the ENQA survey results, "suggest that process and configuration criteria might be considered slightly more important than outcome criteria" (ibid.). To test this interpretation, they reorganized and classified the areas into four domains: process, configuration, outcome, and goal. Outcome is related to "evidence of attainment of educational goals (e.g. learning outcomes)" (Costes et al., 2008, p. 52). These are the student retention and completion rates, employability of graduates, feedback from students, research output of staff and research students, and appropriateness of the learning outcomes attained by graduates. When presented with this new arrangement, the ranking changes: "goal-related criteria are rated as most important for institutional level external quality procedures, followed by Outcome, Configuration and Process-related criteria, in that order. Process and Outcome-related criteria are rated highest for programme-level procedures, followed by Goal and Configuration-related criteria" (ibid., p. 53). How, then does this conclusion apply to specific contexts? This paper will consider two particular contexts, in order to answer this question.

ECA and NVAO

Founded in 2003, the European Consortium for Accreditation (ECA) is the only European consortium that emphasizes internationalization of HE and which offers certification of HEIs or program quality for internationalization. The ECA offers a single accreditation procedure for joint-programs. The paper focuses on the treatment of LOs in the single accreditation procedure for a joint degree program.

In the ECA's framework, the facilities and students' support are assessed in terms of their ability to contribute to the achievement of the LO "and where applicable, to designing individual study pathways" (ECA, 2014, p. 11). The ECA procedure integrates the evaluation of students, as well as the method of evaluation.

The ECA procedure also addresses the achievement of the LOs. For example, criterion 6c requires the program to demonstrate that LOs are achieved (ECA, 2014). For this purpose, graduate surveys are used to gauge employability issues. Hence, it is arguable that LOs constitute the backbone of the accreditation processes for joint-programs.

What about the Accreditation Organization of the Netherlands and Flanders (NVAO)? The NVAO was established by a treaty of the Dutch and Flemish governments as an independent accreditation organization. According to Frederiks (2019), LOs occupy a pivotal place in NVAO's framework for accreditation procedure at all levels. In the program review, for example, attention is given to how intended LOs are set up, if they satisfy the standards of the qualification framework, and if assessment methods align with student learning. In his account, appropriateness and achievement of LOs are assessed by the framework. Among other means of evaluating the attainment of intended LOs, NVAO's framework uses a survey or interview to have the feedback of alumni and employers on how their work performance reflects the intended LOs.

In the Netherlands and Flanders, program accreditation procedure entails: first, an assessment of the LOs' appropriateness with regard to the level and orientation of the program, the national qualifica

tion framework, as well as international perspectives or requirements set by professional fields or disciplines; second, an evaluation of the teaching-learning environment's (staff, facilities, teaching method, and content) appropriateness and ability to enable student achievement of LOs; third, a review of the adequacy of students' assessment system and method with regard to the intended LOs, as well as the program capacity to demonstrate that its LOs are achieved (NVAO, 2018).

Weaknesses and Strengths

One major weakness of the European Higher Education Area's (EHEA) LOs-centered accreditation procedures is that, with the exception of ECA and NVAO, internationalization is overlooked in most accreditation procedures. In Costes et al.'s (2008) study, internationalization ranks respectively twentieth and thirteenth for program and institutional procedures, out the 25 areas considered.

Another weakness is related to the fact that LOs address different agentive positions with different and/or conflictual interests, leading to real challenges in their assessments. For example, Bollaert's (2015) study raises the risk of having a LOs assessment "approach that is too narrowly linked with employability and forgets the personal development during student life" (p. 3).

Related to the strength of these procedures, the paper notes the flexibility that allows the procedure to adapt to different national, legal, and institutional contexts, the integration of different stakeholders in the processes of accreditation, and the quest of trust between stakeholders and members of the EHEA through transparent procedures and professionalism.

Despite the highlighted weaknesses, it can be argued that, overall, LOs occupy a central place in the EHEA's accreditation procedures, both at the institutional and program level. Despite this central role, there is more to be done as internationalization and student's evaluation should be better integrated and reinforced in these processes.

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New Attempts of Emerging Countries to Internationalize Higher Education: The Cases of Turkey and Brazil

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Turkey and Brazil, as respective members of MITSK (Mexico, Indonesia, Turkey, South Korea) and BRICS (Brazil, Russia, India, China, South Africa), have been considered emerging economies over the past few years. A look at their recent strategies for internationalizing their higher education systems reveals common and distinct aspects between their initiatives. Despite the contextual differences, both countries have made a significant investment in physical mobility. More recently, they have focused on internationalizing a specific number of higher education institutions. Their attempts recall 'excellence initiatives' that have been undertaken by other emerging and developed countries, reinforcing a worldwide trend, according to which internationalization is more focused on institutions than individuals, as a means to actively engage in the "knowledge-based global economy."

The Turkish Case

For the first time, the Council of Higher Education (CoHE), which coordinates all the universities in Turkey, announced a five-year Strategic Plan for Internationalization (2018-2022) on June 30th, 2017. In this plan, two strategic targets for the next five years were determined: to make Turkey an international attraction center for higher education, and to increase the capacities of higher education-related institutions.

Regarding the first strategic target, the CoHE plans to increase the number of international academics and students in Turkey by providing more scholarships, and on-campus accommodation and by changing the law stating that the number of international academics in Turkey cannot exceed two percent of the number of local academics. In addition, the CoHE plans to select several universities in Turkey as pilot universities for internationalization. These will be 'research universities,' which will be supported to take top places in the global university rankings. Increasing the numbers of international collaborations, English-speaking faculty members, and academic programs taught in English are also on the agenda.

In regard to the second strategic target, the CoHE opened a Directorate for International Relations to more efficiently coordinate this process around the country. More English-speaking staff will be hired at universities to minimize international bureaucracy, and academic advisors will be appointed to Turkish embassies abroad, who will advertise the Turkish higher education system abroad and remain in contact with both international academics and students in Turkey and Turkish academics and students abroad. Lastly, more inter-institutional events are planned for promoting internationalization, such as evaluation meetings with university administrators and information sessions for international diplomats who work in Turkey.

The Brazilian Case

Brazilian universities have been historically influenced by national policies of international coopera-

tion. Yet, the best-known national policy explicitly aimed at the internationalization of Higher Education was the "Science without Borders" (SwB) program, active from 2011 to 2015. Widely focused on the international mobility of young Brazilians, the program involved approximately BRL 10 billion and awarded more than 100,000 grants, the vast majority to undergraduate students (more than 70 percent of the total), who studied abroad for around 12 months (most of them in the United States, followed by the United Kingdom, and Canada). This program was the target of criticism related to issues such as the significant amount of public resources invested; the priority given to undergraduate students instead of more experienced researchers; the difficulties faced by students in achieving the required levels of language proficiency; and the absence of monitoring and evaluation of the achieved resources.

Given the difficulties faced by students to achieve the levels of language proficiency required by universities abroad, in 2012, the Brazilian government created the program "English without Borders" (EwB), later transformed into "Language without Borders" (LwB), which currently involves the application of proficiency and leveling language tests, as well as offering online and in-person language courses for the academic communities of 95 accredited higher education institutions.

The SwB experience has also provided a basis for the Coordination for the Improvement of Higher Education Personnel (Capes) to launch the "Program for Institutional Internationalization" (Capes-PrInt), along with the outcomes of a 2017 report on the state of knowledge about the internationalization of Brazilian universities (Capes, 2017).

Capes-PrInt objectives comprise the consolidation of institutional strategic plans for internationalization; the creation of international networks of research; the expansion of actions to internationalize graduate programs; the international mobility of faculty members, doctoral and postdoctoral researchers; the reception of international scholars; as well as the promotion of an international environment in the participating institutions. The promise is to invest BRL 300 million in the Capes-PrInt program, a less ambitious amount when compared to SwB.

Other remarkable differences are a direct action on national institutions; the focus on more experienced researchers; the centrality of research; and the inclusion of dimensions of internationalization besides student mobility. The attempt also implies an active and autonomous role of participating institutions, as they are the ones to define projects, international partners, and the fields of knowledge to be prioritized.

The imposed requirements for institutions to participate and the final result of the first Capes-PrInt selection process, published on October, 1st, 2018, reflects the government's desire to invest in a number of "research universities" that will occupy significant positions in the global university rankings. Thirty-six of 108 competing institutions were selected, and the vast majority of them were public, with solid traditions in research and a certain level of international recognition.

Discussion and Conclusion

Turkey and Brazil's new attempts to internationalize their higher education systems should not be considered independently from both their political and socio-economic developments and the current trends in the global higher education landscape.

In regard to Turkey, CoHE's Strategic Plan for Internationalization (2018-2022) overlaps with the government's 2023 Vision Document. Both refer to the ideal that Turkey aims to become a "regional leader" and "a global actor" in politics. In this sense, internationalization of higher education is, to a certain extent, thought of as an instrument and source of soft power. For example, Syrian students currently studying in Turkish universities might be considered as prospective diplomats or bureaucrats in post-war Syria, who will foster relations between Turkey and Syria. Similarly, in the same Vision Document, Turkey's economy is aimed to be one of the top ten worldwide. The internationalization strategy aligns with this view, as it notes that Turkey's current account deficit can be reduced by generating income from international students, as well as re-

search and development by international researchers. Additionally, in social/cultural terms, by hosting over three million Syrian refugees, Turkey's continuing efforts for internationalization will allow more Syrians to access higher education and better integrate into the Turkish society.

As the SWOT analysis in this strategic plan notes, there are challenges for internationalization of higher education in Turkey, such as regional instability, misperceptions about safety in the country, and several universities' lack of diploma equivalence abroad. Nevertheless, these challenges can be overcome if the rich multicultural history of Turkey, Turkish hospitality, and the safety of the country are internationally advertised more effectively, and the collaboration of the Turkish higher education institutions with their counterparts abroad is furthered.

In the case of Brazil, the new strategy for internationalization follows the government's historical view of higher education, according to which, the sector is an instrument to achieve broader economic goals. Although less significant than SwB in terms of invested resources, Capes-PrInt has ambitious immediate goals and will hardly be implemented without challenges. A significant issue to consider is the public budget constraint imposed on Higher Education and Science, Technology & Innovation. In addition to gradual cuts since 2015 and the approval of the "PEC do Teto dos Gastos", that limits for twenty years the public expenditures in Education and Health, a letter signed by the Capes' president in August 2018, negatively surprised several actors and institutions involved in Brazilian higher education and research. In this document, Capes' president warns the Ministry of Education that 93,000 scholarships for researchers and Master's/Ph.D. candidates, as well as 105,000 scholarships for professionals in basic education, would be suspended from August 2019 if the government maintained a new announced cut in the agency's budget, which had already been reduced from BRL 4.06 billion in 2017 to BRL 3.98 billion in 2018. Reactions led the government to maintain the same budget from 2018 for 2019. However, in early May 2019, the new Minister of Education in charge announced that all federal universities will face a 30 percent cut in their institutional budgets.

The country's political environment contributes to such mistrust. As already stated by university rectors and experts in the field, the election of Jair Bolsonaro poses threats to Brazilian higher education, involving not only the reduction of investments, but also a lack of academic freedom and rejection of diversity within public universities. These institutions, expanded and democratized in the three previous presidential mandates, are the vast majority in the list of institutions selected by Capes-PrInt. They have better structures, research capacity and reputations, which contributes to their international engagement and their capacity to attract international scholars and students. However, the attacks directed at such institutions, as well as the general divestment from the higher education sector, may restrict the achievement of the program's objectives. For example, in regard to international presence, there are concerns about the president-elect's tolerance for scholars and students coming from countries that are not privileged in his foreign policy or that have a refugee status. In reference to grants for international research mobility of Brazilians, the government even mentioned a will to use ideological criteria in the selection.

Apart from contextual differences, recent Turkish and Brazilian strategies for internationalization of higher education share the will to foster a behavioral change in a number of universities, reflecting the dominance of an imaginary according to which a strong nation must invest in flagship or world-class universities as a means to actively engage in the "knowledge-based global economy". To a certain extent, these cases follow the excellence initiatives announced and undertaken by other emerging and developed countries, reinforcing a worldwide trend, according to which internationalization is more focused on institutions than individuals. Not surprisingly, the selection criteria of both countries attempts to align with indicators of global university rankings. It should be recalled that this approach includes challenges such as difficulties in measuring educational quality, exclusive centrality of research, disregard of local/original features of universities, and the dominance of economic ratio-

nales. When it comes to countries that still face many economic and political problems, such as the cases of Turkey and Brazil, these challenges are increased.

Reframing Further and Vocational Education of the Future

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Reframing Post-Secondary Education

Globalization and its accompanying economic, demographic, climate change and technological developments, is driving significant transformations in our societies. The UN estimates the world population will rise to 9.7 billion by 2050 and to 11.2 billion by 2100, with most of this growth expected to occur in Africa. In contrast, economically developed countries, including most of Europe, the US, South Korea and Australia, have lower fertility rates, due to more women in education and work, greater access to contraception and fewer babies. At the same time, we are experiencing significant gains in life expectancy, increasing the percentage of people aged 65 years and over.

Participation and enrollment in higher education has expanded considerably over the past century. The term "high participation societies" refers to those in which the vast majority of the population, rather than a small social elite, are educated to advanced levels, because of the significances for social and personal achievement. Massification has seen the percentage of students worldwide forecast to rise from about four percent of the population in 2012 to 10 percent by 2040.

At the same time, there are concerns about high numbers of youth unemployment and graduate underemployment. Questions are continually being asked about graduate capacity and capability in the short term and preparing students and (re)training adults for employment and employability. Public debate has taken different forms in different countries, but common concerns include: new graduates lack the skills that employers need; too many graduates study the wrong subjects for available jobs; and some graduates are stuck in low-skilled jobs or under-employed. There are concerns also about the appropriateness of the curriculum and mismatches between qualifications and deployment in the workplace, with questions being asked about whether graduates have the appropriate balance between practical skills, learning facts and critical thinking.

These issues are further exacerbated when viewed in the context of economic and labor market changes.

The first three industrial revolutions introduced water and steam power, electricity, and digitization. The Fourth Industrial Revolution is only beginning, but there is already strong evidence of its effect. Big discoveries and innovations are poised to enhance human capabilities, but with a transformative effect on people's patterns of life and work. The OECD (2018) estimates about 14 percent of workers are at a high risk of having most of their existing tasks automated over the next 15 years. Another 30 percent will face major changes, and about half will need to significantly adapt to the new workplace environment. The impact is likely to vary considerably depending upon country and region, with some better able to respond to opportunities and retain/enhance their attractiveness and thus sustainability.

The socio-political effects are also becoming apparent, with support for Trump and Brexit successfully marshalling left-behind-people in left-behind-places. Research suggests that degrees of economic disadvantage and fears of social and cultural displacement have been key factors behind the backlash against economic globalization and the rise of populism.

In this context, further education is receiving renewed attention.

Further and Vocational Education

Depending upon the country, further education (FE) includes vocational and apprenticeship education, adult and community education, foundation and second-chance education, skills development and continuing education. As institutions, further education colleges (FEC) sit between secondary schools and higher education/universities. In Ireland, FE colleges enroll students subsequent to completing secondary school, while in Wales, they may enroll 16-year-olds. In the USA and Canada, they include community colleges; Australia has technical and further education institutes (TAFEs), while countries such as Germany and Switzerland have strong track differentiation and linkages between education and the labor market beginning in early teen years. China has established a system of vocational schools, and Singapore has Institutes of Technical Education (ITEs) and polytechnics for higher level study.

One of the key problems affecting further and vocational education, especially in Anglophone countries, has been the expansion and status of higher education. This has led to high percentages of young people proceeding directly to university. Germany has historically stressed parity of esteem between vocational and academic education. Social-cultural and policy factors in Ireland and the UK have meant that vocational education has had a relatively low status, and provision has not always been well-aligned with national social or economic policy needs.

In response to pressure for greater labor market relevance, questions are being asked as to whether too many students are being (mis)directed towards academic-oriented university programs, rather than those which emphasize vocational/professional education and practical experience. Focus on employability has had a transformative effect on policy and public thinking, and on curriculum and learning more broadly.

There has also been considerable discussion around how governance arrangements can better optimize linkages between further and higher education to enable more flexible learner pathways throughout one's lifetime. Some countries, such as New Zealand and Scotland, have a single governance structure that brings together higher and further education in an intermediary body; Wales is about to implement this approach. Ireland has separate agencies for further and higher education, but the two 'sectors' are increasingly urged to co-operate, while some countries oversee the education system at the ministerial or government level.

Further Education and Regional Development

The policy and academic literature has focused predominantly on the role played by universities and university-based research as the key driver of innovation and economic growth. The STI (science, technology, innovation) model has dominated thinking, strengthened by the metrics used by international league tables, which prioritize global excellence, rather than national or regional significance, a trend which is contributing to regional impoverishment, with economic, social and political consequences. Accordingly, insufficient attention has been given to the most important resource – people –without whom it is impossible to close the regional disparity gap. The OECD (2011) argues that, while "multinationals are very strategic in their location decisions", small and medium enterprises "lack the same capacity," yet they are key to regional innovation.

Thus, it is increasingly recognized that further and vocational education and training can play a much bigger role. They are increasingly being viewed as a vital part of a multi-faceted post-secondary education system, with the capacity to support innovation by raising the overall productive capacity in high-tech, as well as, low-tech industries via skill development, as well as on innovation diffusion.

More critically, because FECs tend to be located in smaller cities and towns, they can have a more direct impact on economic growth and sustainability – exactly in the regions experiencing the social, economic, cultural and political alienation aforementioned.

However, the education system, including further education and research universities, has often been slow to anticipate or respond to changes in the economy and labor market. There is an absence of good strategic intelligence or forecasting models, and often a proclivity within education, especially higher education, that it should not align itself too closely with business and the economy. Priorities are usually set by the institution, based upon teacher/academic competences, interests and priorities.

The changing economic climate foretells a changing political climate. Success is strongly related to getting the balance right in the distribution of post-secondary educational provision.

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Academic Research in Syria

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The main service that Syrian universities are expected to deliver is teaching. There is little place for academic research and almost no expectation from students—nor from the public—for Syrian universities to participate in the creation of new knowledge. Interestingly, however, both the public and private sectors of the job market in Syria have been historically highly dependent on research for their development and maintenance. This article argues that the high research dependency of the job market in Syria must be addressed by higher education through strategic teaching of research methodology. This change requires a complete reform of the higher education institutions and curricula in the country.

The Historical and Current State of Academic Research

The Ministry of Higher Education – as the body in charge of all that has to do with higher education in Syria – created the Directorate of Scientific Research in 1966. However, academic research was not really a part of Syrian universities until the introduction of graduate studies to Syrian higher education, in which was the main historical reason to initiate academic research in the form of graduation projects or dissertations. Subsequently, it has rewarded important, but largely due to its role in faculty promotion, research remains a limited part of university life in Syria. Data from Tishreen University show that the total number of research projects completed by staff and faculty between 2000 and 2004 was 40, although the number of projects initiated and never completed was much higher than that.

There are many issues that researchers could encounter in Syrian universities, such as inadequate funding for institutional research and a lack of academic freedom. Those are certainly among the reasons for the incomplete research projects at Tishreen University. However, patterns among universities.

show that most research projects are initiated by faculty or staff with the goal of promotion in mind and completely neglected once that goal is met, implying a more impactable challenge.

Preceding the Directorate of Scientific Research, the idea of scientific research in Syria started around 1958 with the foundation of the Supreme Council for Science. The council did not have ample participation in hands-on conducting of research. Instead, it took on the role of organizing conferences and seminars, such as a program called "The Week of Knowledge". It also awarded scholarships, such as the Bassel Al-Assad award, which started in 1993 and supported students with the amount of SYP 100,000 yearly.

These early initiatives to encourage scientific research in the country led to research projects conducted by university faculty and graduate students, all conducted with very limited resources and achieving relatively low quality. Compounding the problem, in 1975, a law for regulating universities was released, in which the second subject entailed that the Board of Higher Education at the Ministry would be the sole party responsible for proposing regulations for scientific research within universities and institutions. The board would make those suggestions in a strategic fashion to help address and solve social and economic issues in the country and the region and would then follow up with real implementation based on research findings. This law further limited higher education institutions' autonomy to initiate and conduct academic research.

Despite the historical phenomenon of little to no focus on academic research at Syrian universities, that pattern was beginning to slowly shift in the beginning of the 2000s. For example, shortly before the start of the recent conflict, some universities created research centers, though many were independent of the universities' educational function.

Some of these centers are now in the initial stages of being functioning research centers, while others are failed initiatives. Private universities have also tried recently to incentivize research within their undergraduate programs. Regardless of their state or potential, all these initiatives were significantly impacted once the conflict started and have since been unable to expand. Thus, the pattern of little to no academic research within Syrian higher education institutions continues.

The Job Market's Historical Research Dependency

Unlike the educational sector, the job market in Syria has always been highly dependent on research. Many private and public companies, as well as different ministries, have held their own established research centers. For example, in 1996, the "Center for Studies and Scientific Research" was founded by the Ministry of Defense. The main objective of this center was to address the economic and technical development in Syria. The center's work and findings quickly took a clandestine turn due to the nature of the political atmosphere in Syria. Also, in 1981, the Atomic Energy Commission was founded, which had a prominent role in the field of scientific research. Through a couple of decrees in 1992 and another in 1994, the commission was able to encourage scientific research in the job market.

Additionally, the Ministry of Industry created a research center for its agricultural research and advancement, and the Ministry of Defense founded a research center in 1969, which was very well-funded. Unlike research centers at universities, the ones within the job market or the government are granted an abundance of administrative and financial autonomy.

Evidently, the significance of research in Syria has manifested itself vehemently within the job market rather than higher education institutions. Both public and private sectors are highly dependent on research to plan their development and maintenance in the market. Many companies have created research departments, which serve their respective goals. This situation certainly coincides with Syria's historical approach to tailor research in order to meet specific economic and political objectives.

Recent graduates are generally exempt from engaging in the research aspect of the job market due

to their lack of knowledge in research methodology. Instead, senior employees who have come to learn about research mostly through years of observation and experimentation on the job are the ones involved with the process. This is not really an effective way to develop, as it takes a very long time and the experimentation aspect of it is limited.

Conclusion & Recommendations

The Syrian Ministry of Higher Education strongly emphasizes the importance of equipping graduates with skills to complement and contribute to the job market. In reality, however, getting graduates ready to address the needs of the job market is one of the biggest ongoing challenges. Somehow, the research emphasis of the job market in the country does not seem to translate into higher education at all.

Knowledge of research methodology is extremely relevant in the Syrian job market. This requires a transition of the function and structure of higher education institutions in the country. Currently, neither public nor private universities are well-equipped to teach or practice proper research methodology.

In such a research-dependent market, university graduates must be extremely well-trained in different research methods in order for them to become effective members of society upon their graduation. This would be a perfect remedy for the time wasted by having only senior employees engage in research, with practical knowledge of it only gained through years of observation. A reform of higher education in the country could also lead to a situation in which higher education is finally fulfilling the role that the Ministry of Higher Education aims for: addressing the needs of the job market in an efficient way.

Consorting with a Purpose: The Roles Played by International Consortia of Universities in the Context of Higher Education Internationalization

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Introduction

Within the higher education landscape, international consortia refer to institutional arrangements of universities from different parts of the world, aimed at the promotion of a series of joint academic and administrative projects and activities. Such consortia, also called "interuniversity networks," are present on a global scale, both in the Global North and South, and often take place regionally. The increased participation of universities in international consortia is part of a context in which internationalization has become significantly more pronounced, but so far has not been systematically explored by the literature.

Given the understanding of internationalization as an intentional process, influenced by different, conflicting rationales, but largely embedded in an economically-oriented paradigm, this article dis-

cusses the rationales for universities' participation in international consortia and the possible roles to be played by these arrangements in the context of higher education internationalization.

Dilemmas Surrounding Higher Education Internationalization

While higher education has long been a field of international knowledge exchange, internationalization as an intentional and more pronounced process refers to a 21st century phenomenon. Specifically, as the general role of higher education is globally reconfigured by the "knowledge-based global economy," efforts to internationalize are emphasized as an imperative to be followed by higher educational systems, institutions and individuals.

Partly due to political pressures, internationalization is often conceptualized as an "unconditional good": means to improve the quality of teaching and research; to educate "global citizens" with "multicultural competencies," and to create "world-class universities." Nevertheless, both research and practice reveal that, alongside many opportunities offered by this process, there lie a number of political and ethical problems that are complex, contestable and contradictory.

Among the dilemmas surrounding the context of internationalization, the following might be cited: (i) the Global North's hegemony in providing services and receiving mobility flows, and the Global South's positioning as a "client" of educational products; (ii) the dissemination of profit-oriented providers such as multinationals of the scientific field, which treat scientific articles as an international product; (iii) the high status attributed to global university rankings, whose indicators devalue local specificities of universities and research agendas and tend to "privilege the already privileged"; (iv) the submission of higher education institutions and academics to multiple forms of competition; (v) the cultural homogenization resulting from adaptation of curriculum to "international standards" and imposition of English as the "lingua franca" in science, technology and teaching; (vi) the tensions between institutional, national and global commitments and the threats to the idea of higher education as a public and social good; as well as (vii) the marginalization of social groups and non-Eurocentric epistemologies from internationalization activities.

Such dilemmas suggest that global tendencies in higher education are "digested" differently, depending on structural opportunities and constellations of interests. Given an increased immersion of internationalization in an economically-oriented paradigm – which is highly competitive and tends to reinforce unequal geographies of knowledge and power, expanding asymmetries between individuals, social groups and nations within the Global North and South – another perspective of international insertion, explicitly aimed at shaping inclusive and sustainable futures in higher education, is to be sought.

International Consortia in the Context of Higher Education Internationalization

International consortia of universities are one of the particular ways in which higher education international relations at the institutional level occur.

Participation in this type of arrangement is voluntary and depends on other members' approval, while the quantity of participating institutions varies from a few to hundreds. Conducted activities are also diverse. For example, academic initiatives might comprise student and faculty mobility, joint degree programs, short-term courses, exchange of knowledge and curriculum, research projects and publications. Administrative initiatives, in turn, might include lobbying; staff mobility; training and exchange of knowledge in the field of organizational development.

The *ad hoc* nature of international consortia leads them to assume distinct roles. Geography is central in their constitution and identity, even though there are additional conditions for participation, such as type of institution and sharing of visions and objectives. Taking Latin America as a case, both regional literature and declarations resulting from joint forums understand that international consortia promote an environment for cooperation which is independent and autonomous from international and national policies. It is also implicit that they contribute to the integration and creation of a

common identity; improvement of quality in the educational process; reduction of problems such as brain drain; and promotion of safety and stability in the region.

However, in contrast to this cooperative ideal, empirical evidence suggests that universities' participation in international consortia can also be understood as a conformation with the precepts of "competitive internationalization", with consortia being used as an opportunity to build status among elite institutions, rather than as a means to cooperate and share capacities.

For example, Fastner (2016), based on her research within the European Consortium of Innovative Universities, concludes that universities have used international consortia strategically, given the context of globalization, internationalization, massification and commodification. According to this author, the contemporary environment combines high levels of demands with low levels of resources for these institutions, "forcing" them to interact internationally in order to spread their individual competitiveness. Thus, their immediate motivations for engagement include provision of "goods and services" their "clients" desire; increasing global visibility; having access to financing that requires partnerships with multiple universities and countries; and expanding capacity to recruit students and scholars.

Beerkens (2018), reporting on a recent survey among university academics and administrators by the European Association for International Education, also connects participation in international consortia to an organizational mechanism of adaptation to external developments. Given his assumption that rationales of international consortia are closely related to the context in which they emerge, he concludes that universities have used these structures to fulfill their international ambitions. The "corporate model" of international consortia, particularly, refers to a market mechanism that enables them to team up with foreign partners in order to strengthen their own position.

Indeed, at the institutional level, the overall idea of internationalization has often been confused with improving international reputation by achieving significant positions in the global university rankings. Widely embedded in a competitive basis, this approach not only implies challenges related to distinct structural capacities and functions of higher education institutions across the world, but works as an instrument for their transformation in an organization dictated by economic rationality, whose relevance is strongly measured in terms of economic performance.

International Consortia as a Transformative Space?

The increased immersion of internationalization in an economically oriented paradigm calls for cooperative forms of international interaction, explicitly aimed at shaping inclusive and sustainable futures in higher education. International consortia of universities assume distinct roles in this context: they can represent a conformation with a context in which universities seek to spread their individual competitiveness, but they seem at the same time to be able to play an active and counter-hegemonic role in regard to international and national policies, being used as a collective instrument to either strengthen universities' missions and functions or to promote internationalization within a more cooperative approach.

One such example is the *Asociación de Universidades Grupo Montevideo* (AUGM), a network of Latin American public universities. Created in 1991 and currently composed of 35 institutions of six countries, AUGM is characterized as an important initiative of interuniversity cooperation and autonomous strategy of integration. In regard to political action, it has historically reacted in defense of higher education as a social and public good. In academic and administrative terms, AUGM promotes reciprocal mobility programs for students, faculty members and administrative staff. Additional instances covered are academic/technical groups focused on strategic themes of research and action for the Latin American region; Summer-Winter Schools; and the *Jornadas de Jóvenes Investigadores,* an annual conference aimed at the academic integration of students (AUGM, 2019).

The example of AUGM suggests that international consortia *can* be thought of and used as a transformative space that is compatible with the will to shape inclusive and sustainable futures in higher education. Further examples in this paradigm would be a welcome addition to our field.

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Working Towards Inclusive International and Intercultural Learning for All.

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"Study the past if you would define the future."
- Confucius

Today we increasingly hear of the importance of providing international and intercultural learning experiences for all students. And there is growing recognition that it is both impractical and unwise to focus on mobility as the primary means of developing intercultural awareness. In this blog we briefly consider the past and the present in an attempt to influence, if not 'define,' the future.

In the last 25 years, the drivers for internationalization of higher education have varied according to country and region. For example, recruitment of students in countries such as the UK and Australia differed from, say, continental Europe, where the emphasis was on credit mobility as part of the home degree. Drivers, in the first case, were funding cuts to universities and in the second, the availability of significant funding through the Erasmus program to support student and staff mobility. Other drivers have been development cooperation or national policies about incoming migration.

All of these drivers and others have contributed to steady increases in mobility numbers over the past two decades. Today, even countries which in the past were highly critical of others involved in student recruitment for financial gain have become more focused on economic rationales. At the same time, scholars and students in some parts of the world have felt excluded and disadvantaged by such trends. These voices, more prominent in recent years, are reflected in wider debates on subjects such as de-colonization and de-Westernization of curriculum.

In parallel, a discourse focused on internationalization as international and intercultural learning for all students has emerged. The term internationalization of the curriculum was coined in the mid-1990s, defined initially by the OECD as being primarily concerned with content, but also with preparing domestic and foreign students for their social

and professional lives in an increasingly multicultural local context. This led to a rather shallow interpretation of both curriculum and internationalization as, for example, double degrees, the study of foreign languages and optional international and/or comparative education courses in a program of study.

Towards the end of the 1990s, 'Internationalization at Home' emerged as a pragmatic response to a local problem. As a new university, Malmö (Sweden) had no international partners and so could not offer mobility programs. Yet, located in a culturally diverse city, they were able to focus on internationalization 'at home', which included connecting students at home with diversity in the local community. The idea was picked up with enthusiasm by those who saw mobility as having equity issues, in that the majority of students would never benefit.

Meanwhile, principally in Australia and the UK, claims from government and university leaders that the presence of international students on campus would internationalize student learning, were counterbalanced by evidence showing otherwise. The concept of Internationalization of the Curriculum was further developed in response, focusing more sharply on internationalizing the learning outcomes of all students in a program. The development of international perspectives and intercultural skills was connected with the graduate attributes agenda in Australia, graduate attributes being the so-called 'soft skills' such as communication, problem-solving and team work.

In other words both models (short-term mobility and international student recruitment) were inadequate as the primary means of internationalizing learning for all students. Yet in each case relatively similar responses were stimulated - internationalization at home and internationalization of the curriculum – the former focusing initially on engagement with the local community and the latter on interaction between local and domestic students.

Unsurprisingly, international collaborations between those involved in enacting the two concepts resulted in them developing similar characteristics to the point where, more than two decades on, they have converged and are effectively one and the same. Both are focused on international and intercultural learning for all students within a program or institution. Both have received some recognition in institutional, national and supranational policies. Both acknowledge the added value of mobility within a broader learning program focused on the development of international and intercultural learning within core studies. Both have the potential to grow in importance in today's increasingly connected yet divided world.

However, the reality is that internationalization is still predominantly perceived in most countries as being primarily about mobility. The implementation of "internationalization of the curriculum at home" appears to be struggling to move beyond good intentions and isolated examples of good practice. We are still far away from any form of internationalization that is inclusive and accessible, rather than elitist and exclusive.

The extended definition of internationalization in the European Parliament study (de Wit et al, 2015) offers a way forward by placing emphasis on motivation and values-based intentions. However, it still leaves us with the question of how we make this revised definition a reality. Given today's global political landscape, this task assumes a new sense of urgency.

In our view, urgent attention is needed to the following, as a minimum:

1. We must, as scholars and practitioners, not only continue but also escalate our efforts at working together across disciplines, professional areas and national boundaries, as well as within universities.
2. We must engage more with stakeholder groups beyond the academy, striving towards the common goal of creating a better, more equal and fairer world.
3. We must integrate internationalization with other agendas - disciplinary, professional, institutional, national, and regional – which are also focused on improving the quality of education and research for all students. Internationalization of the curriculum, teaching, learning and service should not operate in a vacuum.
4. We must place emphasis on enhancing the

quality of education and research for all students and staff in all parts of the world. This requires integrated policy and strategy as well as cooperation and partnership within and between institutions across the globe.

Over the past 25 years, national and economic policies and realities, as well as ideological positions, including cosmopolitanism, neo-liberalism and neo-colonialism, have influenced the development of internationalization in different ways across and within regions. Internationalization of higher education can only make a meaningful and lasting contribution to the world if the discourse reflected in our title, 'working towards inclusive international and intercultural learning for all', means that we become more respectful of diverse contexts, agendas and perspectives on a global scale.

Don't Let Commercialization of US Higher Education Prevent You from Learning from It

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Many observers of US higher education, perhaps especially international observers, believe that the US government and US higher education institutions treat higher education as a private good. This view assumes that students are responsible for covering the costs of their higher education. These observers could cite the decreasing share of higher education costs covered by government as evidence for their belief. Here I argue that the reality is more complex.

Public Funding for Higher Education in the United States

Supporters of the idea that the government and higher education institutions treat higher education as a private good point to the fact that legislatures have decreased public appropriations to higher education institutions, while the cost of attendance at those institutions have increased. In recent years, especially since the 2008 financial crisis, state and local appropriations to US public higher education institutions have decreased. Higher education institutions have had to rely increasingly on tuition income to fund their activities. In the 2005-2006 academic year, state appropriations averaged 36 percent of the institutional revenue at public doctoral institutions. A decade later, in the 2015-2016 academic year, state appropriations averaged 27 percent of institutional revenue (College Board, n.d.a).

Concurrently, the cost of tuition and fees increased between academic years 1990-1991 and 2018-2019. In 2018 Dollars, the average cost of tuition and fees at public in-state institutions has increased by 34 percent at two-year institutions and 35 percent at four-year institutions (College Board, n.d.b).

This results in a system in which students and parents cover the largest fraction of the cost of higher education. Sallie Mae & Ipsos (2018) estimate that the fraction of college costs covered using loans is roughly equivalent to the fraction of higher education costs covered through scholarships and grants. Forty-seven percent of the cost of attendance—the largest fraction of higher education costs—is cov-

ered by parent and student income and savings.

A More Nuanced Picture

Although this clearly shows that individuals carry a heavy burden of the cost of US higher education, assuming that the US government and US higher education institutions treat higher education as a private good is misguided for four reasons. First, these observations disregard that, historically, the US has made significant public investments in higher education that have sustained and propelled the system to global recognition. Second, the cost of higher education is not universally high. Third, variations across states point towards a more complex picture. Fourth, there is a better way to decide whether the US treats higher education as a public or private good than looking at who pays in the aggregate.

Historically, the US has made significant public investments in higher education that have sustained and propelled the system to global recognition. The Morrill Act of 1862 mandated that higher education should be extended to broad segments of the US population. The Act allowed the commercialization of public land to support the creation of colleges of agriculture and mechanical arts. In 1890, the Second Morrill Act led to the creation of land grant universities for *African Americans*. The Servicemen's Readjustment Act of 1944, known popularly as the G.I. Bill, granted nine million World War II veterans insured loans for higher education and training. In 1966, this benefit was extended to all veterans of the armed forces. The G.I. Bill helped expand and diversify the US student population at higher education institutions. This legislation has deeply shaped and supported the public mission of higher education institutions, with wide-ranging effects for universities in the US and elsewhere. Skeptics suggest that these policies represent exceptional acts in the history of higher education policies in the US. I argue these acts of public good have made the US higher education what it is today.

Second, the cost of higher education for students is not universally as high as the sticker price may entail. Students in the US have a suite of options to alleviate the cost of attending higher education institutions. Tuition costs at in-state public universities and community colleges are substantially less burdensome for students. While costs of attendance may be high, many students are able to access need-based aid, through grants, scholarships, work-study arrangements, or government-backed loans. Credits can be transferred from community colleges – where the cost of education is much lower – to four-year institutions (National Student Clearinghouse, 2017).

Third, US states have different funding regimes. While it is true that some states have cut funding for higher education (boosting the view that institutional actors treat higher education as a private good), in other states appropriations to higher education have increased. California, Florida, New Hampshire, Oregon, and Colorado (Kelderman, 2018) have increased appropriations. And other states have pioneered initiatives that offer free tuition community college or higher education to select students.

Fourth, evaluating access and completion paths broadly is a better proxy for understanding if higher education is treated as a public or a private good than the metric of fractional revenue provided by states or universities. When evaluating pathways for access and completion, there is plenty of evidence that the US is somewhat committed to removing financial and other barriers to attendance and to addressing equity concerns (e.g. the access programs already mentioned and free-tuition programs at the most elite colleges in the US). Covering the cost of attending a higher education institution is not seen as simply the prerogative of the beneficiary. States and universities might be motivated to fund higher education in part because such support helps maintain public good will and social cohesion and the meritocratic narrative.

Implications

While its complexity makes it difficult to navigate, the US higher education system offers multiple pathways towards progression and social mobility, uncommon in other higher education systems. The flexibility of the system offers multiple opportunities for individual growth and advancement that are

almost unprecedented worldwide.

Separating the US higher education system from other higher education systems in the world on the grounds that it treats higher education fundamentally differently (private good vs. public good) is mistaken. Not only is it mistaken, but international higher education researchers risk overlooking programs and policies that could benefit of their own systems.

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The Long and Problematic Road Towards a European University

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At present, 54 proposals have been submitted to the pilot *European Universities Initiative*. The initiative stems from French President Emmanuel Macron's call for the creation by 2024 of 20 "European Universities", supported by the Gothenburg summit of European leaders in December 2017 (UWN, March 7). The initiative builds on a long history of attempts to create a European university. Will this project be more successful than the previous ones?

A German-French Debate

The attempt at a supranational university in Europe is as old as the Community itself. The idea for such a university can be traced to the first meeting discussing the European Economic Community and the European Atomic Energy Community in 1955. Here, German representatives presented the idea for a European university, spurred by an interest in revitalizing post-war national universities and sciences. A supranational European university functioning as a flagship for research and innovation (and competing with US institutions) would thus serve a national purpose, as well as further develop European culture and scholarship.

Following 1955, the European university idea was taken up by French authorities, who included it in the Euratom treaty, thereby linking the university to a nuclear energy research and training center. This proved somewhat controversial, but following additional negotiations, the European university remained in the Euratom treaty when it was signed in 1957. In this way, the European university became untethered from the broader European Community (EC) and was instead linked primarily to innovation and development, rather than European cultural in-

tegration. This tension, between a Europe united through culture and a Europe united in development, has followed the university project ever since.

In fact, the Euratom treaty settled nothing, and negotiations over the European university continued. Indeed, the fault lines set by German and French representatives shaped multiple exchanges among many actors; would there be a comprehensive university, or a small and specialized institution? The French resisted not only the scope of the university but also its governance, reflecting broader concerns about EC control over higher education and culture. However, a brief shift in the French position was driven by the impulse to integrate a center for the study of nuclear science into a French institution and establish a European institute (supported by EC subsidies) in France itself. Further, the promotion of French language and position was sought through these initiatives. The coordination of relevant courses and degrees, however, was imagined to be regulated through an intergovernmental body.

While French authorities reversed to their original position, the outline they developed facilitated a 1959 proposed institutional model of the European University as a post-graduate institution focused on the humanities and European area studies. It would enroll about 500 students from across the Community with limits on any one nationality. Further, the university would support all of Europe through exchanges and research. Attached to the university proposal was also a mechanism for national institutes to obtain EC funding and a framework for cooperation between other European universities.

The European University Institute

The 1959 proposal for a European university encountered opposition, led by French representatives, for another decade. During this time Italian authorities, long supporters of the university project, successfully advocated for the future university campus to be built in Italy. This also appeased the French view that states, rather than the EC, had purview over higher education. Finally, a humanities-focused doctoral institute located in Florence was authorized in 1971 and founded in 1972. (For a detailed account of negotiations, see Ann Corbett's *Universities and the Europe of Knowledge*, 2005, Palgrave Macmillian.)

It is hard to reconcile the initial proposal for a full university filled with the best European minds with the results of fifteen years of negotiation and conflict. Indeed, it was not conflict on the nature of the academics (for, of, and about Europe and Europeans) that was the primary source of conflict, but rather concern about an institutional design that reached beyond its purview, treading on national rights and culture and the limits of European cultural integration.

In the final analysis, the EUI was hampered by its very structure; the four departments of the Institute (political and social science, history and civilization, economics, and law) could only promote that which was philosophically European. Without a broad academic base and the ability to pursue cutting edge research, the EUI never could truly promote European development or attract the best minds from the continent. Simultaneously, given its expressly pro-European stance, it is aligned with the EC, and its detractors characterize it as a political tool.

The European Institute of Innovation and Technology (EIT)

Decades later, the President of the European Commission, Manuel Barroso, presented the idea of a supranational university again. His 2005 proposal for the European Institute of Innovation and Technology was meant to create an institution that would do for the bloc what MIT had done for research and innovation in US. However, heightened tensions around national and European interests left countries afraid of "brain drain" and a dilution of their national brands by a new, competitive European institution. Further, there was concern about the layers of bureaucracy such an initiative would create, and, in light of these issues, the proposed project found no nation-state champions.

In short, no university would be created. Instead, a collaborative framework for existing institutions was developed through Knowledge and Innovation Communities (KICs). The lack of a physical institution guaranteed that the EIT would not

compete with existing universities. As final assurance, the EIT would not offer independent degrees, but instead joint degrees would be offered by the KIC under some circumstances. While the work of the EIT can ultimately benefit all of Europe, it does not reflect shared culture or experience, only a shared need for economic advancement.

The European Universities Initiative

In a sense, Macron's European Universities Initiative builds more on the EIT than on the original attempts for a European University. The political lessons learned from previous initiatives seem to have been taken into account: creating one European University is not realistic in the contemporary political environment, where competing interests are constantly in conflict. At the same time, like the EUI and EIT, the present initiative is a compromise both in structure and funding, which underscores questions about its impact. Will the resulting European Universities facilitate integration in the region, be strongly positioned against international competitors (as Macron has advocated) and concurrently align with the internal European agenda(s)? Time will tell if these networks will become flagships for research and innovation, as intended already in the 1950s.

University-Community Partnerships: Ideas for Latin America from the Experiences of the UK and the US

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Two documents on university civic engagement were published during the first quarter of 2019: *Truly Civic: Strengthening the Connection between Universities and Their Places* published by the University Partnerships Programme (UPP) Foundation (UK) (2019a), and the *Field Guide for Urban University-Community Partnerships* from the Thriving Cities Lab (2019) at the Institute for Advanced Studies in Culture at the University of Virginia (US). The fact that these two documents were published almost simultaneously on two different continents illustrates that there is some growing interest in the matter. The idea of university outreach is not new to Latin American universities. However, despite some isolated efforts – including initiatives to measure community engagement from the social responsibility perspective, and which are presented below – university outreach in the region has not been technically developed. The above-mentioned documents highlight important enabling factors that would be helpful in the Latin American context.

United Kingdom: Strengthening the Connection between Universities and Their Places.

In February 2019, 37 British universities signed a new "Civic University Agreement" to reaffirm their local role. They "pledged to put the economy and quality of life in their hometowns and cities at the top of their list of priorities" (Brabner, 2019, n.p.). In addition to their commitment to the economic, social, and environmental life of their communities, the signing institutions pledge to inform their civic role by evidence-based analysis of the needs of their places; collaborate with other universities and anchor institutions and form partnerships to overcome the challenges facing their local communities; and be clear with their partners about what they do and how they measure it. The full text of the agreement and list of signatories is found in Brabner's (2019) article.

The use of the expression "civic university" is a

clear reference to a group of nine universities created in the major industrial cities of England during the nineteenth century, with the specific purpose of serving their cities by providing training on "real-world skills", such as engineering and medicine. After these universities, many others "have placed a civic purpose at the heart of their mission," as illustrated in the introductory video to the Civic University Agreement (UPP, 2019).

The UPP Foundation, a registered charity created by UK's UPP, promoted the agreement and produced the 2019 report *Truly Civic: Strengthening the Connection between Universities and Their Places*. This report distinguishes between "civically engaged universities" and "civic universities". While many universities can be civically engaged with useful activity, "a true civic university has a clear strategy, rooted in analysis, which explains what, why and how its activity adds up to a civic role" (UPP, 2019a, p. 8).

The report presented twelve recommendations to different stakeholders in the system. The first four are "macro recommendations" and include: (i) the creation by universities of Civic University Agreements, developed in partnership with other local institutions and focusing on the needs of their communities; (ii) measuring and incentivizing the success of the civic university; (iii) "the creation of a Civic University Fund to help universities implement and reward best practices"; and (iv) spreading good civic practice (creating a Network for the Civic University for information sharing) (UPP, 2019a, pp. 34-41).

United States: The Field Guide for Urban University-Community Partnerships

In March 2019, the Thriving Cities Lab at the Institute for Advanced Studies in Culture at the University of Virginia published the Field Guide for Urban University-Community Partnerships. It is a survey of 100 urban universities about their institutional commitment to partnerships with their communities. The survey sample of institutions was drawn from two main sources: the Coalition of Urban Metropolitan Universities (CUMU) member list (CUMU, 2017), and the institutions included in the Carnegie Foundation's Community Engagement Classification (2013).

The survey's rationale is clear: "approximately 85 percent of Americans live in metro areas," where over 90 percent of the colleges and universities are located; the country is living "a pronounced era of urban revitalization," and "colleges and universities are uniquely positioned to make lasting contributions to local problem-solving efforts" (Thriving Cities Lab, 2019, p.6). But there are also challenges: the Field Guide pointed out how "many universities have a fraught history of failed, even parasitic, relationships with their local communities," (Thriving Cities Lab, 2019, p.6), that less than half of Americans have confidence in higher education, and that only 55 percent feel colleges and universities have positive impact on the national state of affairs. These facts act as additional motivation to prove the academy's social value and that university-community partnerships are a sound strategy for that purpose.

According to the survey, 90 percent of the participant universities offer community-engaged student coursework; 69 percent have dedicated funding for student and faculty community-based research; and 95 percent have central offices dedicated to advancing community partnership (Thriving Cities Lab, 2019). The report highlights "a recognition that universities are both impacted by and disproportionately equipped to impact the long-term wellbeing of the communities in which they reside" (Thriving Cities Lab, 2019, p. 44).

Latin America: University outreach and university social responsibility

Civic engagement is not new to Latin American universities. The outreach (*extensión*) mission of universities has been considered one of the three core missions of university, together with teaching and research, since the Cordoba Movement at the beginning of the twentieth century. The outreach mission was initially linked to the activism of students and faculty and their interest to bring education and culture to the large majority excluded from higher education, (or any education at all.) While this ideal still inspires many of the outreach activities, the concepts of outreach (*extensión*) and service have been usually mixed with providing access to and fostering

cultural manifestations (*extensión cultural*), technology transfer, and partnerships with industry.

Since the 1980s, most of the attention was put into university-government-industry partnerships, partly influenced by the Triple Helix Model, postulated by Etzkowitz and Leydesdorff, and Sabato's Triangle. Literature and public policies have been produced with this ideal in mind. Other types of alliances (including the role of HEIs in their communities) have been mostly ignored by the literature was always part of the social discourse despite the concept.

In the early 2000s, the concept of University Social Responsibility (*Responsabilidad Social Universitaria,* RSU) was created in Latin America, based on the theoretical and practical background of the Chilean network Construyendo País (Building Country) and influenced by the corporate social responsibility (CSR) movement and theories. However, theorists of the RSU movement hold that RSU is different to CSR, because the former focuses on the internal and external impacts of universities, as well as in education and cognitive impacts (Vallaeys, 2014, p. 107). RSU is a polysemic concept that covers curriculum design, university policy, university strategy and civic education. It has also been conceived as a university management strategy that covers teaching, learning and outreach.

The Latin American Union of University Social Responsibility (*Unión de Responsabilidad Social Universitaria Latinoamericana,* URSULA, 2018), which assembles over 90 universities in 10 countries, recently conducted a study on the current status of RSU in the continent. This study is not comparable in scope to the survey by the Thriving Cities Lab, but it included some indicators about community engagement such as: inclusion of the UNESCO sustainable development goals (SDGs) in the curriculum; "research in and with the community"; and curriculum design with participation of external stakeholders. The scores obtained for this indicator were in general low, suggesting that "some isolated actions had been developed," or there were "sustained efforts toward its achievement," but they were far from being consolidated practices (URSULA, 2018).

To my knowledge, a study similar to those introduced in the first part of this article has not been conducted in Latin America. Although there is some academic production on the university-society relationship, it tends to be more theoretical than practical, and research about how universities actually get engaged in their communities' lives is scarce. However, higher education institutions (HEIs) are engaged, at different degrees, in activities to benefit their communities. Some of the indicators used in the URSULA study (2018) can contribute to understanding the degree of such involvement, but a more systematic approach is needed to understand the opportunities, needs and challenges of these partnerships in the region.

Conclusion

In a time when the discussion on higher education seems to be dominated by rankings, effectiveness, learning outcomes, and admissions, it is refreshing to see the silent, yet strong, progress in the promotion of a solid relationship of universities with their communities.

The construction of these partnerships is a collective effort. The government can make a substantial difference by providing financial and other resources, as well as by promoting regulations that benefit these partnerships. However, participation in these partnerships should not be forced or imposed by legislation.

The contribution of universities to their communities takes different shapes. Communities are entitled to demand a clear involvement from universities. Conversely, universities also need active and substantive support from their communities and governments.

HEIs usually have a predominant position in their communities. The Field Guide (Thriving Cities Lab, 2019) highlighted how, in some US regions, colleges and universities remain the only intact institutions after decades of human and capital flight, and they can be the most significant employer in the region. A similar situation has been observed in Latin America.

Governments are called to play an instrumental role in these partnerships. The recommendations of the UPP Foundation (2019a) included some specifically oriented to the government, particularly the creation of a fund "to help universities implement and reward best practices." The Field Guide pointed out how the introduction of federal regulations such as the National and Community Service Act and the creation of the Corporation for National Service (authorized by the National and Community Service Act of 1990), were instrumental to the consolidation of these partnerships (Thriving Cities Lab, 2019). While several regulations in Latin America highlight the importance of higher education for the society, they tend to be more on the declarative side. Funding, supporting networks of institutions with similar objectives, and facilitating a favorable environment for the alliances is part of what the government can contribute.

HEIs' engagement with their communities needs to be purposeful, transparent, and measurable. The existence of clear indicators facilitates tracking the progress and sharing experiences and it can also contribute to legitimize, the contribution of the institution to its community.

Associations of HEIs interested in developing purposeful and effective partnerships with their communities should be encouraged. Such associations can share experiences and best practices and can contribute to the definition of social policies toward successful and fruitful alliances. There are many institutions in Latin America highly engaged in the holistic development of their communities. Learning from the experience of other institutions and from other countries will help to take their achievements even further. Finally, visibility is important. In addition to developing these activities, Latin American universities need to promote the outreach (*extensión*) work they are doing.

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The Inclusion Imperative

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A *Brief* Introduction

Since 2012, CIHE has partnered with the American Council on Education's Center for Internationalization and Global Engagement (CIGE) to produce a series of publications under the title "International Briefs for Higher Education Leaders." Each brief focuses on a specific theme—sometimes a particular country or world region, at other times a topic or trend of significance—and explores that theme through a series of short analytical essays. The contributing authors are typically institutional leaders, policy experts, or academics, all of whom are given the assignment to put forward what they think busy leaders in higher education—in the United States and around the world—should know about the topic at hand.

In 2018-2019, the project to compete Brief No. 8 in the series was launched, with an eye on one of the most important issues of our time: attainment and inclusion in higher education. The resulting publication (Helms, Rumbley, & Brajkovic, 2019) has brought together illuminating insights about both exciting progress and pernicious inequities across student populations from nine different countries, including Colombia, Ethiopia, India, Israel, Malaysia, Mexico, Russia, South Africa, and the United States. Additionally, examples of "inclusion in action" from Canada, Costa Rica, Rwanda, and Sweden provide snapshots of specific, localized efforts to enhance inclusiveness and advance attainment in distinct contexts. In brief, what have we learned and why should we care?

The Deck is Stacked

Sadly, a comparative exploration of the realities of exclusion and failure to thrive in higher education reveals some remarkably similar story lines around the world. Despite the avalanche of massification in higher education over the last several decades, which has resulted in the exponential increase in tertiary level enrollments globally and at the specific level of many individual countries, barriers to admission, and to successful completion of studies, remain firmly in place for many populations around the world. These barriers often turn on issues of socio-economic status, gender, physical ability, geographic location, native language, religion, or some combination of any, or all, of these factors. The bottom line is that many groups of individuals are either completely cut off from, or woefully underserved by, the higher education systems that are ostensibly in place to advance their educational, vocational, professional, and/or overall 'human development' interests.

The universality of this situation is one of the aspects that makes it most distressing. Indeed, Bassett, in her summarizing article for ACE-CIHE's Brief No. 8 publication, notes deftly that "regardless of the wealth or development level of the nation being examined, the shared experience of exclusion—purposeful or circumstantial—exists all over the world" (in Helms *et al.*, 2019, p. 28)

The Losses—and Gains—are Shared

The failure to effectively enroll and meaningfully educate through to completion entire subsets of our populations is both inefficient and ultimately self-destructive. The benefits of advanced levels of education, to individuals, to economies, and societies, are well documented. Conversely, the suppression of educational opportunity is connected to a host of individual and collective disadvantages that inhibit health, well-being, and overall development across societies at large. Taking care of the educational needs of all of us has tangible effects on each of us—on the vibrancy of our local communities, on the vitality of our national economies, on the resiliency of

our natural environments, and on the creativity and impact of the solutions we can design and bring to bear on the challenges facing our societies in the future.

The Needs are Both Domestic and International

Much of the conversation around the challenges of inclusion and attainment takes as its point of departure the 'domestic' context. Here, we care about how specific countries are serving 'their' students, and how domestic populations fit into the landscape of opportunity and success. Non-local students, or the international dimensions of higher education, have typically been viewed quite separately (if at all) from these considerations of access and equity, inclusion and attainment.

Increasingly, however, a range of actors within the international education sector have become more sensitized to the profound inequities that have long characterized such domains as international student mobility, institutional partnerships, international research projects, and initiatives—as well-intentioned as they may have been—under the umbrella of 'cooperation for development.' Over the last several years, in particular, open discussions about the elitism inherent in many international education activities and internationalization agendas has become more the norm. The revision of a long-standing definition for internationalization, which brought to the fore the importance of ensuring that the benefits of internationalization reach "all students and staff" (de Wit, Hunter, Howard, & Egron-Polak, 2015), is an important touchstone. Equally, two so-called "Global Dialogue" events, one in South Africa in 2014 and the second in Mexico in 2017, have been undertaken by a multitude of international education associations from around the world. These stakeholders are interested in advancing open discussion about the ways that internationalization contributes to inequity and tabling ideas for how the systems and practices that facilitate these problematic trends can be pragmatically addressed.

International education associations are not the only actors concerned with the matter of inclusion and internationalization. In the European context, for example, the European Commission's preliminary vision for the next generation of programs (for the period 2021-2027), which will replace the current Erasmus+ framework for 2014-2020, is described as "substantially strengthened, extended and more inclusive," featuring"better outreach and inclusion of people with fewer opportunities" (European Commission, 2018). Noises from various national agencies in Europe, which play a key role in the internationalization policies within their respective countries, indicate a similar interest in ensuring that inclusion is a key component of new policies and programs moving forward.

Rhetoric, of course, is one thing, but it cannot achieve the desired results without supportive actions. The evidence from around the world suggests that the problems of inequity are complex; that exclusionary practices are deeply embedded in cultures and systems; and that change can be slow to take hold. At the same time, evidence from around the world also indicates that there are workable strategies for improving access and attainment for students from diverse sets of backgrounds. Learning from those examples, adapting them to local realities, and committing to long-term visions for improving the opportunities for all students to succeed stand out as crucial components of effective strategies for the future.

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Higher Education Equity Policies across the Globe

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Genesis and Purpose of the Study

A recent study, sponsored by the Lumina Foundation, aims at assessing the nature and extent of policy commitments of national governments to address inequalities in access and success in higher education. Besides reviewing the policies of 71 countries on all continents, the study also analyzes the equity promotion policies of relevant multilateral and regional agencies involved in providing policy advice, technical assistance and financial support.

With the exception of a few fragile states recovering from a natural catastrophe or a major political crisis, equity is a priority theme in the higher education agenda of most governments. This official commitment reflects the fact that young people all over the world are keenly aware that opportunities for professional success and social mobility are directly linked to opportunities in higher education.

However, beyond the official statements about equity, which tend to reflect commonly shared principles of inclusion, the survey found a wide range of situations when it came to translating these principles into actual policies and interventions. A number of countries are still paying only "lip service" to the equity agenda, meaning that they do not spell out clear equity promotion strategies, define concrete targets to enroll and support students in vulnerable conditions, mobilize sufficient resources targeted to underrepresented groups, and for put in place actions to help students complete their degrees.

Who are the Equity Target Groups?

Many countries still adopt a narrow definition of equity target groups, usually focusing on gender and income as main criteria. As a result, the existence of other equity groups that suffer from neglect or discrimination does not translate into official recognition and actual compensatory policies. Minority ethnic groups are the frequent victims of these "blind spots", as governments may see the recognition of their rights as a threat to the power, prestige or resources of the dominant elite.

However, the study found that, while most nations focus on the barriers faced by traditional equity target groups, including students from low-income households, girls, members of ethnic minorities, and students with disabilities, several countries have added non-traditional equity groups, reflecting the social transformation of these countries: some examples include:

- Victims of sexual and gender violence
- Members of the LGBT community
- Refugees of all kinds (internally and externally displaced; deported)
- Children of people affected by historical violence
- Students with care experience, orphans, youth without parental care.

Interestingly, in a few cases (Brazil, Colombia, India), the government passed policy measures inspired by initiatives coming from the universities themselves, for example in the areas of positive discrimination in favor of underprivileged ethnic groups, support to the LGBT student community, and establishment of university centers in marginal areas.

At the other end of the spectrum, one of the countries surveyed, (Hungary,) stands out in a worrisome way. Not only does Hungary put little emphasis on equity in its higher education policies, the government of Viktor Orbán, the conservative prime minister since 2010, decided in 2018 to strictly ban any teaching or research activity related to gender and migration studies. While many nations put restrictions on academic freedom, it is the first time that a supposedly-democratic country has specifically prohibited the scientific study and teaching of social and economic issues pertaining to the situation of an equity group, (females and migrants in this case).

Overall, only 11% of the countries included in the study have formulated a comprehensive equity strategy at the higher education level. Another 11% have elaborated a specific policy document for at least one equity group, i.e. gender, people with disabilities, or members of indigenous groups.

Looking at the countries surveyed that have a federal political system reveals that they tend to have difficulties in articulating comprehensive equity policies at the national level, as illustrated by the examples of Canada, Nigeria and the United States. Australia and Brazil seem to be the exceptions, with national departments of higher education that have succeeded in aligning national and state level policies in a consistent manner.

Many countries' definition of equity promotion policies is still traditional in focus, with a heavy emphasis on financial aid as the principal instrument, and a tendency to look at access barriers, instead of promoting interventions to boost the chances of success of students from disadvantaged backgrounds who are enrolled in higher education institutions. Gender equity is a case in point. Many countries assume that gender parity has been achieved because the proportion of girls enrolled is equal to (or even higher than) the proportion of male students. While this is an important first step, severe gender disparities persist almost everywhere in specific STEM programs, such as engineering education, and women are generally under-represented in senior academic jobs and in university leadership positions.

The survey highlighted much variety in the choice of instruments used to promote equity, beyond the traditional financial aid mechanisms—grants and student loans—that are widely available. Twelve countries use their budget allocation funding formula or earmarked grants to support equity promotion efforts at the institutional level.

Promising Trends

The survey identified two promising trends. First, a growing number of countries have realized the importance of combining both financial and non-monetary interventions to remove all barriers faced by students coming from disadvantaged groups in a comprehensive way. The most frequently supported non-monetary programs are affirmative action and reformed admission criteria, outreach and bridge programs, and retention programs.

Second, a few governments have begun to complement the direct support offered to students with incentives for the universities themselves, as a means of pressuring the latter into taking a more proactive role in improving access and success opportunities. This is achieved by incorporating an equity indicator into the funding formula, setting up earmarked funds for equity interventions that universities can benefit from, and/or including equity-related criteria in the quality assurance process.

Equity Benchmarking

The study attempted to compare national equity policies internationally from the viewpoint of comprehensiveness and consistency. The 71 countries surveyed were classified into four equity policy categories, defined in the following way:

- *Emerging*: the country has formulated broad equity policy principles and goals but has accomplished little in terms of concrete policies, programs and interventions (9 countries).
- *Developing*: the country has put in place the foundations of an equity promotion strategy, but has not defined many policies and programs, is not investing much in this area, and has implemented few policies and programs (33 countries).

- *Established:* the country has formulated an equity promotion strategy and has put in place aligned policies, programs and interventions to implement the strategy (23 countries).
- *Advanced*: the country has formulated and implemented a comprehensive equity promotion strategy. Some countries in this category even have a dedicated equity promotion agency (6 countries).

Most countries fall into the second or third category (developing or established). The distinction between the two is not due principally to the wealth of the countries concerned. Indeed, the "established" category includes several developing countries that may not be able to devote the same amount of resources as OECD economies, but nonetheless have fairly comprehensive policies to promote equity in higher education.

The countries that appear as "emerging" from an equity policy viewpoint are essentially fragile states that have had neither the resources nor the political stability necessary to elaborate and sustain solid equity policies for higher education over the long run.

The few nations labeled as "advanced" have shown a great degree of consistency over time, in terms of comprehensive strategy, policies, goals and targets, and alignment between their equity goals and the range of instruments—financial and non-monetary—used to promote equity in higher education. Some of them even have a dedicated equity promotion agency. Most of these countries (Australia, England, Ireland, New Zealand, Scotland) are relatively rich Commonwealth countries with mature higher education systems, which have paid increasing attention to the obstacles to success faced by students from under-represented groups. The other nation included in the list is Cuba, which for ideological reasons has consistently put a great emphasis on equity since the 1959 socialist revolution.

Going Forward

This survey of national equity policies in higher education barely scraped the surface of the issues and challenges involved in seeking to improve opportunities for access and success at the post-secondary level. By design, it focused on reviewing government strategies, policies and plans, but it did not touch upon the degree of effectiveness of the various policies formulated and implemented, nor did it attempt to measure their actual impact on the concerned equity target groups. This could perhaps be the main focus of a next phase of investigation of equity policies in higher education, looking at which interventions are most successful, and under what conditions.

Student Pathways in South Africa

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The content of this article represents the work of the Pathways project, a collaborative effort that will soon be published as Higher Education Pathways: South African Undergraduate Education and the Public Good (an African Minds publication). It was previously published in IHE, Issue 96 (Winter 2018).

Much is expected of higher education systems around the world; individual families pin their hopes on the promise of social mobility, enabled by a university degree, while governments expect that economic and social returns will flow from an increase in the population of university graduates. The South African higher education system, however, shoulders an additional burden. After dec-

ades of being directly implicated in the apartheid system, higher education institutions across South Africa are now expected to play an active role in that society's "transformation." In the nearly 25 years since the end of apartheid, South African universities have played a central role in the transformation agenda. Institutions are now required to accept students from all backgrounds, and new hiring and funding policies have been introduced in an effort to transform the system's historical injustices.

A Disconnect between Research and Practice

The dramatic student protests of the last few years, however, have highlighted the limitations of this transformation agenda. The South African higher education system remains highly unequal, with white students disproportionately represented in terms of both access to and success within higher education. The protests reflect the deep-seated frustration of students who feel that, despite years of inclusive rhetoric, it remains much more difficult for young black people to gain a university place, to complete a university degree, and to gain fulfilling employment following graduation—due both to financial barriers and to more symbolic issues, such as a curriculum that alienates students by continuing to privilege European ideas at the expense of local knowledge.

The frustration of many higher education researchers in South Africa is that none of the issues raised by the student protesters is new. In fact, all of them have been frequent topics of academic analysis throughout the past two decades. The fact that extensive research has not yet influenced policy in such a way as to satisfactorily address these issues raises alarm bells for all who believe that higher education research is important to illuminate challenges and help to formulate better ways forward.

Exploring Research Gaps through Collaboration

In 2015, a group of UK-based and South Africa-based researchers launched a collaborative project, which aimed to address this impasse by taking stock of what is currently known about higher education in South Africa. The project rested on three fundamental premises: 1) that higher education in South Africa should be contributing to the "public good" and that it should do so by enabling its students to have a positive impact on society; 2) that, despite the fact that students' individual experiences form a "pathway" through higher education, higher education research is limited by the tendency of individual studies to focus only on one stage within that pathway (i.e., on access to higher education, experiences within higher education, or outcomes of higher education); and 3) that there is value in bringing these largely independent strands of literature together, in order to better understand how pathways through higher education work for different students studying in different institutions. As a result of these orienting concepts, the project team chose not to undertake new empirical research but, instead, used project funding to bring participating researchers together at regular intervals over a three-year period to study what we currently know about higher education "for the public good" in South Africa.

When taken together, our analysis of the existing literature illuminated three main conclusions, two of which relate to the project's focus on student pathways and one that emerged from our final synthesis of existing research on South African higher education.

Thinking in Terms of Student "Pathways"

First, thinking about existing research in terms of student "pathways" illuminated the multiple "moments" (aside from the oft-discussed moment of access) when when students encounter damaging barriers that prevent them from achieving success and/or push them toward the kind of future that might be better understood as a public "bad" than a public good. Second, bringing access, experiences, and outcomes research together helped to highlight the ways in which institutional structures affect student pathways through out higher education. Although each student's ability to access higher education (and to succeed within it) is affected by his or her material and family circumstances, the highly differentiated

nature of South Africa's higher education system also plays a crucial role. South African universities remain deeply affected by their historical legacies and differ dramatically in terms of both mission and funding/resources, and these institutional differences profoundly affect student pathways, as they can either further exacerbate, or help students to overcome, the barriers presented by their personal circumstances.

A Bias toward Better-Resourced Institutions

In addition, the project highlighted the significant lack of information about the more disadvantaged corners of South Africa's higher education system. The literature reviewed as part of the project was overwhelmingly focused on more advantaged institutions, most of which are historically white. This is, in some ways, not surprising, given that researchers in better-resourced institutions have more access to research funding and have stronger networks that enable them to publish their work, but it does have important implications for our ability to understand the system as a whole. If we know very little about the institutional culture of historically disadvantaged universities, for example, what can we really say about the ways in which institutional culture might disadvantage black students studying at different types of institutions?

Conclusion

These messages are not revolutionary in their own right, but they are strikingly absent from the current discourse, likely because they can only be drawn from a review of the field as a whole. Yet, such reviews are rare, given that faculty incentive structures prioritize individual empirical research over collaborative attempts to synthesize existing work. This tendency limits our ability to advise institutions as to how best to support students throughout their higher education careers.

Taken as a whole, these conclusions carry important implications for those interested in using research to strengthen future higher education policy and practice in South Africa, but they also invite reflection from higher education researchers outside the country. South Africa is certainly not alone in suffering from an exclusionary history of higher education, nor in struggling with highly unequal access to, experiences within, and outcomes of higher education. What is unusual is the particular emphasis on higher education within the national reconciliation and transformation agenda—and, as a result, the particular focus within the literature on higher education as a potentially transformative space. This focus offers an unusual perspective on issues that plague all unequal higher education systems. The rest of the world could learn much from the South African experience.

Engaging Young Faculty in Internationalization at Chinese Universities

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Faculty's active engagement is one of the decisive factors in internationalizing higher education (Childress, 2010; Friesen, 2012; Huang et al., 2014). Young faculty members, due to their academic capital and experience, have become the major force contributing to Chinese higher education development and are believed to play a critical role in further promoting internationalization and its strategies. However, to fully engage young faculty in international activities at Chinese universities, challenges still need to be addressed.

Reinforcing Internationalization Strategies to Improve Quality and Excellence

Internationalization has become a policy priority in China, as a strategy to enhance academic excellence, quality and visibility in the global higher education market, and as a significant response to globalization and China's socio-economic development. Recent trends overtly show that Chinese universities increasingly emphasize the importance of internationalization at home and take a "comprehensive" approach to effectively and substantially implement relevant strategies. Along with a few national initiatives, great endeavours at institutional levels have been made to further internationalization, covering a wide range of activities—internationalizing curriculum and teaching, supporting research and innovation, promoting student and faculty mobility (especially inward mobility) and conducting benchmarking exercises with international standards.

Young Faculty's Engagement in Internationalization

Active engagement of faculty is key in the internationalization process. In particular, the role of young faculty members in this process cannot be underestimated in the Chinese context.

The population of young faculty has been growing in terms of its size, qualifications, as well as quality in Chinese higher education. To serve the ever-increasing student demand and fill the faculty shortage in higher education expansion, the university faculty size has increased massively in the last two decades. Particularly, the total number of young faculty under the age of 40 increased from 492.6 thousand in 2003 to 875.9 thousand in 2017. The percentage of this group 'young faculty' has been maintained around 60 percent of the total university full-time faculty in the last 15 years. An increasing number of young faculty hold a doctoral degree. With many universities' policy on hiring overseas returnees, the percentage of young faculty holding an overseas doctoral degree has risen. Due to diversified educational opportunities available to young people since the 1980s and historic reasons, more young faculty members than their senior peers have obtained overseas degrees and international experience. It can be argued that young faculty might stand in a relatively advantageous position in participating in internationalization, in terms of their international experiences, connections and foreign language proficiencies.

Existing research shows young faculty members in China are aware of institutional policies on internationalization and are increasingly internationalizing their teaching and research activities (Xu, 2018). From the teaching perspective, young faculty intend to integrate international and global perspectives in their teaching, use English to teach courses, teach

and help international students on campus, and encourage communication between local and international students. From the research perspective, young faculty make efforts to publish research abroad and attend international conferences, participate in international collaborative projects, build research networks with international colleagues, and conduct research from a comparative perspective.

Individual Motivations for and Challenges to Internationalization

However, young faculty's participation is still limited, due to their understanding of internationalization and their unmet needs for academic development, divergent from institutional policy orientation (Li & Tu, 2012; Xu, 2018). On the one hand, young faculty are at the early stage of their academic professions, with very limited cultural and social capital and, therefore, engaging in internationalization could help them to improve their teaching and research quality, receive extra resources, and eventually accumulate their academic capital and advance their career opportunities. Yet, on the other hand, other related university policies may conflict with young faculty's needs or interests and demotivate their engagement in international activities.

Many universities in China are under employment reform and are adopting a performance-based evaluation system, emphasizing research and publication. This strategy seems to encourage faculty to engage in publishing abroad, but it rigidly regulates the publication types (e.g. only SCI/SSCI journals count) and authorship (e.g. only first author counts). Young faculty usually have higher teaching loads than their senior peers and therefore have to overwork and squeeze their time for researching to conform with the evaluation requirements, leaving little time for engaging in other activities.

Also, compared to encouraging international research activities, few policy incentives exist to encourage young faculty to internationalize their teaching. Policies and funding opportunities have been widely promoted to support research activities, i.e. to conduct research for a certain period of time at top universities abroad, to attend international conferences and publish their work in English, and in turn to raise their visibility in the international academic world. But, little about integrating international perspectives into teaching is mentioned in evaluation requirements or funding schemes. This again may prevent faculty members from committing to internationalizing teaching and curricula, which is a significant part of internationalization at home.

In addition, young faculty's disadvantaged position in the academic labour market – which implies heavy workloads, limited access to research opportunities, and relatively low salaries – compromises their commitment and engagement in internationalization. In spite of their relative advantages (in terms of their educational background and foreign language proficiencies) and passion to participate in international activities, their roles and responsibilities with regards to contributing to institutional internationalization are often structured by factors beyond their control.

To fully engage young faculty members in the internationalization process, young faculty's needs for career development and opportunities should be taken into consideration and should be aligned with institutional policy rationales and orientations. Chinese universities also need to improve working conditions, provide adequate financial support, further improve the relevant employment reform and its performance evaluation system, and provide well-developed training services and support to young faculty members.

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Making the Case for an Ethiopian National Research Council

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Despite significant investment and considerable expansion during the past two decades, Ethiopian higher education has lagged far behind expectations in research and innovation. Recently, however, the newly established Ministry of Science and Higher Education is taking positive steps to improve the situation. This was the message by the Minister, professor Hirut Woldemariam, at the opening of the 8th Research Week at Addis Ababa University, themed 'Research for knowledge generation and national development'.

With its universities allocating less than two per cent of their annual budget for research, Ethiopia trails behind the rest of the world in research productivity, even by African standards. In her speech, the minister highlighted some of the measures taken to address the issue, including the reorganization of research at a directorate level within the ministry, the development of digital repository, and the establishment of consecutive consultations aimed at improving resources allocation and the overall environment for research at public universities.

In addition, a new law being developed would make it mandatory for academic staff to engage in research. However, it is reasonable to question the merit of this approach as a way to improve the productivity and quality of research. In fact, the current law—the 2009 Higher Education Proclamation—requires academic staff to engage in research as a criterion for promotion.

Carrot works better than stick

Incentives can be more effective than mandatory requirements in improving the state of research. The latter assumes that everyone has a similar disposition and ability to conduct research, while it disregards diversity among institutions by setting the same mission to all universities. Not all universities should be research oriented, the same way that not every academic staff should be expected to have the same interest and effectiveness as researchers. Academic staff should be encouraged and incentivized for their teaching and research performance separately.

According to the higher education proclamation, every institution is supposed to establish a research and innovation fund to mobilize and manage resources for research. The fund can be used to encourage research and publication in accordance with institutional priorities aligned with preset quality control mechanisms. The incentives should include financial components to help reduce the economic pressures that force academic staff to take part time jobs and moonlight at the expense of their teaching and research responsibilities. However, a blanket mandatory requirement is likely to be inefficient in directing resources to high quality priority research and may rather foster mediocrity.

If alternatively, institutions were rewarded for supporting quality research (and disseminating the results,) they would be encouraged to motivate their academic staff to pursue research activity. This

would require a new approach to research coordination at a national level, as it would require a central body to set research agenda, raise and manage resources, and encourage research in priority areas.

A National Coordinating Body

As argued elsewhere, establishing a National Research Council would have multiple benefits consistent with the overall goals envisaged in the Education Development Roadmap (2018-30).

Cohesive research agenda and coordination: Setting a cohesive research agenda in priority areas pertinent to the social, economic and developmental goals of the country would ensure a focused effort to address major challenges. It would avoid duplication of research efforts and maximize efficiency in resource utilization by promoting multi-disciplinary and multi sectoral research. The Council could also play a coordinating role between different stakeholders engaged in research activities. Primarily, it could act as a liaison between universities, industry and other research institutions.

Better capacity to raise funds: Besides managing funds from the public purse, the Council could be in a better position to raise funds from other domestic and international sources, as the Council would have greater credibility in the eyes of international donors and industry to funnel resources to national priorities.

Improving quality: The Council could mandate ethics and standards of practice to be observed across institutions to maintain quality of research. In collaboration with universities and professional associations, the Council could also create and maintain a classification of academic journals and other research outlets, based on quality and rigor. Such a national system, currently under study, would then help universities design and implement incentive schemes.

Diaspora participation: Members of the Ethiopian diaspora in academic and research institutions abroad could contribute an immense amount of expertise and experience, if they were allowed to apply for research funding that focuses on Ethiopian issues. The absence of funding opportunities is one of the main challenges for the participation of the diaspora. The council could be further leveraged in this regard as a means to promote collaborative research between members of the diaspora and local researchers, i.e., by making it a requirement or by giving priority to collaborative projects. A collaborative approach could be a vital element in improving local research capacity. Additional benefits can also be sought by establishing priorities for members of the diaspora who come with partial funding for their research project, or those with a clear plan for local capacity development.

Using funding for other strategic goals: One of the idiosyncrasies of research in Ethiopian higher education is the very low participation of female faculty members. By earmarking funds for female researchers or for research teams with a specified number of female participants, the Council could be instrumental in improving the gender balance in research. Funding instruments could be used to promote mentoring relations between senior and early career researchers, to encourage collaborative research between university and industry or between universities with different capacity, to prioritize multi-source funding and so on.

Overall, a well-designed national research system, coordinated by a central body, would be a crucial step to improving research in the Ethiopian higher education context. A system of rewards that recognize, both institutions and individual researchers for high quality problem-solving research is a far more effective way to encourage academic staff of universities to pursue research than to make it mandatory.

Barriers to Attracting International Students Remain

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The internationalization of higher education is a mainstream trend in the development of higher education, with international student mobility as an important indicator.

In 2018, the Institute of International Education released **Project Atlas** data showing that, in 2017, great changes had taken place in the ranks of the top eight host destination countries, compared to 2001: the United States still ranked number one, but Belgium, Japan and Spain had disappeared from the list. Germany had gone down, while the ranks of the United Kingdom and France remained the same. China and Canada ranked number three and number six respectively, and Australia went up from fifth to fourth. The report also showed that, since 2001, China had significantly improved its performance in attracting international students.

Increased Numbers

According to a statistical report on international students in China from 2000 to 2015, released by the Ministry of Education, the numbers of international students studying in China increased from 52,150 in 2000 to 397,635 in 2015.

Asia was the largest source continent: 60.4% of international students came from Asian countries in 2015. Second was Europe, with 16.79% of all international students coming from that region. In turn, African students comprised 12.52% of the total number, followed by students from America (8.79%) and from Oceania (1.51%).

As for countries of origin, South Korea has been sending the most students to China since 2000, and, since 2008, the United States has been the second country on the list. In 2015, Korea sent 66,672 students to China (16.77%) and the United States 21,975 students (5.53%). In recent years, the number of international students from India, Indonesia, Kazakhstan, Pakistan, Thailand, Vietnam and other Asian countries has increased dramatically.

In terms of academic level, while the percentage of non-degree students has been decreasing since 2000, this grouping remains the majority. In 2015, 53.53% were non-degree students, while the proportion of undergraduate students had increased to 32.17%.

The percentage of students receiving a Chinese Government Scholarship decreased very slightly from 2000 to 2015. In 2000, 10.28% received scholarship, falling to 10.21% in 2015.

The top five fields of study of international students were literature, Chinese medicine, engineering, Western medicine, and economics. The percentage of students taking literature has declined in the past 15 years – but 53.6% still study literature.

Meanwhile, the share of students taking Chinese medicine decreased from 7.09% in 2000 to 3.09% in 2015. The percentage of students taking engineering, Western medicine, and economics increased, with Western medicine as the most attractive, with 8.75%. The share of students taking engineering and economics reached 6.56% and 4.7% respectively.

Scholarship Programs

There are several Chinese scholarship programs available for international students, such as the Confucius Institute Scholarship program and lo-

cal government scholarships.

The Chinese Government Scholarship is the most important program, covering in particular living expenses and health insurance.

Notably, the Confucius Institute Scholarship programme has become increasingly important in recent years. In 2016, there were as many as 8,840 Confucius Institute Scholarship students in China.

Further, some provinces of China set up local government scholarships. Jiangsu Province, for instance, has set up the Jasmine Jiangsu Government Scholarship, while the government of Beijing launched the Beijing Government Scholarship for International Students (BGS) to support outstanding international students studying in Beijing.

The Confucius Institute is a new form of educational cooperation between China and foreign countries. For instance, the 'Confucius China Studies Programme' is a study program for foreign students to study in China. In 2016, the program recruited 72 students from 26 countries to study in joint research PhD programs or pursue PhD degrees.

Chinese universities offer many English-taught courses. According to China's ministry of education, in 2009, some 34 Chinese universities offered English-taught graduate programs in business and management, engineering, social science, humanities and other fields. By 2018, more than 100 universities offered English-taught courses, according to the China Scholarship Council website.

Work Permits

Providing work permits is an increasingly important strategy for countries that want to attract more international students. International students in China can work after receiving a permit. Shanghai, Beijing and Guangzhou have published information about how to apply for work permits. Recently, the Chinese government decided to set up a New Immigration Bureau to focus on the immigration of international students.

The increase in the number of international students is a result of the economic and education cooperation between China and other countries. China launched the 'Belt and Road Initiative' in 2013 to stimulate economic and education cooperation with Asian and African countries, as well as with some European countries.

According to data about international students studying in China in 2017 released by the Ministry of Education, more than 60% come from 'Belt and Road Initiative' regions, upon which China will rely heavily in the next few years in terms of incoming students.

Limited Scholarship Numbers

As mentioned above, China has taken several measures to attract more international students, but it is facing a number of challenges, in particular the limited number of international students receiving a scholarship. China's Ministry of Education has issued a list of universities allowed to provide scholarships to international students, but the list is extremely limited. This weakens China's competitiveness on the international education market.

The Chinese language is hard to learn for international students. In recent years, Chinese universities have set up English courses for international students, but efficiency is low. Most faculty still teach in Chinese. Although Chinese universities offer Chinese language courses for international students, their proficiency remains limited.

Opportunities to immigrate and get a job are also limited. Most international students are eager to immigrate or work in their host country – especially those from developing countries. Although the Chinese government modified the requirements allowing international students to work after graduation, only three cities to date have published the details on how to apply for a work permit.

If the government wants to expand interest in studying in China, it must focus on addressing these key issues.

CIHE, Year 2018-2019, 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 and Human Development.

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 2018–19, the following individuals were based at the Center as doctoral students, coming from a number of different countries:

1. Edward W. Choi (third year doctoral student, from USA/South Korea)
2. Lisa Unangst (third year doctoral student, from USA)
3. Ayenachew A. Woldegiyorgis (third year doctoral student, from Ethiopia)
4. Jean-Baptiste Diatta (first year doctoral student, from Cote d'Ivoire/Senegal)

In March 2019, Georgiana Mihut – CIHE graduate assistant from 2016-2018 – successfully defended her doctoral thesis, *The Impact of University Prestige in the Employment Process. A Field Experiment of the Labor Market in Three Countries*. In May, Georgiana also received the Mary Kinnane Award, an honor bestowed annually on a graduating student by the Department of Educational Leadership & Higher Education at Boston College. The award recognizes recognizes students who demonstrate both academic excellence and a commitment to service. Georgiana will now move to a postdoctoral position with the Economic and Social Research Institute (ESRI) of Ireland.

In September 2019, two new doctoral students will start as CIHE graduate assistants, replacing Lisa Unangst and Edward Choi: Tessa DeLaquil (USA) and Jo Wang (China). Ayenachew and Jean-Baptiste will once again be part of the Center team in the 2019-2020 academic year.

MASTER IN INTERNATIONAL HIGHER EDUCATION

Launched in fall 2016, this 30-credit (typically two-year) program 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 policymaking for higher education in international organizations, and related areas. The program is conducted in a hybrid model (comprising both on-site and online courses) and includes a research-based field experience and either a master's thesis, which is supported through a thesis seminar, or a final comprehensive exam.

CIHE hosts and leads the Master in International Higher Education program. The program is directed by Hans de Wit, professor and director of CIHE, and managed by assistant professor of the practice and CIHE associate director Rebecca Schendel. Masters-level graduate assistant Araz Khajarian (Syria/Armenia) also supported the program's administration in 2018-19.

As of May 2019, fourteen students have graduated from the Master program. Of these, three are continuing on to doctoral programs, while others apply the skills and knowledge gained during the

course of the program to new professional positions in the field. To date, the program has welcomed students from the USA (6), China (5), Japan (2), Mexico (1), Pakistan (1) and Brazil (1).

DUAL DEGREE WITH UNIVERSIDAD DE GUADLAJARA

In Fall 2018, we also launched a new dual degree program with the University of Guadalajara in Mexico. Students on the dual degree program complete 16 credits at Boston College and 17 credits in Mexico, graduating with degrees from both institutions. The first cohort of five dual degree students (all from Mexico) arrived in Boston this year and participated actively in courses, alongside participants in the mainstream program.

CERTIFICATE IN INTERNATIONAL HIGHER EDUCATION

This was the second year in which CIHE has also offered a Certificate in International Higher Education. The purpose of the certificate program is to provide a more professional program on international higher education, based on four 3 credit courses, of which two are core courses and two are electives, along with a field experience. The certificate program is 15 credits (in contrast to the 30 for the Master program) and can be taken completely online. Credits can be transferred to the Master program, if students choose to continue with their studies.

In 2018–2019, we awarded two Certificates, one to an employee of Boston College (Caitriona Taylor) and one to a student in the general Higher Education Master's program at Boston College (Tessa Delaquil). We are very pleased that Tessa will remain with us in future years, as a newly accepted doctoral student in the Lynch School (and graduate assistant in CIHE, as of September 2019).

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VISITING SCHOLARS AND RESEARCH FELLOWS

VISITING SCHOLARS

Dodzi Amemado
Senior Analyst at the Privy Council Office, Department of Canada's Prime Minister (

Milena Benitez Restrepo
Ph.D. student in Education Sciences at Pontifical Catholic University of Chile (PUC).

Ligia Deca
State Advisor on Research and Education to the President of Romania.

Hakan Ergin
Lecturer in the Department of Foreign Languages, Istanbul University, Turkey.

Fernanda Leal
Ph.D. student at the State University of Santa Catarina (UDESC), Florianópolis, Brazil and member of UFSC International Office administrative staff.

Zhou Yang
Ph.D. student at the College of Public Administration of Nanjing Agricultural University (China).

RESEARCH FELLOWS

Elena Denisova-Schmidt
Lecturer at the University of St. Gallen (HSG), 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, American Council on Education, and *The Economist*.

Ellen Hazelkorn
Policy advisor to the Higher Education Authority (HEA) (2013-) and Emerita professor and director, Higher Education Policy Research Unit (HEPRU), Dublin Institute of Technology (Ireland). International Coinvestigator, and member of the Advisory Board and Management Committee, Centre for Global Higher Education (CGHE), Institute of Education, University College London, United Kingdom.

Iván Pacheco
Consultant and researcher in higher education, and cofounder of Synergy E & D, a consulting company devoted to connecting higher education and government to promote local development.

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

Jamil Salmi
Globally recognized expert on higher education and former tertiary education coordinator in the World Bank's Human Development Network.

Laura Rumbley
Associate Director, Knowledge Development & Research, European Association for International Education (EAIE).

Damtew Teferra
Professor of Higher Education at the University of Kwazulu-Natal, South Africa, and founding director of the International Network for Higher Education in Africa

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

CIHE PUBLICATIONS SERIES

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, and Vietnamese—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. Philip G. Altbach is editor, and Hans de Wit and Rebecca Schendel (replacing Laura Rumbley) are associate editors. Hélène Bernot Ullero and Lisa Unangst are publication editors, and Salina Kopellas is editorial assistant. https://ejournals.bc.edu/index.php/ihe/index.

As of 2019, IHE has an *Editorial Advisory Board* of distinguished higher education experts to provide insights, suggest topics, and increase the visibility of the publication. The Editorial Advisory Board is comprised of the following members:

Andrés Bernasconi, Pontificia Catholic University of Chile, Chile; *Eva Egron-Polak*, former Secretary General, International Association of Universities (IAU), France; *Ellen Hazelkorn*, BH Consulting Associates, Ireland; *Jane Knight*, University of Toronto, Canada; *Marcelo Knobel*, University of Campinas, Brazil; *Betty Leask*, La Trobe University, Australia; *Nian Cai Liu*, Shanghai Jiao Tong University, China; *Laura E. Rumbley*, European Association for International Education (EAIE), The Netherlands; *Jamil Salmi,* Global Tertiary Expert, Colombia; *Damtew Teferra,* University of Kwazulu-Natal, South Africa; *Akiyoshi Yonezawa*, Tohoku University, Japan; *Maria Yudkevich,* National Research University Higher School of Economics, Russia.

IHE is also distributed via our partner institutions. *University World News* (UWN) places a link to IHE on its website and also publishes one IHE article a week for the month following the publication of each new issue. IHE is also published in English as an insert in the *Deutsche Universitäts-Zeitung* (DUZ). Three spin-off journals—*Higher Education in Russia and Beyond; Higher Education in South-East Asia and Beyond*; and *Educación Superior en America Latina*—are published by our partners in cooperation with CIHE. In addition to publishing their own articles, they also occasionally select some IHE content to re-publish.

TOP 5 MOST VIEWED IHE ARTICLES, 2018–2019

Issue 98, Summer 2019

1. The Coming "China Crisis" in Higher Education (Philip G. Altbach)
2. Five Little-Known Facts about International Student Mobility to the United Kingdom (Janet Ilieva)
3. Evaluating Institutional Grants at African Universities (Harris Andoh)
4. Is Strategic Internationalization a Reality? (Giorgio Marinoni and Hans de Wit)
5. Higher Education Equity Policies across the Globe (Jamil Salmi)

Issue 97, Spring 2019

1. Forced Internationalization of Higher Education: An Emerging Phenomenon (Hakan Ergin, Hans de Wit and Betty Leask)
2. Whatever Happened to the Promise of Online Learning? (Richard Garrett)
3. How Is Academic Culture Influenced by In nationalization? (Milena Benitez)
4. The Country Configuration of Global Private Higher Education (Daniel Levy)
5. International Students in China: Facts, Paths, and Challenges (Zhou Yang and Hans de Wit)

Issue 96, Winter 2018

1. Too Much Academic Research Is Being Published (Philip G. Altbach and Hans de Wit)
2. Not Your Parents' Internationalization: Next Generation Perspectives (Laura Rumbley, Douglas Proctor)
3. Italy: Brain Drain or Brain Circulation? (Chantal Saint-Blancat)
4. The Recent Crisis in South African Universities (Jonathan Jansen, Cyrill Walters)
5. China–US Cooperation in Higher Education: A Critical Stabilizer (Gerard A. Postiglione, Denis Simon)

Issue 95, Fall 2018

1. Internationalization of Higher Education: Past and Future (Jane Knight and Hans de Wit)
2. Measuring Education Quality in Global Rankings: What's the Likelihood? (Philip G. Altbach and Ellen Hazelkorn)
3. Definitions of Transnational Higher Education (Stephen Wilkins)
4. Battle of the Brand: Independent "American" Universities Abroad (Kyle A. Long)
5. Access for Refugees into Higher Education: Paving Pathways to Integration (Bernhard Streitwieser and Lisa Unangst)

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 were published in 2018–2019:

- No. 10. Language of Instruction in Higher Education: National Policies and the Role of English (2018). Xinyan Liu .
- No. 11. Innovative and Inclusive Internationalization: Proceedings of the WES-CIHE Summer Institute June 20–22, 2018, Boston College (2018). Laura Rumbley and Hans de Wit (eds).

Over the summer of 2019, two other Perspectives completed during the year will also be available:

- No. 12. International Mapping of National Tertiary Education: Internationalization Strategies and Plans. CIHE and World Bank (NTEISPs). Hans de Wit, Laura E. Rumbley, Daniela Craciun, Georgiana Mihut and Ayenachew Woldegiyorgis (eds).
- No. 13. The Boston College Center for International Higher Education, Year in Review, 2018–2019. Rebecca Schendel, Lisa Unangst, Jean-Baptiste Diatta, Tessa DeLaquil and Hans de Wit (Eds).

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 on a number of initiatives, including 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, which is published in cooperation with the Association of African Universities, publishes the works of the most influential and established, as well as emerging, scholars on higher education in Africa. Two new issues are scheduled for publication in the Fall of 2019. https://ejournals.bc.edu/index.php/ijahe

CIHE would like to thank the Carnegie Corporation of New York (CCNY) for its long-standing support of both IHE and IJAHE. CCNY has long recognized the importance of higher education in Africa and beyond, and their generosity significantly enables both coverage of work from this region in IHE and the publication of IJAHE.

GLOBAL PERSPECTIVES ON HIGHER EDUCATION

Since 2005, the Center for International Higher Education has collaborated with Sense Publishers/Brill on this book series, which is now comprised of 42

volumes. 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/

Two volumes were published in 2018:

- Hans de Wit, Andrés Bernasconi, Visnja Car, Fiona Hunter, Michael James and Daniela Véliz (Eds.). 2018. *Identity and Internationalization in Catholic Universities: Exploring Institutional Pathways in Context*. Global Perspectives on Higher Education, Volume 41, Sense Publishers.
- Yan Wu, Qi Wang and Nian Cai Liu (Eds.). 2018. *World-Class Universities: Towards a Global Common Good and Seeking National and Institutional Contributions*. Global Perspectives on Higher Education, Volume 42, Sense Publishers.

Four new books are scheduled in this series for the coming year, all of which feature contributions from staff, students, visiting scholars and research fellows of CIHE:

- Edward Choi, Alan Mathew, Philip G. Altbach and Hans de Wit (Eds.). Family-owned and managed universities around the world. In press.
- Kara A. Godwin and Hans de Wit (Eds.). Intelligent Internationalization: The shape of things to come. In press.
- Lisa Unangst, Hakan Ergin, Araz Khazarian and Hans de Wit (Eds.). Refugees and higher education: Trans-national perspectives on access, equity, and internationalization. A collection of research contributions by faculty, graduate students and visiting scholars of Boston College. In preparation.
- Elena Denisova-Schmidt (Ed.). Corruption in Higher Education: Global Challenges and Responses. In preparation.
- Maria Yukevich, Philip G. Altbach and Hans de Wit, Global Trends of Doctoral Education. In press.

STUDIES IN HIGHER EDUCATION

In 2017, CIHE and the Center for Global Higher Education (CGHE) in London entered in partnership with Sage Publishers India to start a new book series, *Studies in Higher Education*. The series is edited by Philip G. Altbach, Claire Callender, Hans de Wit, Simon Marginson, and Laura E. Rumbley. The first book was published in the fall of 2018. The second one is 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, and is edited by Research Fellow Liz Reisberg. The World View features the regular commentary and insights of 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 the American Council of Education'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. One Brief was published in 2018-19:

- Helms, R.M., Rumbley, L.E. & Brajkovic, L. (Eds.). (2019). *Attainment and Inclusion in High-*

er Education: International Perspectives. International Briefs for Higher Education Leaders, No. 8. Washington, DC and Chestnut Hill, MA: American Council on Education and Boston College Center for International Higher Education.

OTHER BOOKS BY CIHE

Hans de Wit and Laura E. Rumbley, together with Fiona Hunter and graduate students Edward Choi, and Lisa Unangst, have edited the section "Higher Education as a Global Reality" of the *Encyclopedia of International Higher Education Systems and Institutions*, published by Springer Science+Business Media, Dordrecht.

Staff, students, visiting scholars and research fellows have also been productive in writing articles, blogs and book chapters over the year. More information on these can be found in the Faculty and Graduate Assistant activity sections later in the Yearbook.

CIHE PROJECTS, 2018–2019

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 2018-2019 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.

Trends and Issues in Doctoral Education Worldwide: An International Research Inquiry

This research project is a collaboration between CIHE and the Higher School of Economics (HSE) in Moscow. The research team is composed of project leader Maria Yudkevich, Philip G. Altbach, and Hans de Wit, assisted by graduate assistant Ayenachew A. Woldegiyorgis from CIHE and two from HSE. The basic output of this project is a book, which will include essays on each of the selected case study countries, as well as one or more overarching analytical chapters, discussing global trends and the prospects for reform as elucidated by the research in the case studies. The overarching analyti cal chapters will include a literature review, a thematic chapter, and a concluding chapter, including directions and recommendations on the future of doctoral education. A workshop with the authors was held in October 2018, and the book is due to be published by the end of 2019.

Family-Owned/Managed Universities: An Unknown Global Phenomenon

This research project, undertaken by CIHE with the participation of Babson College (USA), focuses on the largely unknown, as well as undocumented, phenomenon of family-owned or -managed higher education institutions (FOMHEIs). FOMHEIs can be found in various parts of the world, but are par ticularly concentrated in certain regional contexts (e.g.

Asia and Latin America). This research, the first of its kind, is coordinated by Philip G. Altbach, Hans de Wit and graduate assistant Edward W. Choi, with support from the Center for Family Owned Business at Babson College, under the direction of Professor Matthew Allen. We plan to publish the findings of this project as a book, comprising institutional and national case studies, a literature review and a concluding chapter, by the end of 2019.

International Mapping of National Tertiary Education, Internationalization Strategies and Plans

In 2018, CIHE implemented a small study for the World Bank on internationalization strategies and plans by national governments. This exercise focused primarily on low and middle income countries, particularly Estonia, India, Malaysia, Singapore, Kazakhstan, UAE, Egypt, South Africa, Ethiopia, Colombia, Brazil, and Ecuador. The study aimed to: 1. Describe the current state and prevalence of national internationalization strategies and plans in low and middle income countries; 2. Create a comprehensive and exhaustive typology of national internationalization strategies and plans; 3. Better understand the effectiveness of national internationalization strategies and plans; and 4. Identify examples of good practice among national internationalization strategies and plans. The study comprised a review of literature and documents, and interviews with experts. The research team was composed of project leader Hans de Wit, Laura E. Rumbley, graduate assistant Ayenachew A. Woldegiyorgis, doctoral candidate Georgiana Mihut, and former visiting scholar Daniela Craciun (PhD candidate Central European University, Budapest). The results will be published in August 2019 in our *CIHE Perspectives* series.

New Research Projects

In 2018-2019, CIHE started four new research projects:

Internationalization of the Medical Curriculum

In partnership with the Columbia University Medical Center, CIHE completed a study on *Internationalization of Medical Education in U.S. Medical Schools–current approaches and future possibilities*. The study was led by Anette Wu from CUMC and Betty Leask, Edward Choi, Lisa Unangst, and Hans de Wit from CIHE. The research identified common themes and approaches to the internationalization of medical education (IoME) in the United States, as reported in selected peer-reviewed journals from January 1, 2000, to August 1, 2018. The team has submitted the results of the study as an article to the *Journal of Studies in International Education*.

International Student Mobility and Recruitment

In partnership with the Institute of Education of the Higher School of Economics (HES) in Moscow, CIHE will execute a study on global trends and strategic choices on international student mobility and recruitment, with specific focus on implications for Russian Higher Education. The project will result in a comparative study and policy paper. The project is intended to start in the summer of 2019 and, from the CIHE side, will be led by its director Hans de Wit, with the support of doctoral students Jo Wang and Ayenachew Woldegiyorgis.

Refugees in Higher Education

CIHE is involved in several research projects on refugees in higher education. In the Spring of 2019, CIHE collaborated on a research grant, submitted to the UK Economic and Social Research Council by colleagues at the University of Bath, together with CIHE partner World Education Services, to do a comparative study on refugees in higher education in the UK, Germany, Canada and the USA. Graduate assistant Lisa Unangst, CIHE Director Hans de Wit and Visiting Scholar Hakan Ergin have also contributed several articles and book chapters on this theme and collaborated to deliver a one credit summer course on the topic in May/June 2019. These three CIHE representatives, together with graduate assistant Araz Khajarian, are also editing a book in the Brill/Sense Series on *Refugees in Higher Education*, with contributions from faculty, students, alumni and visiting scholars of Boston College.

Internationalization of the Technical and Technological Institutions of Higher Education in the Caribbean

This new project, organized in partnership with the Inter-American Organization for Higher Education (OUI-IOHE) and ITLA (the Instituto Tecnológico de Las Américas in the Dominican Republic), involves a survey and workshop for 35 technological institutions in the region and will culminate in the development of twelve institutional case studies. Hans de Wit is the lead researcher on the topic from CIHE. The project started in May 2019 with a two-day workshop in Santo Domingo and will end with a report and presentation at the CAIE Conference in Bogota in October 2019.

PROFESSIONAL DEVELOPMENT PROGRAMS AND DELEGATIONS, 2018–2019

CIHE continues to offer training sessions and modules, both on the campus of Boston College and overseas, for various groups seeking our expertise in different aspects of higher education leadership, management, and knowledge-building.

In this academic year, CIHE welcomed delegations from The Netherlands (University of Groningen, and Universities of Applied Sciences), China, Ireland, Argentina, Brazil, and Finland. These visits typically comprised a day-long or half-day program of lectures and presentations.

In 2018–2019, we also conducted the following more substantial professional development activities:

November 1-2, 2018: IAHERO

In November 2018, Boston College hosted a seminar of the Irish American Higher Education Research Organization (IAHERO), entitled "Tertiary Education Under Fire - changing societies and labour markets: what's changed and how should the tertiary education system respond?" This event, co-sponsored by the Higher Education Authority in Ireland and Boston College, brought together senior level tertiary education and policy leaders, who examined and shared perspectives on global trends in tertiary education and how they are impacting Ireland and the United States, as well as other national contexts. This seminar was the first one organized by Boston College, under the leadership of Provost David Quigley and CIHE Director Hans de Wit, with graduate assistant Lisa Unangst as organizer. CIHE Research Fellow Ellen Hazelkorn wrote the position paper for the event, which had 10 invited participants from each of the two countries. Commissioner of Higher Education for Massachusetts, Carlos E. Santiago, was the luncheon keynote speaker at the event.

June 19-21, 2019: World Education Services (WES)-CIHE Summer Institute

For the fourth time, CIHE partnered with World Education Services (WES), New York, to organize an event on the internationalization of higher education at Boston College. As in Summer 2018, this year's Summer Institute primarily served as a forum to disseminate student research in the field of internationalization and also enable discussions between students and more established professionals in the field. Thirty-three students and other young professionals received a scholarship from WES to attend and present their research. A diverse international student group from the United States, Canada, China, India, Ukraine, Israel, Honduras, the Netherlands and other countries attended the Institute and met with CIHE scholars, research fellows and other experts. We will publish the students' papers as a CIHE Perspectives later this summer.

June 24-28, 2019: IGLU Workshop

For the second year, CIHE organized a five-day professional development program, in partnership with the Instituto de Gestión y Liderazgo Universitario (IGLU) of the Inter-American Organization for

Higher Education (OUI-IOHE), focused on "Innovation and Internationalization in Higher Education". The program attracted 18 senior leaders and administrators from universities all over Latin America, and consisted of lectures on the Boston College campus and site visits to other Boston-area universities.

GUEST LECTURES, 2017–2018

- Freddy Weima, director of The Netherlands Organisation for Internationalisation in Education (Nuffic). Dutch internationalization policy, including the role of English, development cooperation, and refugees in higher education. (October 1, 2018)
- Visiting Scholar Fernanda Leal, State University of Santa Catarina (UDESC), Brazil. 'Another form of internationalization' for public universities in Latin America. (December, 7, 2018)
- Visiting Scholar Zhou Yang, College of Public Administration of Nanjing Agricultural University (China). Characteristics and challenges of international students in China. (December 7, 2018)
- Graduate Assistant Araz Khajarian and Visiting Scholar Hakan Ergin, along with Denise Jillions (World Education Services) and Alexander Yanyi-Ampah (Southern New Hampshire University). Transnational efforts to aid refugees seeking higher education (November 2018)
- Visiting Scholar Milena Benítez Restrepo, Pontificial Catholic University of Chile. The influence of academic cultures on curriculum reforms in selected undergraduate programs (Nursing, Biology and Psychology) in Chile and Colombia. (January 24, 2019).
- Visiting scholar Dodzi Amemado, Department of Canada's Prime Minister. Online Education in International Higher Education: Drivers and Challenges. (March 26, 2019).
- Marcelo Knobel, 12th rector of the University of Campinas (Unicamp) and full professor at Unicamp's Gleb Wataghin Physics Institute (IFGW). Higher Education in Brazil. (April 29, 2019).
- Visiting scholar Ligia Deca, Advisor to the President of Romania. Internationalization of higher education in Romania and Portugal: strategies and transitions at the periphery. (May 22, 2019).

RESEARCH ACTIVITIES OF MASTER STUDENTS, 2018-2019

MASTER THESES

This year, eight of the Master students in International Higher Education completed theses as part of their program. The thesis titles and abstracts are listed on subsequent pages.

Adil Arshad. "Supporting Faculty in Internationalization of Curriculum Process: Practices and Perspectives of Senior Education Developers-International."

Faculty are the primary architects of the curriculum internationalization process (Leask, 2015). It is critical that faculty possess the knowledge, competence, and attitude required for internationally-oriented teaching and learning. One way to ensure that they have the capability and readiness to design and teach an internationalized curriculum is through adequate support from education developers (Leask & Beelen, 2010). While there is established acknowledgement of the work that education developers do, little is known about specific interventions and strategies they use to successfully engage faculty in internationalizing the curriculum and evaluate effectiveness. This study recognized this gap and set out to achieve two objectives. First, to explore best practices that Senior Educational Developers- International recommend to be used for supporting faculty to internationalize the curriculum. Second, to identify the measures and indicators that SEDIs use to determine success of their work. The study employed a qualitative research design where eleven SEDIs from nine countries were interviewed. The study

found that SEDIs employ variety of different activities and strategies to support faculty with IoC. Some of these include: one-on-one consultations, workshop and training sessions, intense courses, and learning groups. All the findings yielded from SEDIs responses are organized under three key principles for success and are discussed in the light of literature reviewed. SEDIs also highlighted a list of measures and indicators that they use to determine success of their work. These measures range from participant tracking to satisfaction surveys to in-person feedback sessions to assessment of change in faculty practice to measuring improvement in student learning.

Hannah Cazzetta. "Higher Education & Venezuelan Refugees: The Case of Colombia."

This thesis research is focused on understanding how Colombian higher education institutions are responding to the growing Venezuelan migrant crisis. Currently, the economic, political, and social conflicts occurring in Venezuela are causing over 3 million Venezuelans to flee all around the world. This is the largest migrant crisis in the Western Hemisphere, and it is worsening each day. The UNHCR estimates that by the end of 2019, Colombia will host over 2.2 million refugees and migrants. This includes nearly half a million of returning Colombian refugees who fled to Venezuela during the 52-year Colombian Conflict. As a result, Colombia has opened its doors to migrants but unlike the UNHCR, Colombia has not classified these migrants to be refugees. By doing this, these migrants are unable to access basic rights, and their access to higher education institutions is also inhibited. This research has found that there are many barriers for refugees in the higher education system in Colombia and it suggests recommendations based on the best practices found in other cases of refugee crises. The study connects higher education with the overall economic, political, and social growth of a nation. Including refugees in education provides countries with increased human capital and these migrants can help the nation grow. Most importantly, tertiary education has a large role in the reconstruction of nations, especially by educating migrants. Therefore, including refugees in the higher education system has long-term benefits for the migrants, the home country, and host country.

Loren Gray. "International Student Preparedness for Study at Massachusetts Higher Education Institutions: Extracurricular Pre-departure Strategies and Parental International Exposure."

This research attempted to uncover descriptive data concerning international students' experience at higher education institutions in the United States as affected by pre-departure strategies—also referred to as extracurricular preparatory measures—and parental exposure to international travel or study. The main research question was twofold: How have extracurricular preparatory measures pursued in their home countries impacted current undergraduate, graduate, and non-degree international students' opinions on their higher education experiences at Massachusetts higher education institutions? Additionally, have the experiences of these international students been affected by their families' exposure to travel or study abroad? To obtain data relating to these questions, an online survey was created and administered to international students attending Massachusetts higher education institutions, which sought to understand those international students' experiences through academic and sociocultural dimensions. The results of the survey provided both insights and further questions for study due to the reticence of both Massachusetts higher education institutions and international students in participating in this study.

Xinyan Liu. "Ease at Crossroads: How do Bilingual International Chinese Students Use Language?"

In the United States, Chinese students make up the largest percentage of the international student population. Present research is interested in the bilingualism of international Chinese students. My aim is to investigate how this population of students who are bilingual and bicultural fluidly use both what we know as the Chinese language and the English language to relate to each other and make sense of the world. In particular, how do they encode their experience of higher education through the vehicle of

codeswitching, mixing languages while expressing? I collected data from a focus group discussion and two study groups where the eleven participants were all international Chinese students at one U.S. institution. The data is analyzed through the translanguaging framework and the audience design framework. The results confirm the claim that Chinese-English codeswitching is used as a functional code pervasively by international Chinese students to construct knowledge and to perform their bilingual identity. There were two major themes of my findings: 1) participants developed their academic and political literacies closely related to their higher education experience in English; and 2) participants have high linguistic awareness due to their practice of bilingualism. These findings have deep implications for pedagogical practices and student services in internationalization strategies. The paper ends by challenging the merit of the monolingual gatekeeping in a multilingual world and gives recommendations of practices towards normalizing multilingualism in higher education. It also calls for future research at the crossroads of linguistics and international higher education that frames languages as facilitative resources academically and socially, and international students and scholars as valuable agents in teaching, learning and knowledge construction as opposed to assumptions of deficiency.

Sanfeng Miao. "Financing Doctoral Education in China: Doctoral Students' Financial Wellbeing and Policy Implications."

Since doctoral education is of great significance for a country's economic development and improvements of comprehensive competitiveness, the Chinese government has been emphasizing the importance of promoting and supporting Chinese doctoral education. As a major incentive for doctoral education to thrive, financing doctoral education in China has transformed drastically since graduate education was resumed in the 1980s. Previous studies of doctoral students' finance in the Chinese context, however, have been conducted utilizing the objective approach, with no focused consideration being given to students' subjective perceptions of the adequacy of available funding and satisfaction of the financial aid mechanism. Therefore, this study borrows several financial wellbeing models developed in the United States and United Kingdom to evaluate and analyze the subjective financial wellbeing status of Chinese doctoral students. This study surveyed 189 doctoral students enrolled in Chinese higher education institutions and conducted 12 semi-structured interviews with doctoral students to seek policy implications to elevate Chinese doctoral students' financial wellbeing. The results indicate that the majority of the doctoral students in China are only making ends meet and the current financial aid mechanism should direct towards a more decentralized and diversified system with focuses on meriting the high-achieving students, assisting students in-need, and offering more assistantship opportunities that provide reasonable stipends for doctoral students.

Kaitlyn Solano. "Making the Return Matter: An Exploration of Re-entry Support in American Jesuit Institutions in the Context of Internationalization."

Internationalization of higher education continues to transform the field of post-secondary education around the world. Student mobility, and specifically study abroad, operates as tool of internationalization that receives a lot of attention from institutions, nations, and students alike. Support for studying abroad is rooted in the many benefits, including but not limited: exposure to new cultures and perspectives, improvement of foreign language skills, development of independence and personal confidence, and expansion of problem solving skills. However, the transition back home after an experience abroad can often be a difficult experience for students who lack intentional and specific support through their institution. This re-entry period is often overlooked by institutions, however, it is a part of a student's study abroad experience and should be supported as such through resources and programming for returned students. American Jesuit institutions in particular promote participation in study abroad as it aligns with the Jesuit mission and values rooted in serving God through serving others. As institutions that place a high value on engaging with the world and a holistic view of the educational experience,

American Jesuit institutions have an obligation to support students through re-entry. This study looks at how these institutions support students as they return from abroad, the major challenges they face, how they integrate Jesuit values into their support, and what can be done in the future.

Kelber Tozini. "The Impact of the Science without Borders on Productivity and Quality of Publications of PhD Graduates."

This paper aims to evaluate the impact of the Brazilian Science Mobility Program, famously known as Science Without Borders, based on the publications written by doctoral students who went abroad to Asian countries as well as the European countries with the lowest numbers of scholarship recipients. Through an analysis of 191 CVs of grantees who began their experience abroad between 2011 and 2013, several findings deserve attention: First, almost half of the students obtained their Ph.D. from the six highest-ranked Brazilian universities in the Academic Ranking of World Universities; Second, more than three quarters of the students went to institutions where there was no previous apparent partnership between home and host supervisors, which could indicate that partnerships have been formed as a result of the program although they cannot be quantified at this point; Third, the host destination country does not impact the number of publications or the quality of papers published. Fourth, students in the biological sciences published more papers in comparison to engineering and science, technology, and mathematics (STM) students, but the average impact factor of the journals in which STM students published is higher than biological sciences and engineering ones. Moreover, students who went to institutions with previous partnerships between home and host supervisors published more papers in co-authorship with both supervisors. Lastly, there is still a significant portion of grantees (around 45%) who have not been able to obtain faculty or research positions post-graduation. This study presents several implications for practice and future suggestions for research, as there is still a dearth of studies focusing on internationalization of research efforts.

Haishan Sam Yang. "Influence of Roommate and Staff Relationships on Undergraduate Chinese International Student Sense of Belonging in Residence Halls: A Phenomenological Qualitative Study at Boston College."

A record number of incoming international students from China are studying in universities in the United States today. It is important to understand this group for several reasons. Chinese students compose the largest group of international population in U.S. Higher Education and learning about them assists with better institutional practice including internationalization strategies. It is also important to assess their well-being in a foreign environment to improve student services. This research explores students' perceptions and feelings in residence halls. It investigated factors that affect first-year undergraduate Chinese international students' sense of belonging by exploring their experiences at Boston College. Using a qualitative and phenomenological approach, this study examined feedback from international Chinese students and provides important insights into their daily experiences. This study focused on exploring Chinese international students' relationships with their roommates, and residential staff, to find out if these relationships influenced their sense of belonging of the community. As a partial replicate, partial follow-up study of Yao's (2014) research, both guided by Hurtado (2013)'s framework, findings suggested that multiple elements serve as barriers and bridges to Chinese international students' adaptation process, which include the influences of language, cultural difference, staff professionalism, and institutional internationalization plan. The study concluded with implications for practice at Boston College which may potentially be of interest to other institutions. Suggestions for future research are also identified. The study indicated a critical need for university staff to assess, examine, and explore the diverse campus culture by paying more attention to sense of belonging to continue with the facilitation of internationalization for the overall success for international students.

FIELD EXPERIENCES

Twelve of our Master students also complete applied research projects for placement organizations in the Boston area and beyond. The following four examples give a flavor of the kinds of projects that our Master students have completed:

Courtney Harztell (University of Göttingen)
Faculty and student mobility are one component of internationalization, but one that often receives most of the attention, while only reaching a small percentage of students and staff. Universities around the world have embarked on individual journeys in internationalizing the curriculum (IoC) and Internationalization at Home (IaH). With the support of technology, international and intercultural learning is possible for all students. Online projects create opportunities for innovative ways to foster intercultural competence, interdisciplinary and transformative learning, without the constrictions of space or time. At the culmination of the German Rector's Conference in Germany, the University of Göttingen received funding to initiate its first pilot phase of IoC through digitally supported teaching and learning projects. This field experience project was a qualitative case study conducted in the fourth year of this pilot project. It examined the perceived value that IoC has added in regard to the unique program of study, the curriculum, and individual learning for faculty and students. For the purpose of this research, individual interviews with faculty and students were transcribed and analyzed using a phenomenographic approach. The results of the case study are potentially significant for reforming institutional teaching and learning policies, sustainability proposals, and as a beacon for other institutions.

Rafael Serrano Gonzalez, dual degree candidate (Boston College Office for Institutional Diversity)
On behalf of the Office for Institutional Diversity of Boston College and its campus partners, this field experience project attempts to be an antechamber for a forthcoming strategy that regards the intersectional identities of race in LGBTQ students. By virtue of multiculturalism literature, this report has gathered both the review of several institutional documents as well as the thoughts of key players for diversity in our community. Thus, this project runs the overarching mission of both the OID and Boston College itself, which is to build stronger relationships between allied institutional groups and offices.

Xinyan Liu (International Association of Universities)
Influenced by history and contemporary opportunities and imperatives, and connected intimately to matters of power, privilege, and identity, language carries with it strong emotions at a very personal and local level, as well as important implications ion terms of national policy and international relevance. By exploring these issues across five unique country cases (South Africa, Spain, Malaysia, Brazil and France), this study on the request of the International Association of Universities (IAU) in Paris, sheds light on a subject that deserves extensive and ongoing consideration. This is particularly so in the age in which the English language so effectively dominates the global landscape of politics, economics, and (crucially) highly cited research. This field experience research resulted in a report which is published as CIHE Perspectives no. 10.

Elizabeth Orr (University College Dublin Global)
University College Dublin's (UCD) strategic plan includes "Engage globally" as one of its key values. In an effort to continue the advance of this value, UCD Global was asked to evaluate the state of internationalization of the institution's promotion polices. Elizabeth undertook this and used both scholarly literature and a review of the tenure and promotion codes of other universities to evaluate UCD's policy. Recommendations were then made as to policy revision that could remove hurdles to or better encourage deeper faculty global engagement. Ways in which the policy could better recognize and reward current points of strength in the university's faculty were included as well. As hiring and professional development scaffold faculty career experiences, those policies were reviewed in the same regard. In the end, Elizabeth's report was shared with the Vice-President for Global Engagement to further conversations about the internationalization of promotion at UCD.

ACTIVITIES OF GRADUATE ASSISTANTS, 2018-2019

Staff and graduate assistants/doctoral and Masters students have been engaged in numerous activities in line with the work of the Center and their own career paths. Activities in the 2018–19 period are summarized below:

EDWARD W. CHOI

Publications

Choi, E. (2018). An ethical consideration of Korea's Rise to Hegemony. *Educazione. Giornale di pedagogia critica,* 7(1).

Choi, E. W. (2018). What the #MeToo Movement Means for Student Affairs in Korea. In: deWit, H. Rumbley, L. & Melnyk, D. (Eds). *The Boston College Center for International Higher Education, Year in Review, 2017–2018. CIHE Perspectives No. 9.*

Unangst L., & Choi E. (2018). Global Citizenship and Higher Education. In Teixeira P., Shin J. (eds) Encyclopedia of International Higher Education Systems and Institutions. Springer, Dordrecht

GEORGIANA MIHUT

Publications

Mihut, G. (2019). The impact of university prestige in the employment process. A field experiment of the labor market in three countries (Doctoral Dissertation). ProQuest Dissertations and Theses database.

Badescu, G, Mihut, G., & Paul Sum. (2018). *Reforma învatmântului superior din România: Propuneri de schimbri pentru un sistem onest, eficient, i inclusiv.* (Higher education reforms in Romania: Policy proposals for a fair, efficient, and inclusive system). Retrieved from http://democracycenter.ro/application/files/4415/3718/4988/180901_Policy_Brief_educatie.pdf

Conferences and other presentations

Mihut, G. (2019, April). *The impact of university prestige in the employment process. A field experiment of the labor market.* Comparative International Education Society Annual Conference.

Mihut, G. (2018, August). *The effect of university prestige in the labor market.* Results from a field experiment of the labor market in the United Kingdom. Consortium of Higher Education Researchers, Moscow, Russia.

LISA UNANGST

Publications and Commentaries

Unangst, L. (2018). International alumni affairs: An emerging trans-national public service landscape. *Journal of Higher Education Policy and Management,* Vol. 40(6), 648-660. https://doi.org/10.1080/1360080X.2018.1529144

Unangst, L. (2018). Refugees in tertiary education, European policies and practices. In Teixeria, Pedro Nuno and Shin, Jung-Cheol et al. (Eds.), *Encyclopedia of International Higher Education Systems and Institutions.* Dordrecht: Springer. DOI: 10.1007/978-94-017-9553-1_603-1

Unangst, L. (Forthcoming: 2019). German higher education for refugees. In Ludeman, Roger et al. (Eds.), *UNESCO-International Association of Student Affairs and Services Book, Third Edition.* Paris: UNESCO.

Unangst, L. and de Wit, H. (2019). Refugees in the German tertiary sector: Mapping service gaps at research universities. In Arar, Khalid et al. (Eds.), *Higher Education Challenges for Migrant and Refugee Students in a Global World.* Bern: Peter Lang. https://doi.org/10.3726/b14486

Unangst, L. and Streitwieser, B. (2018). Inclusive practices in response to the German refugee influx: Support structures and rationales described by university administrators. In Curaj, Adrian, Deca, Ligia and Pricopie, Remus (Eds.), *European Higher Education Area: The Impact of Past and Future Policies.* Hamburg: Springer. DOI: 10.1007/978-3-319-77407-7

Unangst, L. and Choi, E. (2018). Global citizenship and higher education. In Teixeria, Pedro Nuno and Shin, Jung-Cheol et al. (Eds.), *Encyclopedia of International Higher Education Systems and Institutions.* Dordrecht: Springer. DOI: 10.1007/978-94-017-9553-1_602-1

Streitwieser, B. and Unangst, L. (2018, September). Access for refugees into higher education: Paving pathways to integration. *International Higher Education, 95*.

Unangst, L. (2019). International alumni affairs: Surveying the American public research university landscape. *NAFSA Research Symposium Series,* Vol. III. Washington, D.C.: NAFSA.

Orr, E., Unangst, L. and de Wit, H. (2019, March). The long and problematic road towards a European University. University World News. Retrieved from www.universityworldnews.com/post.php?story=20190404102239861

Conference presentations

Unangst, L. and Barone, N. (2019, June). Operationalizing "internationalization" in the community college sector: quantitative textual analysis of institutional internationalization plans. Paper presentation at CIHE-WES Symposium, Chestnut Hill, Massachusetts.

Unangst, L. (2019, April). What 'diversity' says and does in institutional mission statements: Applying Sara Ahmed in trans-national context. Paper presentation at The Comparative and International Society annual conference, San Francisco, California.

Taylor, S. and Unangst, L. (2019, April). International service learning: A thematic analysis of student outcomes. Paper presentation at The Comparative and International Society annual conference, San Francisco, California.

Tozini, K. and Unangst, L. (2019, April). Refugee access to higher education in Brazil and Germany: Are universities welcoming them? Roundtable presentation at The Comparative and International Society annual conference, San Francisco, California.

Unangst, L. and Rumbley, L. (2019, April). The emerging international alumni affairs landscape: A survey of American doctoral-granting institutions. Paper presentation at American Educational Research Association annual conference, Toronto, Canada.

Unangst, L. (2018, October). International alumni and student mentorship: Surveying the American university landscape. Paper presentation at NAFSA Region XI conference, Portland, Maine.

Unangst, L. (2018, September). An intersectional view of migration in the German university sector: Refugee women and targeted institutional supports. Paper presentation at Neuchâtel Graduate Conference of Migration and Mobility Studies, Neuchâtel, Switzerland.

AYENACHEW A. WOLDEGIYORGIS

Publications and Commentaries

Woldegiyorgis, A. A. (2018). Graduate Student Unionization: A Unique American Issue? International Higher Education, No. 95 (Fall), 31-33. DOI: http://dx.doi.org/10.6017/ihe.2018.95.10695

Woldegiyorgis, A. A. (2018). Graduate Student Unionization and the Missing Voice of International Students. In H. de Wit, L.E. Rumbley and D. Melnyk (Eds.), *The Boston College Center for International Higher Education, Year in Review, 2017-2018* (pp. 46-48). CIHE Perspectives No.9. Chestnut Hill: Boston College Center for International Higher Education

Woldegiyorgis, A. A. (2019, March 1). Ethiopia: The promise of engaging the academic diaspora. University World News. Available on: https://www.universityworldnews.com/post.php?story=20190225093633517

Woldegiyorgis, A. A. (2018, December 1). Diaspora engagement and the question of dual citizenship in Ethiopia. *Borkena: Ethiopian News and Informed Opinion*. Available on: https://borkena.com/2018/12/01/diaspora-engagement-and-the-question-of-dual-citizenship-in-ethiopia/

Woldegiyorgis, A. A. (2018, July 26). Diaspora participation should create more space for community organizations. *Borkena: Ethiopian News and Informed Opinion*. Available on: https://www.borkena.com/2018/07/26/

diaspora-participation-should-create-more-space-for-community-organizations-ayenachew-aseffa-woldegiyorgis/

Woldegiyorgis, A. A. (2018, July 21). Positive steps to establish ministry of higher education. *The Reporter* (Newspaper). Available on: https://www.thereporterethiopia.com/article/positive-steps-establish-ministry-higher-education

Woldegiyorgis, A. A. (2018, June 23). Investing in the system, than in individuals, improves education quality. *The Reporter* (Newspaper). Available on: https://www.thereporterethiopia.com/article/investing-system-individuals-improves-education-quality

Presentations and invited talks

Woldegiyorgis, A. A. (2019). *Diaspora engagement in Higher Education: Opportunities and Challenges for Ethiopia*. Strengthening Ethiopia's Educational and Institutional Capacity for Economic Development and Global Competitiveness. May 18, 2019, Washington DC, USA.

Woldegiyorgis, A. A. (2019). *Exploring generational differences among international students*. Panel discussion on Boston Intercultural Skills Conference (BISC), March 1, Boston College, Chestnut Hill, MA, USA.

Woldegiyorgis, A. A., Unangst, L., Choi, E., & Kahajarian, A. (2018). *Lynch School of Education (LSOE) international student perceptions of the quality of student services at Boston College*. Intelligent Internationalization: Dr. Laura Rumbly farewell symposium, November 30, Boston College, Chestnut Hill, MA, USA.

Woldegiyorgis, A. A. (2018). *An overview of doctoral education in Africa*. Doctoral education project workshop, October 23, Higher School of Economics, Moscow, Russia.

Woldegiyorgis, A. A. (2018). *Being an international instructor in a US class room*. Panel discussion on the 2018 Graduate Student Teaching Conference, August 24, 2018. Boston College, Chestnut Hill, MA, USA.

OVERVIEW OF FACULTY ACTIVITY, 2018-2019

HANS DE WIT

Director of the Center for International Higher Education (CIHE) at Boston College Professor of the Practice in International Higher Education at the Department of Educational Leadership and Higher Education of the Lynch School of Education, Boston College

Program director, Master of Arts in International Higher Education, Boston College

Awards

- Charles Klasek Award of the Association for International Education Administrators (AIEA) for long-term and outstanding service to the field of International Education, 2019

Editorial Positions

- Founding Editor academic peer reviewed journal, *Journal of Studies in International Education* (SAGE Publishers, Association for Studies in International Education).
- Consulting Editor of the journal *Policy Reviews in Higher Education* (SRHE).
- Member of the Editorial Board of International Journal of African Higher Education, INHEA/AAU.
- Member of the Editorial Board of 'Educación Superior en America Latina' (UniNorte/CEPPE PUC de Chile/SEMESP Brazil)
- Associate Editor of International Higher Education
- Co-editor book series Global Perspectives in Higher Education (Sense Publishers)
- Co-Editor book series SAGE Studies in Higher Education (SAGE Publishers)
- Co-Editor Handbook on International Higher Education, AIEA/Stylus.

Teaching

- Fall 2018, ELHE 7202, Global and Comparative Systems of Higher Education (with Ayenachew Woldegiyorgis as teaching assistant)
- Spring 2019, ELHE 7801), Regional Perspectives in Higher Education: Europe, Asia and Latin America (with Lisa Unangst as teaching assistant)

PhD Supervision (completed)

Chair Defense Committee Georgiana Mihut, LSOE, Boston College, March 25, 2019

External Reviewer doctoral thesis, Arif Erkol, Poznan University of Economics and Business, Poland, 2019

Member of Dissertation Committee, Daniela Craciun, doctoral defense at CEU's Doctoral School of Political Science, Public Policy and International Relations, June 2019

PhD Supervision (in process)

Reader doctoral thesis, Emma Melchor Rodriguez, Universidad Autónoma de Nuevo León, Monterrey, Mexico

External Reviewer doctoral thesis, Dan Ferguson, Oregon State University

Co-Supervisor Marcel H. Van der Poel, *Developing Intercultural Competence of Faculty and staff Members,* University of Groningen

Co-Supervisor Cornelius Hagenmeier, University of Capetown, South Africa

Co-Supervisor doctoral thesis Liudmila Pliner, Russia, at CHEI, Università Cattolica Sacro Cuore, Milan

Co-supervisor Aparajita Dutta, Leiden University, The Netherlands

Member doctoral advisory committee Melissa Laufer, Dep. Sociology, Ghent University

Advisory Boards

- Chair Board of Trustees of World Education Services, New York.
- Internationalisation Advisory Board of Stenden University of Applied Sciences in The Netherlands
- International Advisory Board of the University of Göttingen in Germany
- International Advisory board of the Peoples' Friendship University of Russia (RUDN) in Moscow, Russia
- International Advisory Board of the Universidad Cooperativa de Colombia in Medellin.
- Member of the Scientific Committee of the 'Centre for Higher Education Internationalisation' (CHEI) at the Università Cattolica Sacro Cuore
- Member of UNESP's PrInt Project Management Group in Brazil
- Member of the Student Advisory Board of the Universidad de Monterrey, Mexico
- Member of the Consejo Consultativo Internacional of USMEXFusion
- Associate of Higher Education Training and Development (HETD), Kwazulu Natal University, Durban, South Africa
- 2018 Courtesy Faculty member of the School of Education of Oregon State University, USA

Research, Consultancy and Training

- Principal Investigator Study 'Internationalization of Technical and Technological Institutes in the Caribbean'. Instituto Tecnologico de las Américas (ITLA), Santo Domingo, Dominican Republic, 2019
- Principal Investigator World Bank Study 'International Mapping of National Tertiary Education Strategies and Plans' (2018-2019)
- Together with Rebecca Schendel, leading trainer 'Innovation and Internationalization in Higher Education, IGLU-program at Boston College, June 24-28, 2019

- Together with Rebecca Schendel, leading WES-CIHE Summer Institute on Innovative and Inclusive Internationalization, Boston College, June 19-21, 2019
- External Evaluator (together with John Hudzik, MSU) of the University of Buffalo Confucius Institute (UBCI), June 4-5, 2019
- Member of the 2019 Comenius Leadership Fellows Review Committee, The Netherlands
- Member of the AIEA Strategic Planning Task Force, 2018
- Member of the IAU Advisory committee for the 5th IAU Global Survey on Internationalization of Higher Education (2017-2019)
- Expert in Erasmus+ project RIESAL, Red Regional para el Fomento de la Internacionalización de la Educación superior en America Latina, coordinated by Universidad de Guadalajara, 2017-2019
- Expert in Erasmus Impact Study+, a study under Erasmus+ funding, coordinated by CHE-Consult, Germany, 2017-2019
- *Estrategías de la internacionalización*. Programa Curso en Línea: Perfeccionamiento en gestión de la internacionalización en la educación superior. RIESAL, online, Agosto- Diciembre 1, 2018. With Fiona Hunter y Elspeth Jones.

Publications 2017-2018

Peer Reviewed Articles

- Shengbing Li and Hans de Wit. (2019, Forthcoming). Patterns of Doctoral Education Internationalization in China: Challenges, Opportunities, and Lessons to Learn. In *Internationalisation of Higher Education*, Special Issue on Internationalisation of Doctoral Education, 2019. DUZ/IAU
- Hans de Wit. (2019, Forthcoming). *Evolving Concepts, Trends, and Challenges in the Internationalization of Higher Education in the world*. In Voprosy Obrazovania / Educational Studies (Moscow). National Research University Higher School of Economics (HSE), Moscow.
- Hunter, F. and de Wit, H. (2018). The European Landscape, a Shifting Perspective. Internationalisation of Higher Education, Special Issue 2018, page 93-113. DUZ/IAU

Books and Book Chapters

- Kara A. Godwin and Hans de Wit. (2019). *Intelligent Internationalization: The Shape of Things to Come*. Rotterdam, Brill Sense Publishers.
- Hans de Wit. 2019. *Intelligent Internationalization in Higher Education: Evolving Concepts and Trends*. In Kara A. Godwin and Hans de Wit. (2019). *Intelligent Internationalization: The Shape of Things to Come*. Pp. Rotterdam, Brill Sense Publishers.
- Hans de Wit. (2019). Foreword. Refugees, Migrants and Global Challenges in Higher Education: A Call for Connection and Attention! Pp. xiii-xvi.
- Lisa Unangst and Hans de Wit. (2019) Refugees in the German tertiary sector: mapping gaps in provision at research universities. In Khalid Arar, Kussai Haj-Yehia, David Ross, & Yasar Kondakci (Eds.), *Migrants, Refugees and Global Challenges in Higher Education*. Series: *Equity in Higher Education Theory, Policy, and Praxis*. Peter Lang, pp. 183-202.
- Hans de Wit. (Forthcoming, 2019). The Future of Education Abroad, will the ducks still quack? In Brewer, E. and Ogden, A.C. *Critical Perspectives on Education Abroad: Leveraging the Educational Continuum*. Stylus.
- Hans de Wit. (Forthcoming, 2019). Student Affairs and Services in a time of turmoil for European and International Higher Education. In Roger Ludeman (Ed.), *Higher education student affairs and services*. UNESCO-IASAS.
- Hans de Wit and Elspeth Jones. (Forthcoming). Improving access and equity in international-

ization. In Roger Ludeman (Ed.), *Higher education student affairs and services*. UNESCO-IASAS. (A reprint from UWN commentary 8 December 2017)

- Hans de Wit, Laura Rumbley, Fiona Hunter, Edward Choi, and Lisa Unangst. (2018). Editors of the section *Higher Education as a Global Reality*. Springer. In J. C. Shin, P. Teixeira (eds.), Encyclopedia of International Higher Education Systems and Institutions Springer Science+Business Media Dordrecht.

- Hans de Wit. (2018). Internationalization of Higher Education, Historical Perspective. In J. C. Shin, P. Teixeira (eds.), Encyclopedia of International Higher Education Systems and Institutions Springer Science+Business Media Dordrecht.

- Hans de Wit. (2018). Internationalization of Research and Knowledge Development. In J. C. Shin, P. Teixeira (eds.), Encyclopedia of International Higher Education Systems and Institutions Springer Science+Business Media Dordrecht.

- Hans de Wit and Philip G. Altbach. (2018). Higher Education as a Global Reality. In J. C. Shin, P. Teixeira (eds.), Encyclopedia of International Higher Education Systems and Institutions Springer Science+Business Media Dordrecht.

- Hans de Wit and Fiona Hunter. (2018). Internationalization of Higher Education: Evolving Concepts, Approaches, and Definitions. In J. C. Shin, P. Teixeira (eds.), Encyclopedia of International Higher Education Systems and Institutions Springer Science+Business Media Dordrecht.

- Laura Rumbley and Hans de Wit. (2018). Internationally Mobile Faculty, Comparative Perspectives. In J. C. Shin, P. Teixeira (eds.), Encyclopedia of International Higher Education Systems and Institutions Springer Science+Business Media Dordrecht.

- Hans de Wit and Daniela Veliz-Calderon. (2018). Identity and Internationalization in Catholic Higher Education. In J. C. Shin, P. Teixeira (eds.), Encyclopedia of International Higher Education Systems and Institutions Springer Science+Business Media Dordrecht.

- Hans de Wit. (2018). Virtual Academic Mobility, A Brave New World In J. C. Shin, P. Teixeira (eds.), Encyclopedia of International Higher Education Systems and Institutions Springer Science+Business Media Dordrecht.

Essays/Comments/Blogs

- Uwe Brandenburg, Hans de Wit, Elspeth Jones and Betty Leask. (2019). *Defining Internationalisation of HE for Society*. University World News, 29 June, 2019, issue 558.

- Giorgio Marinoni and Hans de Wit. (2019). International Higher Education, no. 98, summer 2019, pp.

- Giorgio Marinoni and Hans de Wit. (2019). Internationalization of Higher Education in the New Political Climate. The World View, Inside higher Education, May 19, 2019. Philip G. Altbach and Hans de Wit. (2019). Unprecedented challenges, significant possibilities for HE. University World News, 27 April 2019, issue 549.

- Uwe Brandenburg, Hans de Wit, Elspeth Jones and Betty Leask. (2019). Internationalisation in Higher Education for Society. University World News, 20 April 2019, issue 548.

- Elizabeth Orr, Lisa Unangst and Hans de Wit. (2019). *The long, problematic road towards a European University*. University World News, 7 April 2019, issue 546
- Hakan Ergin, Hans de Wit, and Betty Leask. (2019). Forced Internationalization: An Emerging Phenomenon. International Higher Education, no. 97, Spring 2019, pp. 9-10.

- Yang Zhou and Hans de Wit. (2019). International Students in China: Facts, Paths, and Challenges. International Higher Education, no. 97, Spring 2019, pp. 18-20. Also published in University World News, 24 March 2019, is-

sue 544.

- Rahul Choudaha and Hans de Wit. (2019). Finding a sustainable future for student mobility. University World News, 08 February 2019.
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- Giorgio Marinoni and Hans de Wit. (2019). *Is internationalisation creating inequality in higher education?* University World News, Issue 534, 11 January 2019.

- Betty Leask, Elspeth Jones and Hans de Wit. (2018). *Towards inclusive intercultural learning for all*. University World News, 07 December 2018 Issue No:532.

- Hans de Wit and Fiona Hunter. (2018). *The European Higher Education Area (EHEA): Has it Lost its Way?* World Education News + Reviews. World Education Services, December 2018.
- Hans de Wit, Philip G. Altbach and Betty Leask. *Addressing the Crisis in Academic Publishing*. The World View, Inside Higher Education,
- Fiona Hunter, Elspeth Jones and Hans de Wit. (2018). *The staff who are overlooked in internationalization*. University World News, 02 November 2018 Issue No:527
- Philip G. Altbach and Hans de Wit. (2018). *Towards a sustainable knowledge distribution system*. University World News, 05 October 2018, Issue No:523.
- Philip G. Altbach and Hans de Wit. (2018). *The problem is the publishing system, not the scholars*. University World News, 18 September 2018, Issue No:521.
- Jane Knight and Hans de Wit. (2018). *Internationalization: Past and Future*. International Higher Education, Number 95, Fall 2018, p. 2-4. Also published in University World News, 12 October 2018, Issue No:524, under the title What contribution has internationalization made to HE?.
- Philip G. Altbach and Hans de Wit. (2018). *Too much academic research is being published*. University World News, 07 September 2018, Issue No:519.
- Hans de Wit. (2018). *Internationalisation of HE –Successes and failures*. University World News, 31 August 2018, Issue No:518.
- Hans de Wit and Philip G. Altbach. *Dramatic Instability in International Higher Education*. The World View, Inside Higher Education, August 11, 2018.
- Hans de Wit. (2018). *The new dynamics in* Hans de Wit. (2018). *The new dynamics in in international student circulation*. University World News, 6 July 2018 Issue No:513
- Vidya Yeravdekar and Hans de Wit. (2018). *Increase International Students: India's Initiative*. The World View, Inside Higher Education, July 2, 2018.

Presentations

Keynotes

- Introduction to Internationalization of Higher Education and Global Learning: implications, challenges and opportunities for technological institutions in the Caribbean. Conferencia Magistral, Instituto Tecnologico de Las Américas (ITLA), Santo Domingo, May 16, 2019.

- Building Strategic Partnerships towards Collaborative International Learning. 3rd International Conference Symbiosis University in Cooperation with Association of Indian Universities, Pune, April 5, 2018. Also panelist 'Study in India: Gaining Competitive Advantage' Panel, April 4.

- Strategies of Development for the Process of Internationalization of Higher Education Institutions. *Keynote at Symposium "Challenges and Experiences in the Process of Accreditation of Higher Education Institutions in Colombia",* November 7, 2018, Universidad Distrital Francisco Jose de Caldas, Bogota, Colombia. .

- *Concepts, Approaches, Trends, and challenges in the Internationalization of higher Education in the world, lessons for Russian higher education*. Keynote, October 25, 2018. IX International Russian Higher Education Conference (RHEC), Moscow, October 23-25, 2018.

- Internationalizing higher education in challenging times: implications for public and land-grant universities. Association of Public and Land-Grant Universities, Commission on International Initiatives, 2018 CII Summer Meeting, 'The global impact of North American Public Universities', Guadalajara, 17 July, 2018.

Other Addresses (selected)

- Internationalization of Technical and Technological Institutes in the Caribbean. Workshop, Instituto Tecnologico de las Américas, Santo Domingo. May 17 2019.

- Hans de Wit and Betty Leask. Internationalization of Higher Education, Pushing Boundaries. May 2, 2019, Mahindra Humanities Center, Harvard University in the series Universities: Past, Present, and Future.

- Webinar Knowledge hubs and their communities: international challenges and opportunities. Conference of the Americas on International Education, March 12, 2019.

- Global learning for All. Workshop for RIESAL/BUAP in Puebla, Mexico, February 15, 2019.

- Global learning for All. Workshop with Betty Leask for Universidad de Guadalajara in Guadalajara, Mexico, February 19, 2019.

- *Faith-Based Universities and Internationalization,* session presentation and chair at the Annual conference of the Association of International Education Administrators (AIEA), January 22, 2019, San Francisco.

- *The future of the Liberal Arts in International Education,* session presentation at the Annual conference of the Association of International Education Administrators (AIEA), January 22, 2019, San Francisco.

- *Global learning for All.* Workshop with Betty Leask for Universidad de Monterrey (UDEM) in Monterrey, Mexico, February 21, 2019.

- Co-chair and facilitator Irish American Higher Education Organisation (IAHERO) event, *Tertiary Education Under Fire! Changing societies and labour markets: what's changed and how should the tertiary education system respond?* Connors' Center Boston College, November 1-2, 2018.
- Co-chair and facilitator interactive session at the *Doctoral Education Workshop,* National Research University-Higher School of Economics, Moscow, October 23, 2018.

- *Trends, Concepts, rationales and approaches to internationalization of higher education: implications for Faith-based universities.* United Board for Christian Higher Education in Asia, Harvard School of Education, July 11, 2018.

LAURA RUMBLEY

Associate Director of the Center for International Higher Education and Assistant Professor of the Practie (until December 2018)

Publications

- Helms, R.M., Rumbley, L.E. & Brajkovic, L. (2019). (Eds.). "Attainment and Inclusion in Higher Education: *International Perspectives." International Briefs for Higher Education Leaders, No. 8*. Washington, DC and Chestnut Hill, MA: American Council on Education and Boston College Center for International Higher Education.
- Rumbley, L.E. (2018, July). Editorial: (Inter)national Policies and Politics. *Forum, Summer, 4.*
- Rumbley, L.E. (2018, December). Editorial: Unexpected Internationalisation. *Forum, Winter, 4.*
- Rumbley, L.E. & de Wit, H. (2018). *Innovative and Inclusive Internationalization: Proceedings of the WES-CIHE Summer Institute, June 20-22, 2018, Boston College. CIHE Perspectives No. 11.* Boston College Center for International Higher Education.

- Rumbley, L.E. & Proctor, D. (2019). Not Your Parents' Internationalization: Next Generation Perspectives. *International Higher Education, 96(Winter)*, 7-9.

Other tasks

- Co-editor: *Journal of Studies in International Education*
- Chair (until December 2018): Publications Committee for the European Association for International Education
- Editor (until December 2018): *Forum*, the member magazine of the European Association for International Education
- Co-editor: "International Briefs for Higher Education Leaders" series, a collaboration between CIHE and the American Council on Education.
- Associate editor (until December 2018): *International Higher Education*, the quarterly publication of the Boston College Center for International Higher Education
- Co-editor: Brill/Sense Publishers book series "Global Perspectives on Higher Education"
- Co-editor: Sage book series "Studies in Higher Education", a joint venture of CIHE and the CGHE, University of London
- Advisory Board Member, Nordic Institute for Studies in Innovation, Research and Education (NIFU)-funded project on "International Student Mobility; Drivers, Patterns and impacts (MOBILITY)", led by Jannecke Wiers-Jenssen of NIFU and Oslo Metropolitan University (2018-2021)

Presentations, Guest Lectures, and Conference Sessions

August 2018

- Tendencias, conceptos y novedades en la internacionalización de la educación superior." Curo IGLU República Dominicana [remote presentation]. August 1, 2018.
- "Alianzas para el future: Internacionalización como Impulsora de los ODS." Mexican Association for International Education (AMPEI) Annual Conference. Universidad Autonóma del Estado de Hidalgo. Pachuca, Mexico August 4, 2018.
- "Tendencias de la educación superior en el mundo?" Centro Universitario de los Valles (CUVALLES), Universidad de Guadalajara. Ameca, Mexico. August 15, 2018.
- "Desafíos y retos de la educación superior: Qué piensan ustedes?" Centro Universitario de los Valles (CUVALLES), Universidad de Guadalajara. Ameca, Mexico. August 16, 2018.

September 2018

- "How to strengthen academic core values in international partnerships," workshop (with Marit Egner, University of Oslo and Olga S. Hünler, University of Bremen). European Association for International Education (EAIE) Annual Conference. Geneva, Switzerland. September 11, 2018.

"Share and learn: doctoral students in international higher education," workshop (with Fiona Hunter, Università Cattolica del Sacro Cuore; Elspeth Jones, Leeds Becket University; and Betty Leask, Boston College). European Association for International Education (EAIE) Annual Conference. Geneva, Switzerland. September 11, 2018.

- "Strategy and Management presents: looking outward, focusing inward," feature session (with Douglas Proctor, University College Dublin and Dag Rune Olsen, University of Bergen). European Association for International Education (EAIE) Annual Conference. Geneva, Switzerland. September 12, 2018.

"Mapping Internationalization on US Campuses 2016: results and implications" (with Robin Helms, American Council on Education and Leasa Weimer, European Association for international Education). European Association for International Education (EAIE) Annual Conference. Geneva, Switzerland. September 13, 2018.

October 2018

- "Globalizing learning: The art and science of internationalizing the curriculum (IoC)". Symposium on Globalizing Learning. Worcester State University. Worcester, MA. October 2, 2018.
- "15 years of experiences at Boston College." Workshop on Good Practices and Mutual Learning in Higher Education: A Transatlantic Perspective. Real Colegio Complutense, Harvard University. Cambridge, MA. October 26, 2018.

November 2018

- "Internacionalización como Impulsora de los ODS" [remote presentation]. Universidad del Turabo, Puerto Rico. November 15, 2018.

REBECCA SCHENDEL

Associate Director of the Center for International Higher Education and Assistant Professor of the Practice (as of March 2019)

PhD Supervision

Brewis, L. E. PhD University College London. 'Accountability of quality and fair access in Indonesian higher education: policymaker and practitioner perspectives'. Passed with minor corrections, February 2019.

Publications

Book chapters

- Schendel, R. (2018). Understanding the relationship between institutional cultures and pedagogical change. In Ashwin, P. and Case, J. (eds), Higher Education Pathways: South African Undergraduate Education and the Public Good (pp. 136-148). Cape Town: African Minds.

Peer-reviewed Articles

- Rolleston, C., Schendel, R. and Grijalva Espinosa, A.M. (2019) 'Assessing "approaches to learning" in Botswana, Ghana and Kenya.' Research in Comparative and International Education, 14 (1): 118–140.

Essays/Comments/Blogs

- Schendel, R. (2018). Student Pathways in South Africa. International Higher Education, (96): 24-26.

Presentations, Guest Lectures, and Conference Sessions

September 2018

- "Transforming higher education pedagogy for critical thinking: perspectives from Ghana, Kenya and Botswana.' British Association for International and Comparative Education Conference. University of York (UK).

November 2018

- "Transforming higher education pedagogy for critical thinking: perspectives from Ghana, Kenya and Botswana.' British Association for International and Comparative Education Conference. University of York (UK).
- "Key Issues in Student Experiences of Undergraduate Education in South Africa". With Paul Ashwin and Sioux McKenna. *Exploring pathways to the public good of South African undergraduate education* conference. Cape Town, South Africa.
- 'Theorising higher education: global perspectives and local realities.' *Exploring pathways to the public good of South African undergraduate education* conference. Cape Town, South Africa.
- "The crucial role of faculty teaching orientations in pedagogical reform: Evidence from Ghana, Kenya and Botswana." Higher Education Learning & Teaching Association of South Africa Conference. Nelson Mandela University (South Africa).

December 2018

- "Reforming pedagogy to support the development of critical thinking in Ghana, Kenya and Botswana: The challenge of changing faculty identities, motivations and behaviours". Society for Research into Higher Education conference.

Newport, Wales (UK).

January 2019

- "Critical thinking in African higher education: findings from a three country research study." With Tristan McCowan, Caine Rolleston, Christine Adu-Yeboah and Richard Tabulawa. Centre for Education & International Development Research in Focus series. University College London (UK).

February 2019

- "Pedagogies for Critical Thinking: Implications for Botswana." With Richard Tabulawa. University of Botswana.

April 2019

- "Pedagogical reform within universities: The crucial question of faculty identities and motivations." Comparative and International Education Society Conference. San Francisco, CA (USA).

May 2019

- *"Pedagogies for Critical Thinking:* Findings from a four-year study and implications for SPHEIR recipients". Webinar with Tristan McCowan for recipients of funding through the UK Department for International Development *Strengthening Partnerships for Higher Education Innovation and Reform*. British Council, London (UK).

BETTY LEASK

Visiting Professor at the Center for International Higher Education, 2018-2020) and Professor Emerita, Internationalization of Higher Education, Office of the Deputy Vice-Chancellor, La Trobe University, Australia).

Editorial Positions

Chief Editor, Journal of Studies in international Education
Member of Editorial Advisory Board, Journal of International Studies in Business

Teaching and Master Supervision CIHE

Fall 2018, Global Perspectives in Teaching and Learning (with Muhammed Adil as teaching assistant)
Spring 2019, Global Perspectives in Student Affairs (with Ayenachew A. Woldegiyorgis as teaching assistant)
Spring 2019, ELHE 7903and 7776 Field Experience in International Higher Education

PhD Supervision (in process)

Marantz_Gal, A. PhD 'Universita Cattolica del Sacro Cuore, Milano. 'Internationalisation of the curriculum in an Israeli Teachers' College' Principal Supervisor

Rickmann, Jerome. PhD 'Universita Cattolica del Sacro Cuore, Milano. Co-supervisor with Professor Christopher Ziguras, RMIT University Melbourne

Borkovic, S. PhD La Trobe University. 'Global Citizenship in the Allied Health Education: 'Preparing occupational therapy professionals for current and future practice with diverse people in diverse communities'. Co-supervisor with Professor Tracy Fortune, La Trobe University.

Advisory boards

Honorary Visiting Fellow, Centre for Higher Education Internationalisation (CHEI) 15 February 2013-present *Università Cattolica del Sacre Cuore Milan*

Member External Advisory Board on Internationalisation, *Georg-August-Universität Göttingen,* Germany

Research, consultancy and training

Boston College, Center for Teaching Excellence, Nov 14, 2018, with Muhammed Adil Arshad, *Managing Diverse Perspectives through Faculty-Student Partnership*.

EAIE Conference, Geneva, *13 Sept 2018*, with Dr Hans Wijaya, Life Partners Healthcare (Indonesia)

& Dr Sonia Reisenhofer, La Trobe University (Australia), *Ethical Global Citizenship for Staff and Students at Home and Abroad.*

EAIE Conference, Geneva, *14 Sept 2018*, with Uwe Brandenburg and Janet Ilieva, *Entering a new era – exploring possible futures through internationalisation.*

University of Calgary, Canada, 28-29 Nov, 2018. *Internationalizing the Curriculum* – individual meeting and group consultations.

University of Guadalajara, Mexico, 18 February, 2019 Betty Leask & Hans de Wit, *Global Learning for All* Seminar

University of Monterrey, Mexico, 20 February, 2019 Betty Leask & Hans de Wit, *Global Learning for All* Workshop

University of Calgary, Canada, 1-2 March, 2019, *Developing Global and Cross-cultural Competencies at the University of Calgary:* Moving Forward. A facilitated discussion involving members of the University-wide Internationalization Committee.

Boston College, Mar 13, 2019, *Internationalization of the Curriculum and the Core* Workshop.

Harvard University, Boston, 2 May, 2019, Betty Leask & Hans de Wit *Internationalisation in Higher Education – Universities Past, Present and Future: Pushing the Boundaries* a talk in the series Universities: *Past, Present, and Future* at the Mahindra Humanities Center,

Boston College, Center for Teaching Excellence, Excellence in Teaching Day, 6 May, 2019, Making Learning Visible in Culturally Diverse Classrooms (Interactive Presentation).

Boston College, Center for Teaching Excellence, Excellence in Teaching Day, 6 May, 2019, with Muhammed, Adil Arshad, *Synchronous Hybrid Learning: A Study of Student Experiences (Poster)*
University of Calgary, Canada, 8 May, 2019. *Building Intercultural Capacity in the Werklund School of Education – a full day workshop for faculty and staff leaders*

Publications

Book chapters

Leask, B. & Charles, H. (2018) Chapter 8 'Internationalizing the Curriculum' pp 65-72 In Deardorff, D. & Charles, H.(eds) *Leading Internationalization – A Handbook for International Education Leaders.* Stylus, Virginia co-published with AIEA.

Leask, B (2018) 'Internationalization of the curriculum, teaching and learning' in Teixeira, Pedro, Shin, Jung Cheol. (Eds.) Encyclopedia of International Higher Education Systems and Institutions Springer. doi:10.1007/978-94-017-9553-1_244-1

Essays, comments, blogs

Brandenburg, U., de Wit, H., Jones, E., and Leask, B. (2019). *Defining Internationalisation of HE for Society.* University World News, 29 June, 2019, issue 558.

Brandenburg, U., de Wit, H.; Jones, E., Leask, B. (2019). Internationalization in Higher Education for Society. In. University World News 20 April, 2019.

Ergin, H., de Wit, H. & Leask, B. (2019). Forced Internationalization: An Emerging Phenomenon International Higher Education No. 97, Spring 2019. The Boston College Center for International Higher Education, Boston, USA p.9.

Leask, B., Jones, E.& de Wit H. (2018). Towards inclusive internationalization for all. In University World News 07 December 2018

de Wit, H., Altbach, P.G. & Leask, B. (2018). Addressing the crisis in academic publishing through a focus on excellence and diversity. In The World View

Keynotes

- Internationalisation of the Curriculum Keynote

at Karolinska Institutet's Educational Congress 2018, Stockholm,15 March 2018

PHILIP ALTBACH

Research professor and founding director of the Center for International Higher Education, Boston College. Appointed to the Commission on the Future of the Southern University System, Baton Rouge, Louisiana. Received Centennial Medal from the Institute of International Education, New York.

Publications

Book

- Philip G. Altbach, Liz Reisberg, Jamil Salmi, and Isak Froumin, eds. *Accelerated Universities: Ideas and Money Combine to Build Academic Excellence*. (Leiden, Netherlands: Brill, 2018).

Articles, chapters, and essays

- Indian higher education: Twenty-first century challenges." In K. Kumar, ed., *Routledge Handbook of Education in India: Debates, Practices and Policies*. Abingdon, UK: Routlege, 2018. 205-215.

  Opening Up to the World: On Internationalizing Higher Education. *The Hindu* (July 6, 2018), p. 9.
- (with Ellen Hazelkorn). Can We Measure Education Quality in Global Rankings? *University World News* (August 14, 2018)
- (with Rahul Choudaha). The Tough Road to Academic Excellence. *The Hindu* (July 19, 2018) (also published in *International Higher Education*)
- Philip G. Altbach. 2019. Edward Shils: Defender of the University. Pp. 202-211 in *The Calling of Social Thought: Rediscovering the Work of Edward Shils*. Edited by Christopher Adair-Toteff and Stephen Turner. Manchester, UK: Manchester University Press.
- Philip G. Altbach. World-Class Universities and Higher Education Differentiation: The Necessity of Systems. In Y. Wu, Q. Wang, and N. C. Liu, eds. *World Class Universities*. Rotterdam: Brill/Sense, 2019. Pp 56-69.

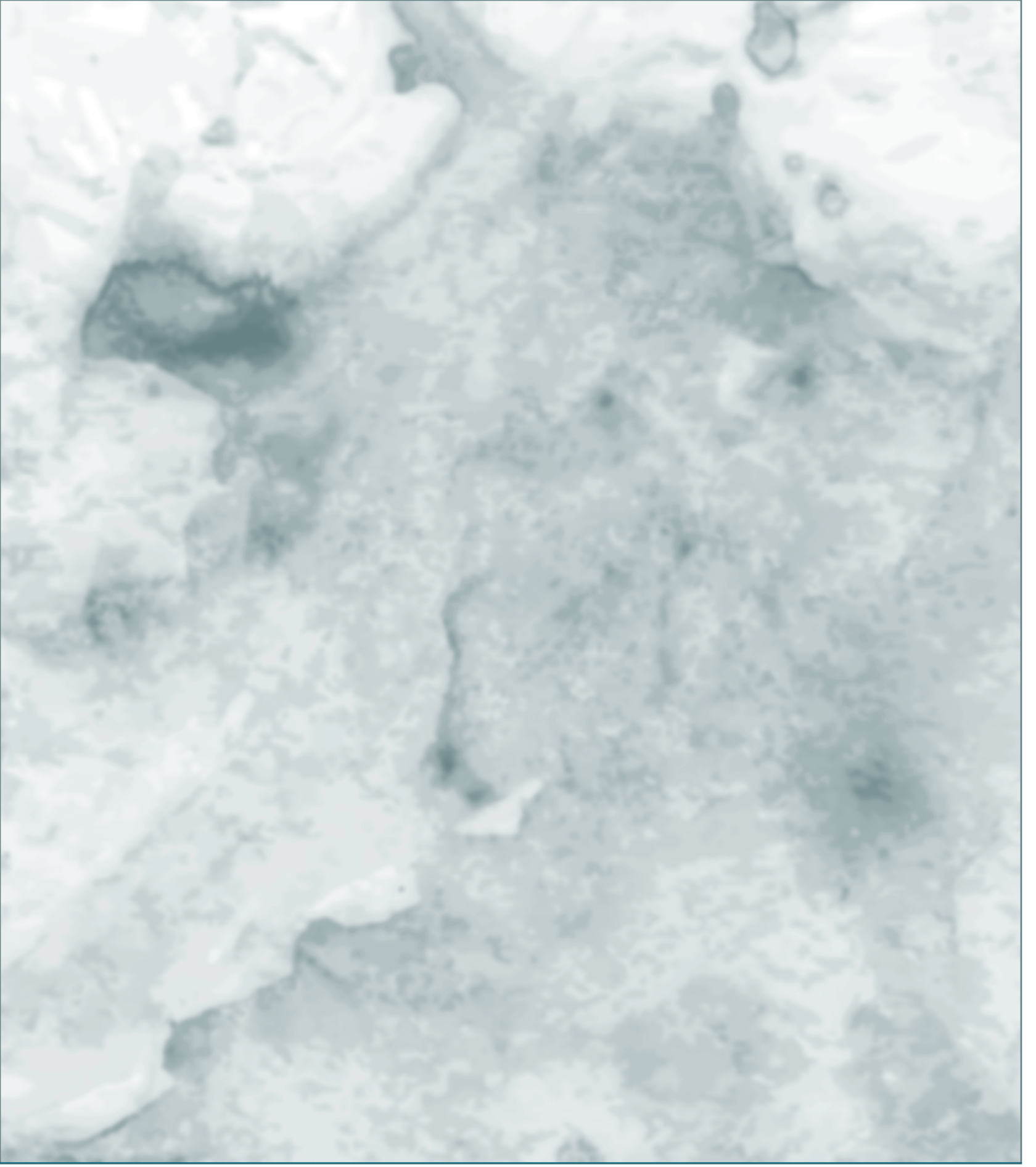
  Academic Shake-up. *South China Morning Post* (March 21, 2019), p. A11.

  (With Hans de Wit). Too Much Academic Research is Being Published. *International Higher Education,* No 96 (Winter, 2019)

  (With Nanette Swenson). Panama: The Future Depends on Higher Education. *International Higher Education No 97 (Spring 2019)*

Presentations and keynotes

- "Toward Academic Excellence?: Indian Higher Education" Conference on Indian Higher Education, Georgetown University, Washington, DC. June 18, 2018
- "Global Trends" United Board for Christian Higher Education in Asia, Harvard University, July 11, 2018
- "The Challenges and Prospects for World-class Research Universities in Developing Countries: The Secret for Success" Keynote Talk to conference on Latin American University leadership, Panama City, July 25, 2018
- "Global Trends," University at Buffalo seminar, September 13, 2018
- "Diversity and Differentiation in Higher Education systems" Russian higher education conference, Moscow, Oct. 24, 2018
- "Internationalization Trends," Peoples Friendship University of Russia, Moscow, October 17, 2018.
- "Internationalization Challenges", Higher Education Summit of the IIE, New York, Feb. 18, 2019
- "Internationalization Challenges" University of Iowa Annual International Higher education distinguished speaker, Iowa City, March 11, 2019



CIHE Perspectives

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