The Boston College
Center for International Higher Education,
Year in Review, 2017–2018

Hans de Wit, Laura E. Rumbley, and Dara Melnyk (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.

CIHE, Year in Review, 2017–2018, FACTS AND FIGURES

FOREWORD

The academic year 2017–2018 was for the Center for International Higher Education (CIHE) at Boston College another impressive year of research, publications, and teaching and training. As I said in my foreword of the *Year in Review, 2016–2017* (CIHE Perspectives No. 6), international higher education, which also provides the name for CIHE's flagship publication, has become a field of study that is quite synonymous with the evolution of the Center itself, and CIHE continues to inspire other research centers and scholars around the world. We see our Center as a small nucleus in an expanding field, working with partner centers and institutions, academic colleagues, research fellows, visiting scholars, and master and doctoral students, to better understand, analyze, and disseminate developments in higher education around the globe.

This report, *The Boston College Center for International Higher Education, Year in Review, 2017–2018* (CIHE Perspectives No. 9) provides not only an overview of our activities over the academic year, but also offers a collection of articles—original or recently published—from our graduate students, our research fellows, and our visiting scholars, as well as founding director Philip Altbach, associate director Laura Rumbley, and myself. We are proud of the many products we have created and the results accomplished over the year, and this report illustrates our accomplishments well. It is also gratifying to note the impact that CIHE has had in various quarters. For example, Philip Altbach was the recipient this year of an honorary doctoral degree from Symbiosis University in India. Recognition of his lifetime of contributions to the field of international higher education reminds us of what the Center is all about—advancing our understanding and doing so in ways that are critically constructive, innovative, and collaborative.

Research

CIHE continued or concluded several research projects, started before 2017–2018, such as:

- The exploration of higher education management training schemes in the field of development cooperation for the German Rectors' Conference (HRK) and DAAD, the German Academic Exchange Service.
- The study "Catholic Universities: Identity and Internationalization," conducted together with the Pontifical Catholic University of Chile and the Università Cattolica del Sacro Cuore in Milan, with Luksic Foundation funding.

In 2017–2018, new research projects were initiated, for example:

- A comparative examination of doctoral studies with the Higher School of Economics in Moscow.
- For the World Bank, a study titled "International Mapping of National Tertiary Education Policies and Strategies."

With active participation of our graduate assistants, we not only are able to work on these research proj-

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ects, but the students themselves are also initiators of relevant research projects, such as:

- Refugees in higher education (Lisa Unangst).
- Academic diaspora (Ayenachew A. Woldegiyorgis).
- Family-owned and -managed universities around the world (Edward W. Choi).

We are proud of the results of their research, published in academic books and journals and presented at different international conferences, as you can see further on in this publication.

Teaching and Professional Development

CIHE is a research center, but we are also part of the Department of Educational Leadership and Higher Education at the Lynch School of Education at Boston College, and we consider our graduate teaching to be an integral part of our mission. Over the years, CIHE has had a pool of doctoral students (on average, one to two new intakes per year), who, as graduate assistants, are active in our research and other activities. In addition, our academic staff teach two courses—"Global and Comparative Systems of Higher Education" and "Internationalization of Higher Education"—in Boston College's Master in Higher Education program.

In 2016–2017, the Center received permission to start its own Master of Arts in International Higher Education, a 30-credit hybrid program, which can be completed in as little as 12 months or as long as two years. Our first cohort consisted of eight students, and the second cohort 11 students. Two of these students have graduated and we expect that three more will graduate in the summer of 2018. We look forward to welcoming a third (larger) cohort for the coming academic year.

In 2017–2018, we have developed a dual degree program with the Universidad de Guadalajara in Mexico connected to our Master's in International Higher Education. This dual degree, the first of its kind for Boston College, has been accredited by the New England Association of Schools and Colleges (NEASC), and will allow five candidates each year from the Universidad de Guadalajara to receive a dual degree from their university and Boston College, upon completion of the program, which includes 16 credits to be taken from the MA in International Higher Education, partly on site and partly online. The first group of candidates will come to Boston College in the fall of 2018.

In 2017, we created a certificate option consisting of 15 credits from our international higher education courses, and in 2018, the first two students, employees of Boston College received their certificates and now have moved to more senior positions outside of Boston College. Two other employees of Boston College are currently following the Certificate in International Higher Education Program and in 2018–2019, we will have the first international students taking the program online.

In 2017–2018, the Center was home to four doctoral students: Dara Melnyk (Ukraine), Edward W. Choi (USA/South Korea), Ayenachew A. Woldegiyorgis (Ethiopia), and Lisa Unangst (USA), who all served as graduate assistants at CIHE, and as mentioned, all are actively involved in our activities. Georgiana Mihut, who completed her three-year graduate assistantship at CIHE in 2017, will finalize her doctoral research in the academic year 2018–2019 on *The Impact of University Prestige in the Employment Process. A Field Experiment of the Labor Market in Three Countries*. She will combine the finalization of her research with a position at the American Council on Education (ACE) in Washington, DC.

We are also proud of our professional development programs with partners around the world. A new program has been the product of partnership with the Inter-American Organization for Higher Education (OUI-IOHE) in Montreal, in particular its Institute of University Management and Leadership (IGLU). This partnership resulted in the organization of a one-week program for 30 higher education leaders from Latin America, focused on "Innovation and Internationalization in higher Education," at Boston College, June 25–29, 2018.

CIHE also signed an agreement with World Education Services for three–years for the organization of an annual WES–CIHE Summer Institute, as a follow-up to two jointly organized seminars in 2016

and 2017. The "WES–CIHE Summer Institute on Innovative and Inclusive Internationalization" took place June 20–22, 2018, at Boston College and 16 WES scholarships were provided to master and doctoral students from different parts of the world to present and discuss their research with leading international experts in the field.

A Global Network

CIHE continues to operate as a central partner in a global network of centers, institutions, organizations, associations, and scholars and students. Our research, our publications, but also our teaching and training, are built on that network, and we see an ongoing interest from all over the world to be connected to CIHE and its work. This results in a growth in submissions of articles to *International Higher Education* and *The World View* blog, contributions to the book series we edit for Brill/SensePublishers, requests for appointments by visiting scholars, invitations to deliver online lectures, and communications from international students.

In 2017–2018, the Lynch School of Education signed a memoranum of understanding (MOU) with the Institute of Education of our longstanding partner, the Higher School of Economics in Moscow, Russia, including initiatives for further research in the field of higher education. Also, contracts were approved with the Universidad de Guadalajara for the launch of the dual degree program; the World Bank on a study to map national policies for internationalization around the world; World Education Services for the Summer Institute; and IGLU for the leadership program. New MOUs are in preparation for the Certificate program in International Higher Education with several partners globally. We intend to sign these kinds of MOUs and agreements only as a confirmation of concrete cooperative activities, not as intentions without substantive action.

Publications

Our flagship publication, *International Higher Education (IHE)*, again published four issues (#90–#94, in this academic year. *IHE* continues to be translated into 6 other languages, published in English as an insert in the *Deutsche Universitäts-Zeitung (DUZ)*, and also available online through the *University World News* website. 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 América 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 the publication of our quarterly, *International Higher Education.* This support has been sustained for several years now and we are pleased that it will continue until the end of 2019, more specifically through the publication of issue 100 of *International Higher Education* at the start of 2020. Notably, this will also mark the 25th anniversary of CIHE.

Research Fellow Liz Reisberg continues to edit our weekly *The World View* blog, hosted by *Inside Higher Education.* Laura Rumbley continues as a co-editor of the *Journal of Studies in International Education,* and is also member of the editorial board of *Studies in Higher Education.* Hans de Wit continues to be member of the editorial board of the *Journal of Studies in International Education,* and has assumed a role as consulting editor of *Policy Reviews in Higher Education.*

In partnership with *University World News,* we published two books in 2017–2018 with collections of articles from *University World News* and *International Higher Education* from the past five years. These two books were edited by graduate assistant Georgiana Mihut in cooperation with Philip Altbach and Hans de Wit. We also published two other books in our book series "Global Perspectives in Higher Education" with Sense Publishers, now Brill/Sense, reaching volume 40 of that series.

In the summer of 2018, a fifth book will come out, volume 41, the result of a research project on "Catholic Universities, Identity and Internationalization." The project is a collaboration between the

CIHE at Boston College (BC), the Center for Research on Educational Policy and Practice (CEPPE) at the Pontificia Universidad Católica de Chile (PUC Chile), and the Centre for Higher Education Internationalisation (CHEI) at Università Cattolica del Sacro Cuore (UCSC) in Milan, Italy. The goal was to explore the relationship between Catholic identity and mission and internationalization in Catholic universities of different types and located in different contexts.

Finally, CIHE signed a contract with Sage Publishers in New Delhi for a new book series, "Studies in Higher Education," in which CIHE partners with the Global Centre for Higher Education in London. The first book in this series is expected to come out in the fall of 2018.

Research Fellows and Visiting Scholars

Back in 2016–2017, we created a new category of affiliation with CIHE, CIHE Research Fellows, who are distinguished scholars and graduates of the BC higher education doctoral program, who collaborate with us in a variety of substantive ways. In addition to the multitude of visiting scholars (junior and senior) who have joined us over the past year, and the guest lecturers who have either participated in our courses (physically or remotely) or who have made public presentations at BC, this group comprises a truly international network. Their involvement in the work of CIHE over 2017–2018 is highly appreciated.

In conclusion

This *CIHE Year in Review 2017–2018* aims to provide insight into the work done by CIHE and its community of staff, students, research fellows, visiting scholars, and partners around the world. We are a small center, but through our global community we are able to accomplish many projects, programs, publications and, other activities. Many of the details of this work can be found in the overviews that appear at the end of this yearbook. Mostly, however, you will see our work reflected in the articles that are written by our community. I want to thank all of the members of this community for their ongoing enthusiasm and dedication to the Center and to their critical analysis of international higher education. I want to thank in particular Dara Melnyk and Laura E. Rumbley for co-editing this new publication in our *CIHE Perspectives* series, and Hélène Bernot Ullero for her text editing support to this issue, and Salina Kopellas for her design and technical and administrative support of this publication and throughout the year.

Hans de Wit
Director, Boston College Center for
International Higher Education

Postsecondary Systems, Massification, and the Research University

Philip G. Altbach

Philip G. Altbach is research professor and founding director of CIHE. This article was originally published in IHE *91, Fall 2017.*

The expansion of both student numbers and increasingly diverse functions of postsecondary education worldwide in the past seventy years has been unprecedented, representing a true revolution in postsecondary education. Just in the past decade or so, global enrollments have doubled. In few countries, however, has there been any comprehensive effort to create clearly defined and differentiated academic systems to serve new academic functions, to ensure that quality is maintained, or that the wide range of needs of an increasingly diverse student population are met.

At the same time, the traditional research universities around the world have come under increased pressure to educate academic staff for the expanding higher education sector, undertake research, and engage in the global knowledge networks, while also preparing professionals for leadership positions in society. Before massification, these traditional universities dominated the postsecondary sector. Now, they are typically a small minority in most countries. Yet, they are of central importance as the leading academic institutions but are under unprecedented budgetary pressures, increased demands for accountability, and global competition to be "world class." The rest of the postsecondary sector looks to these prestigious universities for leadership, but for the most part the research universities have kept to their traditional roles. They have by and large not recognized that they are an integral part of a broader postsecondary ecosystem and that they have a responsibility to provide some leadership to the broader academic community.

There is a clear need to coordinate the confused array of postsecondary institutions that have emerged everywhere. In many countries, a considerable number of new institutions are in the private sector and a growing proportion of these are for-profit. Ensuring that private postsecondary institutions work in the broader public interest and at an acceptable level of quality is of great importance.

The generally unhindered diversification that has emerged in response to market demand needs to be replaced by a deliberate effort to develop differentiated academic systems to serve the complex set of social purposes that have emerged in the past half-century. Such a system should recognize the specific roles and responsibilities of different types of institutions and ensure effective coordination and recognition of the importance of each type of school.

While research universities sit at the top of any academic system, they must recognize that they are an integral part of a multifaceted system. Research universities are only a small segment of large and complex systems—it is important that these singular institutions do not overexpand and that the rest of the system does not seek to emulate the research universities.

These challenges were recently discussed in Hamburg, Germany, by the Körber Foundation, the University of Hamburg, and the German Rector's Conference (HRK), during their biannual Hamburg Transnational University Leaders Conference to the theme of diversified and differentiated academic systems. Fifty university leaders from around the world discussed this topic, and issued the following statement reflecting their perspectives.

The Hamburg Declaration: Organizing Higher Education for the 21st Century

The role of the research university

- The research university, as the apex academic institution, is central to the global knowledge economy. It educates leaders, scientists, and scholars who serve society, academe, industry, and the broader economy. It conducts research, and is the window to international science.

- Research universities are central to the success of higher education, and contribute to the common good.

- The research university functions in an increasingly complex and diverse academic ecosystem, consisting of large numbers of institutions serving varied populations and needs. To be effective in contemporary society, research universities must maintain their essential roles of teaching, research, personality development, and service to society, but must also constructively engage with, and by example provide leadership to, the other institutions in the postsecondary sector.

Requirements for effective differentiation

For differentiation processes of the global higher education landscape to take place in a scientifically designed and value-oriented way, the following steps are necessary:

- *Clear-cut differentiation*: The mission of each type of postsecondary institution should be clearly defined and protected. Controls should seek to maintain appropriate academic differentiation. We note that global academic rankings often distort differentiation by promoting homogeneity.

- *Autonomy:* Postsecondary institutions should be given the authority to manage resources necessary to their mission.

- *Funding:* Predictable funding streams, adequate to the mission of each type of postsecondary institution, must be established.

- *Quality:* Quality assurance systems, designed and executed by academic professionals, must be an essential feature for all postsecondary institutions.

- *Permeability:* There should be articulation mechanisms that permit students equitable access to postsecondary education, allowing them to easily move between different types of institutions without loss of academic standing.

- *Coherence:* Private higher education, the fastest growing part of postsecondary education globally, requires careful integration into an effective postsecondary education system.

The *Hamburg Declaration* reflects the concerns of the fifty rectors participating as well as the sponsoring organizations. Massification has meant not only dramatically increased numbers of students and academic institutions, but also greatly increased complexity and diversity. A central challenge, so far unmet in most of the world, is to ensure rationality in postsecondary education. Further, an increasingly diverse student population and the complex globalized economy need to be adequately served as well.

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Note: The report that informed the deliberations in Hamburg is available from the Körber Foundation without cost. http://www.bc.edu/content/dam/files/research_sites/cihe/pdf/Korber%20bk%20PDF.pdf. The report is also published as a book. Philip G. Altbach, Liz Reisberg, and Hans deWit, eds., *Responding to Massification: Differentiation in Postsecondary Education Worldwide* (Rotterdam, Netherland: Sense Publishers, 2017).

What the #MeToo Movement Means for Student Affairs in Korea

Edward W. Choi

Edward W. Choi is a doctoral student and research assistant at CIHE. A version of this article originally appeared on March 19, 2018, as a post on Inside Higher Education's *"The World View" blog.*

It was only a matter of time before the movement dubbed #MeToo, which first appeared within the American entertainment industry, gained traction in other countries and sectors. In Korea, for example, the upheaval left by #MeToo sent waves of shock across the peninsula as sexual assault accusations piled up against powerful public figures. For example, Ahn Hee-jung, once a presidential hopeful is now the disgraced former governor of the South Chungcheong province and will be forever remembered as a sexual predator who raped his secretary.

The impact has also been felt in Korea's higher education system. Recently, eight students have come forward to accuse actor and assistant professor, Jo Min-Ki of Cheongju University, of sexual exploitation and rape. This scandal, together with a plethora of similar incidents (for instance, at Myongji College where student accusations have exposed the unlawful sexual activities of a whole department of faculty), has drawn the ire and scrutiny of the public. The ensuing national debate, captured by Korea's major news outlets, has largely centered on one clear message: the shaming of power and individuals who have used their position, stature, and/or fame to prey on the weak, and a call for increased awareness and accountability by monitoring and disciplinary bodies.

This essay takes a (hopefully justified) moment's pause to digress from the repeated, yet needed rhetoric of Korean news sources and to reframe the discussion to consider a crucial topic largely absent thus far, at least in the context of Korea: the campus culture. The aim here is to constructively and critically discuss the university environment as a necessary focal point in relation to sexual harassment and assault (SHA), and to motivate those agents typically charged with its formation and maintenance, i.e., student affairs professionals (SAPs), to spearhead the creation of safe learning environments. In the context of Korea, this conversation seems especially urgent given the (apparently) low premium placed by SAPs on safeguarding and improving the quality of life for university students, and the high premium placed on more tangible and immediately realizable utilitarian goals, e.g., connecting students to the job market. This is in contrast to the American context in which the holistic development and learning of students are emphasized traits. Indeed, a cultural change of practice in Korea may be in order.

To this end, several critical questions demand attention. What is the current role of SAPs in Korea vis-à-vis the public backlash against campus-related SHA? Is there an opportunity for Korean SAPs to increase their involvement in the prevention, response, and remedy of SHA on college campuses? What challenges might they face in this task? Finally, can Korean SAPs draw lessons from their foreign counterparts?

International Lessons

At the most basic level, many universities around the world publicize institutional policies regarding SHA on their websites and in faculty, staff and student handbooks. Typically, these policies are accompanied by related information about campus resources and services. In most universities, such supports sit within the overall purview of the work undertaken by student affairs offices (the KDI School of Public Policy and Management in Korea and the College of William and Mary in the United States provide examples of such structures).

Many universities additionally offer (in some cases, mandate) SHA training to students, staff and faculty; of course, SAPs—together with faculty, administration, and victim services professionals (of-

ten experts external to the higher education institution)—have a role in the coordination (and direct facilitation) of such training. At many colleges and universities, such as those in the US, preventive education is conducted online, tied to registration (for example, a "hold" is placed on course registration for students who do not participate), and are provided for incoming freshmen as one-off sessions in the typical orientation format (as seen at the University of Michigan, the University of California, Berkeley, and Elon University in North Carolina). Online orientations are also be found at Australian universities, increasingly so in the wake of a sobering report around campus-related sexual misconduct released by the Australian Human Rights Commission in 2017.

These one-off offerings may be combined with or replaced by more comprehensive, integrated, and strategic approaches that build in long-term training objectives. For example, Goldsmiths, University of London has adopted a 10-point plan in part based on a student-agency model espousing the equal partnership of students in the development and implementation of a year-long SHA training program for students. Staff training is also treated strategically, with the university leveraging the partnership with Rape Crisis South London to deliver comprehensive SHA education utilizing a range of instructional modalities (e.g., six-day courses). Similar initiatives can be found in US-based universities. Dartmouth College, for instance, is now mandating sexual violence education for all four years of their students' undergraduate trajectories.

Widely used is another prevention model involving peer and/or bystander intervention. For example, students at the University of California, Berkeley learn to intervene as bystanders through a training session known as "Bear Pact" (the branding is a nod to the university's mascot, Oski the Bear). A variation of this model can be found in Canada where students at universities based in Calgary, Alberta, and Windsor, among other cities and provinces, are combating sexual assault through buddy systems.

Korea's First Steps Toward Campus Culture Reform

The strategic and comprehensive practice modalities outlined above are not exhaustive, and certainly are not without their challenges. They are, however, lines of defense against SHA that are widely accepted in the national contexts in which they are offered. While little is known about the picture of student affairs work around SHA in Korea, there is some indication that little is being done—relative to the examples drawn above—in the way of combating sexual misconduct on college campuses, let alone adopting best practices. Whether policies and services are faithfully (and appropriately) applied and carried out in practice, is a big question mark. According to *Maeil Business Newspaper,* the sexual harassment prevention orientation mandated by Seoul National University for its faculty is neither considered an imperative by faculty nor enforced by the university, with the orientation offered as a mere formality. If this is any indication of the broader picture of SAP work around SHA in Korea, it becomes likely that the involvement of SAPs is minimal and reactive at best. Indeed, this is consistent with the previously mentioned supposition that Korean SAPs are likely more preoccupied with other institutional priorities.

Why is this? Well, one reason may stem from a matter of culture that predates Korea's modern-day higher education context. Korea has long been understood as a hierarchical society in which the unequal treatment of both women and students is informed by the lingering effects of the centuries-old ideology of Confucianism. Confucianism, which was adopted from China as a blueprint for social organization by Korea's elite during the premodern period (1392–1910), endorses a society in which relationships, including those between a husband and wife (i.e., men and women) and teachers and students are, by definition, unequal. Thus, the barriers that female students face in higher education are intersectional, mutually reinforcing, and layered.

With this understanding it becomes somewhat clear as to why faculty, campus leaders, and SAPs alike may be apathetic (for lack of a better word) to

endorse change grounded in notions of justice and equality. Not only would their agency be rendered moot within the oppressive Korean climate, but also those higher education personnel in positions of power may desire the preservation of unequal power relations.

All is not lost, however! There is a great deal of optimism pinned to the intensifying #MeToo movement fueled by the rallying cries of a brave few. They are the wheels that accelerate hope and lead the charge to dismantle the dominant, oppressive cultural norms of both the past and the present. At the helm are students, *especially students,* who demand a new reality in which respect, equal treatment, and increased awareness about the dangers of cultural complacency (within the dominant culture) are valued qualities. This type of agency may be witnessed at many universities across Korea, such as Sookmyung Women's University, where students aim to dislodge backward perspectives and beliefs by pushing for gender awareness training among all staff. Similarly, students at Jeju National University are fighting for change and increased awareness amid sexual abuse allegations directed at two professors.

As earlier mentioned, Korean SAPs may (or rather ought to) have a role in this (nascent) cultural shift, not only as partner agents with student activists (perhaps by drawing lessons from the comprehensive student agency-based model outlined earlier), but also as empowering and change agents. Indeed, the roles they may assume in the new reality are many and are especially vital given the adverse effects of sexual predation on campus. In most cases, students victims of sexual violence become susceptible to what the association for Student Affairs Administrators in Higher Education (NASPA) in the United States refers to as the education-derailing effects of sexual trauma. These effects include increased risk of substance abuse, extreme fluctuations in weight, risky sexual behaviors, and, in many cases, suicidal ideation. Thus, SAPs in Korea have a real opportunity provided by #MeToo to articulate their meaningful involvement – in ways to minimize sexual trauma and maintain educational commitment among victims. Perhaps a

good place to start is by conducting campus climate surveys, which can be useful for assessing current campus programs and introducing improvements.

However, agents of change, as those in any other country, must consider the context-bound sensitivities and challenges they may face in their work. A great barrier exists in the oppressive ideology that undergirds every aspect of Korean society, including higher education. Thus, higher education leaders and faculty may not be ready for change because the proactive agency of SAPs may be perceived as a threat to the dominant cultural framework. Students, as well, may be difficult for SAPs to work with given the culturally conditioned values they may bring when entering higher education. From some students' point of view, their victimization may be perceived as a socially accepted practice and the rightful purview of powerful individuals. Thus, while change is underway, it is expected to be slow and met with opposition. The question becomes whether SAPs in Korea will seize the moment, even in the absence of supportive structures, and reimagine their profession as an agency of disruption and one dedicated to quality and safety in student life.

Fifty Shades of Academic Corruption

Elena Denisova-Schmidt

Elena Denisova-Schmidt is a research fellow at the CIHE, Boston College, US, and a research associate at the University of St.Gallen, Switzerland. This is a revised version of Academic Care Challenges for Women in Switzerland. Higher Education in Russia and Beyond *(HERB),14(4), 2017, 16–17; republished with permission.*

Not all scholars, policymakers, educators, and other practitioners working in academia would consider plagiarism or student cheating to be corruption; not all would count the fees that university administrations take from faculty members who receive external funding or the students who write their own recommendation letters for their professors to sign as corruption. The challenges that some women face while making an academic career would be also difficult to consider as corruption. The term "corruption" is straightforward and at the same time complex. Corruption is often understood as "the abuse of entrusted power for private gain"—a definition by Transparency International that broadly defines the scope of the problem, the implied manipulation, and the possible consequences. But in addition to being considered a "criminal act," corruption is also a "cultural norm" or a "way to get things done," especially in weak institutional environments. Corruption can only be fully understood within its particular national context, stipulating the historical, political, and cultural preconditions that created the social structures in which it exists. This makes the term "corruption" and discussions around it very difficult. Using the example of women in academia, I will illustrate this in the context of Switzerland.

Corruption or Business as Usual?

The situation in which a new faculty member is selected, based on personal, political, and/or family connections rather than academic achievements or related competencies, is called "favoritism" or, more specifically, "patronage" and "nepotism" (in the case of family connections)—two nonmonetary forms of corruption, according to Transparency International. Favoritism can also play out based on identity variables that relate to religion, race, national identity, gender, and sexuality. For example, faculty positions in the United States used not to be open for Black and Jewish scholars. Similar restrictions, though hidden and informal, were common at universities in the Soviet Union against Germans and Jews, for example. While this type of discrimination has hopefully become a thing of the past, other social groups—women, for example—still face several career disadvantages in academia. While many countries are increasingly achieving gender balance at the bachelor, master, and PhD levels, the number of women holding top-level research positions is still markedly low. According to the 2015 She Figures study produced by the European Commission, women are still underrepresented in academia in Belgium, Denmark, France, Germany, Greece, the Netherlands, Switzerland, the United Kingdom, and several other countries. The reasons behind this disparity range from the power of traditional gender roles in the respective countries, to personal inexperience in developing an academic career strategically, to outright sexual harassment and the refusal to trade favors for career advancement.

How Does It Work in Switzerland?

Swiss universities were among the first in the world to open their doors to female degree candidates. Many ambitious women from Great Britain, the United States, and most of all from the Russian Empire took advantage of this opportunity. Nearly 30 percent of all of the students enrolled at the University of Zurich in 1872 came from Russia; the majority were women. In spite of this early progress in terms of equal enrollment, the government still has a long way to go toward full equality in other gender-related areas in academia. Recent statistics show that women receiving bachelor's degrees outnumber men, with women earning 53 percent of all undergraduate degrees. At the PhD level, however, women still lag behind men, with 43 percent against

57 percent. While this number is low in the European context (where women account for 47 percent of degree recipients on average), it is a very positive trend compared to the average for Switzerland: in 2004, only 37 percent of all new PhDs in the country were women. Nevertheless, the number of women receiving full-time professorships is significantly lower: only 19 percent of new hires, on average, are women. In some disciplines like economics, medicine, and engineering, the percentage is even lower. Women are also underrepresented among university rectors or heads of institutions in Switzerland (only 7 of 40, or 18 percent, in 2014). Experts often mention two reasons for this trend: family obligations and women academics' relative ability to understand and apply informal rules to advance their careers.

It may be challenging to combine family obligations and an academic career. It is important to mention here that the role of women in Swiss society is rather traditional. The fact that women won the right to vote in Switzerland only in 1971—with one canton, Appenzell Innerrhoden, granting women the right to vote as late as 1990—shows how conservative this country is in terms of gender equality. Another late but very important decision was the introduction of a nationally mandated 14-week maternity leave in 2005. The structure and opening hours of preschools and elementary schools has been established with the assumption that at least one family member—typically the mother—is available to pick up the child, provide support for homework, drive the child to other activities (sports, music), and stay home with the child if the teacher is sick. Moreover, some employers consider women with families to be less mobile due to the demands of their partner's career, making women less desirable as potential employees.

It can be difficult for women to enter, remain, and rise within academia. Academia in Switzerland offers almost no tenure-track options and/or other opportunities to start as a young faculty member and be promoted within the same institution. An academic career is often structured around temporary contracts, with a permanent position only available at the level of full-time professorship. Vacant positions are always announced and presentations of all invited candidates are open to the public, but the decisions made by assessment committees are not always transparent. Some members of assessment committees might support people they already know from elsewhere—a practice that some might consider to be a normal collegial gesture, while others may consider it favoritism. Some members of the committee may favor candidate A, while others favor candidate B, and the job may be offered to candidate C—a decision that some might call a compromise, and others internal intrigue. Some committee members may not favor bright, outstanding candidates in order not to be overshadowed by their fame when they become colleagues. Moreover, hiring committees are not always trained or experienced in assessing international candidates and/or candidates from other disciplines. While these rules of the game apply to both genders, women suffer more from lack of access to influential networks and allies or mentors ready to advocate for them and share information on how the system works. Career interruptions resulting from raising a family, the difficulties of returning back to work, and dual career paths, are all challenges women have to face.

What Can Be Done?

Recently, several national governments have created initiatives to increase the number of women in academia, including mentoring programs, fellowships, and vacancies open only to women. These programs, and all of the other measures aiming to increase the number of women in academia, need to be more sustainable, for example by offering more tenure-tracked and/or permanent positions. Moreover, they do not currently put sufficient pressure on all of the stakeholders involved: on universities to comply with the new requirements, and hence attract more women applicants, or on women to be selected primarily on the basis of gender without stipulating any academic achievements (an informal rule among universities in German-speaking Europe is to reach 25 percent of all professorships occupied by women). Otherwise, initiatives designed to support women's academic career development risk having the opposite effect, with female employees considered token women instead of equal colleagues and employees. Swiss universities should take a look at their history: greater international exposure in this area today might be a good solution.

Legitimizing Liberal Arts and Sciences Institutions

Kara A. Godwin

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As evident in the growing body of research on cross-border and transnational education, new institutions in the higher education arena face considerable challenges. Of utmost importance is their ability to establish legitimacy. In particular, leaders of new or reimagined institutions that provide a liberal education report establishing legitimacy as a foremost obstacle. (Liberal education is also known as liberal arts and sciences or, sometimes, general education.) Some recent cases, a university in Vietnam and another in Malaysia (purposely unnamed here), failed in large part due to concerns of powerful external stakeholders—the shareholders in one case, and a perceived lack of credibility with the central ministry in the other.

Granted by stakeholders, university legitimacy is an essential ingredient to institutional success and sustainability. In addition to bolstering student and faculty recruitment, it signals that stakeholders have confidence in the educational enterprise. Legitimacy is required for organizations to attain resources and solidify ongoing viability. Closely related to reputation, it is generally defined as the collective assumption that an organization will deliver a desirable outcome in accordance with a community's needs or expectations. Notably, collective stakeholder criteria vary with geosocial context. Expected outcomes align with socially constructed norms and values and differ from culture to culture.

Legitimacy is a major concern for liberal education (LE) programs at both the local and international level. Nationally, legitimacy is paramount for securing government recognition and funding. It can influence ministry gatekeeping and in some cases students' ability to use government-provided subsidies for education. Further, these institutions need legitimacy to ensure enrollment numbers and attract students of an academic caliber that aligns with their mission. Internationally, LE programs rely on legitimacy for recognition, exchanges, and research connections. They depend on it to attract international students and well trained faculty who are not only accomplished in their discipline, but who understand and can successfully advance the LE model.

Leaders of institutions that ascribe to an LE philosophy report that it is not a single factor that makes their struggle for legitimacy significant, but a combination of issues that marginalize their programs. Some of those factors are shared by transnational providers, new institutions striving for world-class reputations, and organizations that offer radically different education models. Studies about legitimacy focused on these types of providers are helpful, but incomplete for the purposes of understanding the comprehensive challenges LE institutions face. The discussion below articulates but a few of those challenges and their complexities.

An Unconventional Education Model

Liberal arts and sciences programs disrupt traditional higher education norms. The liberal education philosophy is unconventional and often misunderstood, factors alone that impede legitimacy. Where university curricula (outside the United States) are customarily organized to prepare students in a single discipline for a specific profession, LE is anchored by broad, multidisciplinary training and later specialization. Along with a curricular foundation spread across the sciences, social sciences, arts, and humanities, LE strives to hone skills in relation to problem solving, written and verbal communication, qualitative and quantitative analysis, and critical thinking.

With a direct impact on legitimacy, stakeholders new to LE conventions are understandably skeptical. Pragmatic parents hesitate to enroll their students

in an experimental program or one that, while innovative for the current labor market, also operates outside dominant tertiary traditions. They and the public question how graduates with an unconventional background will be perceived when they look for work or apply for graduate study.

New and Relatively Sparse Development

Peer institutional support and resources are crucial for developing higher education legitimacy. Establishing legitimacy is particularly difficult for LE programs because universities experimenting with the philosophy are comparatively few in number and new to the higher education landscape. Excluding the United States, there are now over 200 providers across 58 countries. With exceptions like the Netherlands, Japan, Hong Kong, Canada, and the United Kingdom, however, 75 percent of countries with LE initiatives have only one to three institutions. Most tertiary systems lack a critical mass of LE programs that might collectively educate the public about their offerings and leverage each other to build their reputation as a cohort. Further, beyond some regional initiatives like ECOLAS in Europe and the newly formed Alliance of Asian Liberal Arts Universities, LE lacks a formalized network for sharing information, exploring common and divergent practices, and collectively advocating for their model.

Unlike many traditional universities that have been in place for decades or even centuries, most LE institutions are young. More than half the programs were founded in the last 20 years and therefore have little organizational history on which to build legitimacy. As a result, they lack the substantial graduation or employment data stakeholders expect. Though some LE joint-ventures like New York University Abu Dhabi, Yale-National University Singapore, and Duke Kunshan University can leverage the reputation of their world-class partners, even they report significant challenges related to recruiting students and faculty, and developing perceptions of a high-quality, worthwhile curriculum in their host environment.

Quality and the "American" Model

Contemporary liberal education initiatives have little

precedent in the global market. With the exception of the few joint-ventures like those named above (and the anomalous Oxford and Cambridge Universities), LE institutions must rely on their own strategies to decipher and respond to stakeholder expectations. To bolster legitimacy and demonstrate accountability where there is otherwise no means for LE quality assurance, approximately ten percent of institutions secure accreditation through government-approved agencies in the United States. Besides the joint ventures, the other institutions with US accreditation are independent, but identify as "American." These include the long-standing American University in Cairo and American University of Beirut. The "American" label is a perceived proxy for labor market prestige, degree cachet in the global marketplace, and quality. It publicly assures a quality standard synonymous with the American higher education system.

Problematically, however, it does not guarantee the quality of liberal education specifically. To date, there are no mechanisms for LE quality assurance in the United States or elsewhere. Globally, even in the United States, there are no government-approved accreditors for liberal education curricula. Where a few education ministries have created new policies to accommodate LE—Russia and the Netherlands, for example—it is more common for countries to "fit" LE programs into existing accreditation and policy structures. While doing so provides legal authorization for the programs to operate, the process, as well as reliance on the US accreditation system, is an inadequate means for continuous institutional improvement, quality assurance, and therein, a clear path to legitimacy.

Conclusion

In all non-US tertiary systems, liberal education is an outlier. At least three strategies can help to improve legitimacy: (1) more robust and formalized LE peer networks (hopefully facilitated at the international level by the emerging Global Liberal Education Collaboratory: www.globalcollaboratory.org); (2) reframing LE initiatives as *innovative* higher education curricula—rather than isomorphic, US-style programs—that address contemporary social

and economic needs tailored to global *and local* cultures; and (3) amplify a combined theory and practice-based research agenda for global LE to explore critical issues such as legitimacy, access, and quality. The absence of a liberal arts tradition, a network of local peer institutions, and a reliable quality assurance mechanism result in public and political stigmatism around liberal education programs. Institutional legitimacy, as a result, is often unstable and inadequate.

Evolving Architecture of/for International Education and Global Science

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Geopolitics of Higher Education

The escalation and intensification of the movement and integration of trade, capital, and people across borders is usually expressed in economic terms. But, globalization shapes the social, cultural, and political landscapes, as well, affecting the way people think and identify selves, and perceive and pursue their interests. Today's networked society is not just indifferent to national boundaries but is actively creating new forms of work(ing) and networking, and tools for international policymaking.

Education is not immune from these trends. As the distribution of economic activity has gone global, higher education research and development (HERD) is no longer just a part of national systems. Colleges and universities have deep historical roots in their towns and cities, and nation states are likely to remain the largest investors in public research and development, but HERD is an open system. In fact, higher education's (HE) transformation from being a local institution to one of geopolitical significance has been one of the most noteworthy features of the last decades. Higher education institutions (HEIs) are global actors, supported by an expanding global infrastructure, wherein geo-political factors are prominent.

The number of students enrolled in HE is forecast to double globally by 2025 to almost 260 million. Over the next decade, there will be more than 8 million internationally mobile tertiary students compared with 5 million today, and only 0.8 million in 1975. The number of branch campuses has increased from approximately 84 in 2000 to 300+ today; 13 million students study in online cross-border arrangements (according to data presented by Mok et al in a 2017 Centre for Global Higher Education Working Paper, titled on "International and transnational learning in higher education: a study of students' career development in China"). Internationally coauthored papers, as a percentage of all scientific papers, have more than doubled in number over the past 20 years, accounting for all the output growth by scientifically advanced countries.

Globalization's facilitation of the wide diffusion of knowledge corresponds with a decoupling of research from the goals of national science policies, as researchers pursue global challenges, international funding, and international reputation. While HERD is still dominated by research intensive (Western) European and US universities, many nations from around the world are now participating, suggesting a dynamic very different from the traditional core-periphery model that characterized previous thinking about the global system.

Evolving International Regulatory Frameworks

As internationalization has become an embedded and widely accepted part of almost all aspects of society and the economy, the development of strategies, institutions, and regulations to develop, manage, and monitor international engagement has progressed. This ranges from highly institutionalized, rules-based international organizations—such as the United Nations, the International Monetary Fund, and the World Trade Organization—to much looser (but nonetheless powerful) networks such as the G7 or commercial/professional organizations. According to the Organisation for Economic Co-operation and Development (OECD), the number of non-governmental organizations (NGOs) involved in international policymaking has increased from 41 in 1945 to some 4,200 in 2015. Rankings—grading and comparing states as well as universities—have become an effective tool in the process.

The interconnectedness of the global economy and labor markets has fostered the rise in rules/guideline-based systems and processes to support mutual recognition of academic qualifications/credentials; internationalization and student, graduate, and professional mobility; transnational education and cross-border provision; quality assurance systems and processes; research integrity, funding, and intellectual property; etc. An unpublished report for the World Bank describes an alphabet soup of 13 international and 41 regional tertiary education networks (TEN), promoting networking, facilitating staff/student exchanges, and organizing activities of different degrees of formality.

The growing role and authority of international organizations (IO) is often critiqued as a process of denationalization whereby global outlooks and norms influence and/or overtake thinking, decisions and processes at the institutional and national level. This is exposing tensions around autonomy and sovereignty, and international and regional alignment and priorities. IOs are often characterized as vehicles for marketization, neoliberalism and imperialism.

An alternative perspective—argued here—is that the shift should be seen as a response to increasing interdependence, regulatory deficiency, limitations of bilateral agreements, and overall complexities associated with globalization and the internationalization of knowledge. Global imbalances, driven by geographical discrepancies, create another dynamic. In this context, multilateral and transnational structures and coordinating frameworks serve a growing need.

Mapping global governance

Adapting a 2003 framework developed by Koenig-Archibugi on "Mapping Global Governance," we can begin to map the complex infrastructure of global governance in terms of i) publicness: level and degree of active participation, ii) delegation: functions/rule-making undertaken, and iii) inclusiveness: access/equity of influence. Increasingly institutions as well as governments delegate some level of authority, or powers of representation, to other policy actors—in a selective rather than a hegemonic way.

Four examples:

- *High publicness, high delegation, high inclusiveness.* EQAR (European Quality Assurance Register for Higher Education) is the European register of quality assurance (QA) agencies, listing those that substantially comply with a common set of principles. To be included, QA agencies must demonstrate they operate in substantial compliance with the *European Standards and Guidelines* (ESG). EQAR's General Assembly is the superior decision-making body; there is a Secretariat and Executive Board. Members are the four founders—the European Network for Quality Assurance (ENQA), the European Students Union (ESU), the European University Association (EUA), and the European Association of Institutions in Higher Education (EURASHE)—along with social partners and European governments.

- *High publicness, low delegation, high inclusiveness.* The Bologna Process was triggered by the Sorbonne Declaration of 1999, at the instigation of four governments (France, Germany, Italy, United Kingdom). The Bologna Process culminated in the establishment of the Euro-

pean Higher Education Area (EHEA), of which there are now 48 members. This is a voluntary effort, overseen by the Bologna Follow-up Group (BFUG) and its Secretariat, with decisions made at conferences within other fora, and based on consensus and trust.

- *Low publicness, low delegation, high inclusiveness.* The League of European Universities (LERU), with 23 member universities, is typical of many tertiary education networks. Membership is selective, with global rankings often used as a benchmark for admission. There is a secretariat, but its main function is as a voice for research-intensive universities with respect to the European Commission.

- *Low publicness, low delegation, low inclusiveness.* The International Network for Quality Assurance Agencies in Higher Education (INQAA-HE) is a worldwide association of organizations active in the theory and practice of quality assurance (QA) in higher education. Members agree to abide by the Guidelines of Good Practice (GGP), but no process of periodic external evaluation for membership exists. There is no permanent secretariat; instead, applications to host INQAAHE are made to the Board.

Whereto for Multilateralism?

Looking at the rationale for and role played by multilateral organizations and international frameworks as they have evolved over the post-World War II era is especially timely. As one senior European QA leader observed:

> There's almost nothing that is purely national and a student needs to be educated for being a participant in a global society.... In many areas of big science, there's nothing that's done on a national basis purely in research any more, it's almost impossible to have scale on a national basis.

This has implications for institutional practice as well as for nations and world regions at a time when a backlash movement has taken root in some countries. The future of international higher education, and the role played by such organizations and networks as key enablers of internationalization, requires deeper understanding. One Senior IO leader observed the dilemma this way: while "we have developments in the direction of globalization, you also have developments which are going in the com-

Higher Education Crisis in Taiwan

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The modern era of higher education in Taiwan began in 1945 with the end of World War II. After a period of expansion and reform, Taiwan's higher education enjoyed a good reputation for quality in Asia. The percentage of the population between ages 25 and 64 with a bachelor and/or an advanced degree reached 45 percent in 2015, which is significantly higher than the 36 percent average for OECD countries (ministry of education, 2017a). But in spite of these achievements, over the past twenty years the system has been facing increasing pressure within and outside of the country, making its future seem less optimistic and putting its foundation at risk.

pletely opposite direction. For university leaders, it can be very, very tricky to read what's going on in their environment."

A Candle Burning at Both Ends

From 1949 to 1987, Taiwan experienced a 38-year period of martial law. During that period, the higher education system underwent a phase of planned growth. Many junior colleges and private universities were established to train skilled human resources for emerging industries. After the martial law ended, neoliberalism started prevailing in Taiwan, and during the 1990s the idea of education deregulation was broadly advocated. In 1994, the "410 Demonstration for Education Reform" called for an increased number of senior high schools and universities in each city to reduce the pressure of massification. In response to public and political demands, the total number of higher education institutions increased considerably, from 130 in 1994 to 164 in 2007. Some were newly established, but many were upgraded junior colleges or technical institutes. In 1991, the net enrollment rate (NER) was 20 percent, only slightly above the threshold of an "elite" system. It quickly increased to 50 percent in 2004, reaching the "mass" threshold, and reached 70 percent in 2013—"universal" coverage. The percentage of high school graduates entering university reached 95 percent in 2008, and has remained constant. However, this extremely high enrollment rate reflects the failure of the system to be selective and indicates a decline of competitiveness within higher education.

Low Birthrate

A significant risk factor for higher education in Taiwan is the low birthrate. According to recent data released by the Central Intelligence Agency (CIA) World Factbook, which analyzed the total fertility rate of 224 countries in 2017 (CIA, 2017), Taiwan has the third-lowest birthrate in the world. Young couples in Taiwan worry about low salaries and high living expenses with regard to housing, education, and maintaining a satisfactory standard of living; some have even come to promote DINK ("double income no kids") as an acceptable lifestyle. The Tai-

wanese government sensed that the situation was critical already in 2011, but is still grappling with how to solve the problem. According to the ministry of education (2017b), as a result of the low birthrate higher education enrollment is expected to decrease from 273,000 in 2015 to 158,000 in 2028. This decrease will have a huge impact on the higher education system, with 20 to 40 universities estimated to be in danger of disappearing within five years, especially small and private universities in the suburbs.

The China Factor

In 2016, the Democratic Progressive Party (DPP), which stands for Taiwan independence, won the presidential election. Because the DPP does not accept the Chinese government's "One China Policy," the relationship between China and Taiwan soon came to a deadlock, directly impacting Chinese tourists and students coming to Taiwan. The number of short-term Chinese students in Taiwan decreased abruptly by 21 percent from 2016 to 2017 as a result of a ban from the Chinese government. Chinese scholars who want to visit Taiwan are expected to face more rigorous vetting by the Taiwanese government. Taiwanese students are not encouraged to study in China; as a result of these politics, the flow of knowledge between China and Taiwan has been stifled, further aggravating the decrease in enrollments.

Although the communication pipeline between the two governments is temporarily stymied, the Chinese government still endeavors to push for unification through soft means. For example, it announced "a package of 31 measures" in the spring 2018, to attract young Taiwanese professionals to study, work, and live in China. Coincidentally, in April 2018, an additional "60 measures" was released by Xiamen city, which plans to provide 5,000 job vacancies per year and many other benefits to Taiwanese people. In May 2018, 30 universities in the Jiangsu and Zhejiang provinces in China opened highly paid professorships, aiming to recruit 150 elite Taiwanese PhD professionals to teach in China. These policies and initiatives from China have attracted much attention among Taiwanese people

and are seen as a huge pull factor, potentially triggering a brain-drain and talent deficit crisis in Taiwan. To top it all off, Taiwanese high school graduates are welcomed to apply directly to Chinese universities, which are granting them eligibility for Chinese scholarships. More and more parents are considering sending their children to universities in China to improve their job opportunities.

Reflections

Talents are a valuable asset to a country, and universities are important places for cultivating future talents. Taiwanese higher education has gone through the "elite" and "mass" stages, reaching universal enrollment within only few decades. It produced numerous highly educated citizens for society and valuable human resources for the development of the country, but it also caused a problem of oversupply. Employers face a wide range of difficulties in determining which applicants are the most competent because of the increase in numbers of degree holders, particularly with master and doctoral degrees (Chan & Lin, 2015). In addition, with the impending slowing down of the economy and industrial upgrading, fewer suitable job vacancies are expected on the job market. Facing increasing global competition, especially the strong pull of China, the higher education system in Taiwan is in urgent need of transformation and adjustment.

Currently, there is no broadly accepted mechanism to transform or shut down poorly run universities. These endangered private universities prefer to operate as long as possible without incentives rather than leave the field, which is harmful to students and to the entire higher education system. The Taiwanese government should facilitate a sound university elimination mechanism, while protecting the students' right to education and the teachers' right to work. With such a mechanism, the government could properly intervene against universities with low quality or low performance, transform or close institutions when student numbers are decreasing, and reduce the waste of investment in higher education for students enrolled in underqualified universities. We should realize that the real crisis of higher education is not being able to pursue excellence, rather than having to deal with a lack of students. Although increasing enrollment numbers could solve the immediate problem, the improvement of quality will take more time and effort, but will also have greater success for Taiwan over time.

From 985 to World Class 2.0: China's Strategic Move

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Under the background of global competition in science and technology, the pace of developing world-class universities in China is accelerating. The Chinese government released the World-Class 2.0 project, replacing the 211 and 985 projects, and aiming to become a global higher education center. Institutional autonomy, academic freedom, academic corruption and the dominant Western academic system remain critical challenges.

In 2015, the Chinese government released *Developing World-Class Universities and First-Class Disciplines* project, known as World Class 2.0. In 2017, the ministry of education announced a list of colleges and universities that replaced 211 and 985 projects.

During the past two decades, the previous projects created significant research capacity and contributed to improvements in the global rankings.

China now has 136 schools in the top 1,250 of the US News 2018 ranking, only second to the United States with 221 schools. China is also now second to the United States in the number of articles and citations in science with the No. 1 spot in materials science. So, with so much success, why did China transfer the *985 Project* to *World-Class 2.0?*

New Government, New Strategy

The new government wants a new higher education strategy. In China, this is a convention—the *985 Project* was proposed by President Jiang Zemin and the *2011 Plan* by President Hu Jintao. It is not surprising that President Xi Jinping would propose something new, *World-Class 2.0,* focusing on world-class universities and disciplines with greater precision, as part of the Chinese dream.

The ongoing development of world-class universities needs new impetus. Projects 211 and 985 were implemented in three rounds but the schools did not change due to a lack of motivation and competition. Many of these universities remain far from the standards of world-class universities. Therefore, the new government introduced *World-Class 2.0,* and targeted elite universities and key disciplines.

The intensifying world university and subject rankings have had a far-reaching influence on the development of China's higher education policy. Chinese society, from governments to universities, from students to employers, pays particular attention to the rankings of universities in their respective countries. It not only reflects the culture of China, but also the national pride of Chinese people who wish to move from the periphery of international higher education.

Differences Between the Old and New

The goals of *World-Class 2.0* are much clearer and will be addressed during the next 30 years: to develop a number of world-class universities and first-class disciplines by 2020; to have more universities and disciplines among the best in the world by 2030; and to lead the number and capacity of world-class universities and disciplines with the world's best, becoming a higher education power house by 2050.

Tsinghua University aims to be a world-class university by 2020, at the forefront of world class universities by 2030 and one of the world's best universities by 2050.

The new initiative is more pragmatic. It combines the 985 and 211 projects, dividing institutions into two world-class streams: 42 universities have been selected as world-class universities (three more than the number of 985 universities) while 95 universities (including 25 non-211 universities) are focusing on first-class disciplines. South China Normal University, a 211 university with 9 key disciplines, retains only one first-class discipline. With this new strategy, the national government can concentrate investment on a smaller number of universities and the selected subjects.

The new initiative puts greater emphasis on top-notch talent in education. The ministry of education also asserted that, "There is no world-class university without first-class undergraduate education," and requires those selected universities to support teaching and research equally. Fudan University released its undergraduate education action plan, aiming to develop undergraduate education at the level of the world's top universities by 2025.

Systematic Challenges

To reach the new project's goals, some significant challenges have to be addressed. The selected universities generally lack institutional autonomy. The national and local governments control the appointment of university presidents, number of faculty, programmes, curricula and enrollment. This situation gives Chinese universities very limited room to innovate and will be a significant barrier to enhance the quality of teaching and research.

Academic freedom is critical to an excellent university. Van der Wende's question, "Can you have world-class universities without academic freedom?" will always limit the possibilities of China's universities. This has definitely inhibited the ability of Chinese institutions to attract "star" scholars from among the leading professors in the world.

Academic corruption is also a significant factor. It has almost been infiltrating into areas like the review of research projects for academic reward, fac-

ulty appointments and promotions, as well as a tolerance for plagiarism. There are two reasons for the corruption. One is academic bureaucratisation, with political officials in charge of academic resources and the other is Chinese relationship culture—named "toxic culture" by Rui Yang—that affects the fairness within higher education. China's universities must endeavor to solve academic corruption or *World Class 2.0* will not achieve its ambitious goal.

It will be a huge challenge for Chinese university professors to adapt to a Western knowledge system and take a position of global leadership. The dominance of Western knowledge systems, as well as the corresponding academic norms and research methods, make it very difficult for Chinese university faculty to have a place in the system. Sending a large number of outstanding teachers to the world's top Western universities is just a way to follow or imitate the Western. What is the most important is to develop a free academic culture and open China's academic market to the world.

University Autonomy and Accountability in Russian Higher Education

Andrei Volkov and Dara Melnyk

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We are currently experiencing the heyday of university transformation, as many higher education systems, including in Russia, are looking to upgrade their universities from the national to the global level of operation. During this process, independent strategic thinking by university leadership is critical, and this is only possible with sufficient autonomy.

Historical Perspective

Throughout the 300-year history of Russian higher education, the level of university autonomy has oscillated. Originally, institutional design was borrowed from Germany, and the first university charters contained a bold level of autonomy—in contrast with other public institutions in the Russian Empire. By the middle of the eighteenth century, universities had become hotbeds of liberal thinking, and in an effort to curtail this trend, Emperor Nicholas I significantly reduced their rights. Then, at the beginning of the nineteenth century, Alexander II restored their initial, relatively high level of independence, as part of the process of Europeanization of the country.

In the 1920s, the Soviet government redrew all social structures, including higher education. Universities were stripped of all powers to administer their own affairs, and control over curricula, funding, the awarding of degrees, admissions, governance, and faculty appointments became centralized. At that time, university autonomy would have been an impossible ideal to strive for; independent strategic thinking was unthinkable. The Cold War and the arms race forced the Soviet government to look for a new approach to training scientists and engineers. A group of higher educational institutions with special rights in governance and curriculum design was established. Two good examples of such institutions are the well-known Moscow Institute of Physics and Technology ("Phystech") and National Research Nuclear University.

The period that followed the collapse of the Soviet Union can be termed "the abandoned 90s": sudden autonomy was granted to institutions that were

completely unprepared for it. The share of young adults receiving university education surged from 17 percent to 60 percent, and the number of "quasi universities" grew exponentially, as every institution offering postsecondary education of any kind claimed the title of "university." Simultaneously, the brain drain on institutions reached an unprecedented scale. Russian higher education institutions were in a state of disarray, with unprecedented autonomy and little accountability.

In the early 2000s, the university landscape started to change. In exchange for their commitment to develop, universities were given significant resources and new statuses. One by one, elite university groups (including the well-known 5–100 Academic Excellence Initiative) were formed. These institutions were forcefully pulled out of organizational apathy, and some of them used the momentum to reimagine themselves. (Meanwhile, federal standards became increasingly lax.) What these initiatives essentially did was provide conditions for development. However, development per se requires genuine autonomy—and enough strategic initiative to make use of it.

The Cost of Autonomy Today

Autonomy does not mean that higher educational institutions can do what they please. The price to pay is taking responsibility for their decisions and being accountable before their primary stakeholders: students, alumni, faculty, and the general public. If a university is responsible for its aims and actions, its scholars decide themselves what to research and teach and how, and students design their study tracks. Blaming "the system" becomes difficult.

A historical lack of autonomy in Russia has resulted in chronic deficiencies in terms of strategic thinking, and in meaningless, formalistic institutional missions. This has lowered the status of universities in public opinion—if a university does not take itself seriously, why should it be taken seriously by the public? On the other hand, a completely unregulated higher education system is doomed to entropy, while well thought-out regulatory policies can be immensely beneficial for growth. For instance,

the 5–100 Academic Excellence Initiative, engineered to propel top Russian universities toward global competitiveness, has proved to be a strong catalyzer for innovation in higher education.

The 90s, with their tidal wave of "quasi universities," taught Russia to fear that if universities' autonomy suddenly increased, institutions would become completely unaccountable and quality would plummet. The standard view is that autonomy and accountability are at the opposite ends of a spectrum, that they are antithetical to one another, and that either extremist perspective leads to a lose-lose situation: high autonomy and zero accountability result in the abuse of public trust; low autonomy and high accountability inevitably lead to replicating and impoverishing education and research activities.

Autonomy and Accountability

The standard view, however, is not the only possible way to think about the autonomy– accountability dialectic. Universities can simultaneously boast a high level of autonomy and demonstrate a high level of accountability. What should be done to make this possible in Russian higher education?

- Firstly, top universities should be encouraged to exercise the right to design and modify their curricula, choose the language of instruction, and determine tuition fees and admissions procedures.
- Secondly, it is necessary to switch to long-term, competitive, performance-based, block-grant funding. At present, the Russian government funding is allocated through line-item budgets, which means that funds allocated to universities are granted with strict guidelines on how to use them. This system inhibits strategic investments and planning for ambitious projects.
- Thirdly, universities must direct their efforts toward diversifying their income. Currently, top Russian universities are enjoying increased government funding. While this is critical to propel Russian higher education to world-class level, being dependent on a single funding source is

limiting the universities' autonomy and ability to manage their own development.

• Fourthly, intellectual initiative in strategic planning, as well as the final say regarding university strategy, should not belong to the central agency, but should be decentralized. Error is human, and the probability that the central agency will make a strategic mistake that will affect every university in the system negatively is very high. Local experiments, on the other hand, foster innovation, and mistakes made locally do not affect the whole sector. For Russia, the way to do this might be strengthening local boards of trustees, comprised of lay members and representatives of key stakeholders. This would again establish links between university governance and the public, students, alumni, and faculty. Currently, boards of trustees in Russian universities merely act as audit committees that spend most of their "board time" approving financial and legal transactions. Instead, their main function should be ensuring their universities' accountability to stakeholders. In order for this to become possible, boards of trustees must be given, in particular, the power to select, appoint, and dismiss the executive head of the institution.

Conceptualizing and Engaging with Internationalization at Home

Xixi Ni

Xixi Ni graduated in 2018 with a master's degree in International Higher Education *at Boston College. This contribution is based on her master thesis.*

Internationalization has become an important feature of contemporary US higher education. Many higher education institutions have taken initiatives and implemented relevant policies to promote internationalization. Boston College (BC) is one of these institutions currently making internationalization a top priority in their strategic plan. As documented in its "strategic directions," BC commits itself in the coming years to increasing its global presence and impact through partnerships, international student outreach, and the development of programs and undergraduate curricula with a global content. With its unique Jesuit liberal arts tradition, its strong emphasis on undergraduate studies, and its current strategy to internationalize, BC is an excellent case showing how institutional strategies influence staff's understanding and involvement with internationalization and internationalization at home (IaH). As significant stakeholders for students' learning and development, student affairs professionals play an important role in realizing and implementing the internationalization agenda of their institutions. They serve the complex needs of international students and help all students develop global and intercultural competencies in a local learning environment. While many studies focus on students' and faculty members' understanding of internationalization, student affairs personnel, particularly those who do not work in international offices, have been largely left out of the analysis. Taking BC as a case, the purpose of this study has been to research how this particular group engages with various international policies, programs, and activities on campus.

Methodology

This research is a qualitative single case study using both document analysis and semi structured interviews to understand the sensemaking process of professionals in the Division of Student Affairs, in particular those who do not work directly with international students. First, relevant documents

related to BC and student affairs were studied (BC's history, mission, and its new strategic plan, as well as student affairs' structure, policies, and various services). Second, random sampling and snowball sampling were used to conduct one-on-one interviews with nine student affairs professionals (six senior staff and three junior staff) from six offices within student affairs. The interview protocol included three parts: a section on sensemaking, a section on engagement, and a section on leadership.

Findings

The results of the study suggest that the conceptualization of, and engagement with IaH by student affairs professionals is a complicated process influenced by personal experience, professional identities, the personalities of managers, office and campus culture, institutional structures, and current policies. To many student affairs professionals, internationalization and IaH are relatively new terms. Often, these terms are understood based on their personal experience traveling abroad, educational experience, or professional work and training experience. Second, while all professionals are aware of BC's commitment to diversity and inclusion, only senior staff are familiar with the ongoing work to develop a strategy for global engagement—which shows some discrepancies between junior staff and senior staff members. Third, student affairs professionals' level of sensemaking and engagement with IaH is highly influenced by different office cultures, the specific services provided by the offices, and the personalities of managers. While staff members from the AHANA Office (for persons of African, Hispanic, Asian, and Native American descent), the Office of Residential Life, and the Career Center have more interaction with international students, run internationally focused programs, and collaborate more frequently with BC's offices dedicated to international students and study abroad, staff members from three other offices examined in this study have less exposure to internationally related programs and multicultural training.

Finally, BC's strong commitment to multicultural education and its centralized administrative structure have a strong influence on student affairs professionals' understanding and involvement with internationalization and IaH. While campus-wide initiatives on diversity motivate student affairs professionals to gain an in-depth understanding of multicultural issues, the top-down, specialized administrative structure hinders junior staff members from fully comprehending or engaging with internationalization on campus, and makes it harder for student affairs offices to collaborate with other departments. Overall, internationalization is not at the forefront of student affairs' mission or policies, and the division as a whole lacks a systematic approach to internationalization or IaH.

Recommendations

Based on the findings, a number of recommendations were formulated. First, senior leadership at BC should make sure that the new strategic plan for global engagement, when approved, is clearly communicated to and understood by all staff members in the student affairs division. Furthermore, senior management should develop appropriate strategies to encourage dialogue and foster collaboration for a more inclusive campus. During interviews, many junior staff indicated that they did not consider their work to be related to internationalization. Some senior staff felt they lacked the experience to address the opportunities and challenges brought about by internationalization. The university should facilitate conversation opportunities for student affairs staff from different offices to discuss the meaning, opportunities, and challenges of internationalization, and how they see themselves playing a part in this process.

For senior managers in the student affairs division, it is important to make concrete and functional policies and plans to transform BC's culture, which has traditionally been centered on domestic students. With the implementation of the new global engagement strategy, they should come together and discuss a potential agenda for international education and how to improve support to incoming international students. Most importantly, they should send clear signals to junior staff members that IaH is desirable, beneficial, and important to their daily work and services for students on campus. Junior

student affairs professionals should gain a deeper understanding of internationalization and be able to apply their knowledge in their daily work with students. In the process of facilitating student learning and formation, and preparing students for an increasingly complex and diverse world, it is important for every staff member to be aware of the international dimension of every aspect of their work.

Looking Ahead

In February 2018, BC held a town hall meeting to discuss the opportunities and challenges of internationalizing its campus. This was one of many meetings held to increase student, faculty, and staff awareness and understanding of BC's intention to engage globally in a more forceful way. BC has entered a process of significant transformation. As key stakeholders for undergraduate students' learning and development, student affairs professionals should now make necessary changes to their perception of and engagement with internationalization, and specifically, IaH. As BC's special advisor on global engagement stated: "Global engagement requires a cultural change, and a cultural change takes time as well as effort. It's a challenging task, but an exciting one." Now is the time for student affairs professionals to take on this challenging but exciting task to help internationalize the BC campus.

The Underestimated Importance of University–Government Alliances

Iván F. Pacheco

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University–government–industry (UGI) and university–industry (UI) alliances have drawn the attention of scholars and governments for decades and been presented as engines of national innovation and productivity. The Triple Helix model postulated by Etzkowitz and Leydesdorff at the end of the twentieth century, or the Sabato (and Botana) Triangle, introduced in the 1960s, are frequently studied as paradigms of UGI alliances. Efforts to implement these models have been conducted and documented around the world. Both were created to illustrate or analyze interactions among the three actors in research and innovation, but these are not "one size fits all" models. The Triangle of Sabato was created as a model for science and technology policy. The Triple Helix model, summarized by Leydesdorff in a 2012 article, was created "[to explain] structural developments in knowledge-based economies." Leydesdorff also proposed to use it (as well as its quadruple, quintuple, ..., n-tuple versions) as an "explanatory [model] for analyzing the knowledge-based economy."

The emphasis on "knowledge-based economies" is crucial, because applying these models in developing countries has limitations. While the aspiration of becoming a knowledge-based economy is legitimate and has inspired important programs and policies around the world, the fact is that developing countries are not knowledge economies, yet. These countries may not have a solid industrial sector in terms of diversification or geographic distribution, and their higher education institutions (HEIs) may not be able to provide industry with highly skilled talent. Far from being deterrents, these limitations may act as a motivation to promote such alliances. In this article, I illustrate these challenges in the Latin American context, with examples of university–government (UG) alliances.

University–Government Alliances

HEIs and governments share interests and may have complementary resources to advance a common agenda toward social development. For over a century, the "social" or "service" function of universities has been considered part of the mission of higher education in Latin America, together with teaching and research. This explains why UG alliances are not new in this region.

Examples of these types of alliances abound. Just to name a few:

- In Chile, the metropolitan government of Santiago entered into an agreement with Santo Tomás University (Santiago) for the development of a canine control project that included training more than 100 veterinarians, elaborating a census of dogs, and sterilizing more than 180,000 animals.
- In Puerto Rico, the department of the treasury and the Center for Multidisciplinary Studies on Government and Public Affairs (CEMGAD) of the University of Puerto Rico (UPR) signed an alliance to redesign the call center unit that answers taxpayers telephone questions on tax matters.
- In Colombia, at the initiative of the High Mountain Battalion of the National Army, the ministry of the environment, Colciencias (the government's agency for research), University of Los Andes, and the Pontifical Xavierian University joined efforts for the reforestation of the country's moors with Espeletia (commonly known as frailejón), a very important plant in the cycle of water sustainability in these high-mountain ecosystems.

Despite a wealth of examples, these types of alliances have not received as much attention as UGI or UI alliances. Sometimes, alliances involving the three actors are not possible because of the lack of industry in a specific region. For example, when Colombia started the CERES (Regional Centers of Higher Education) program to offer higher education degree programs in remote locations of the country through alliances between the government, HEIs, civil society, and industry, one of the obstacles in some regions was the absence of an organized in-

dustrial sector.

Challenges

UG alliances are not exempt from risks. They share some of the same challenges as UGI and UI alliances, including mistrust among the parties, different rhythms of work, or conflicting expectations, among others. Possibly, some risks are specific to these types of alliances, but because of the paucity of literature, it is hard to identify and understand these challenges.

Corruption deserves a special mention. Sometimes, one party may decide not to participate in such an alliance because of a perception—accurate or not—that the potential counterpart is corrupt. Engaging in a contract with such a partner might bring reputational risks, complications in the execution of the agreement, or other liabilities. However, there have been cases of corruption in university–government alliances. In México and other Latin American countries such as Colombia, the government's contractual regulations are tight and full of formalities, including public calls for bids. Requirements are less demanding for contracts between government organizations, and direct contracts (without calls for bids) are allowed. Since public universities are considered to be part of government, some public agencies contracted with universities as a subterfuge to bypass calls for bids and other formalities. Public HEIs were hired to perform activities that were not directly related to their functions. Subsequently, the HEIs subcontracted other providers, some of whom had been already flagged by the government as dubious. In many cases, contracts were not fully executed.

Conclusion

UGI alliances are important and legitimate endeavors to pursue, even in developing countries. Although some of these alliances may have purposes related to philanthropy or social responsibility, they tend to focus on economic development and profit. Oftentimes, these alliances depend on the existence of a solid and mature industrial sector, able and willing to engage in the risky quest for innovation. UG alliances have played a significant, yet understudied,

role in the quest for social development, as illustrated with several examples from Latin America. The dynamics, motivations, risks, results, and best practices of these alliances are still largely unknown.

Innovation and technology are not the only ways in which higher education can contribute to development. HEIs can fulfill multiple functions in society, and development has many facets. When the global agenda pays closer attention to social develop-ment, these alliances appear as an invaluable tool. A deeper knowledge of this type of alliances will facilitate their performance in the future and contribute to a better understanding of their benefits, challenges, opportunities, and limitations. What are the best practices? Why do some initiatives fail? What makes them successful? These are all questions that deserve greater attention.

New Voices, New Ideas, and New Approaches in the Internationalization of Higher Education

Douglas Proctor and Laura E. Rumbley

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Which dimensions of internationalization in higher education are notably under-researched, and is there a new generation of researchers and analysts ready to provide fresh and innovative perspectives on this evolving phenomenon? *The Future Agenda for Internationalization in Higher Education: Next Generation Insights into Research, Policy and Practice,* our just-released publication in the Routledge Internationalization in Higher Education Series (edited by Emerita Professor Elspeth Jones), aims to explore precisely these questions.

We believe that this is a timely moment for this kind of reflection. Organizations like NAFSA: Association of International Education Administrators in the United States and the European Association for International Education (EAIE) are celebrating milestone anniversaries in 2018 and 2019—70 years and 30 years, respectively. Much has been achieved, particularly in the last two decades when it comes to expanding our understanding of internationalization in practice, as well as its conceptual dimensions. But much more lies ahead for internationalization globally, as new dynamics come into play in higher education systems and in institutions young and old, far and wide, and as an emerging generation of higher education scholars and analysts begins to find its voice.

From our perspective, the best way to understand the future of internationalization in higher education is to shine a spotlight on the perspectives of a "next generation" of internationalization specialists from around the world, and prompt them to propose what they consider to be the crucial new contexts shaping the internationalization of higher education, new modes for exploring and understanding distinct aspects of the phenomenon, and new topics relevant to its development and implementation.

Why a 'Next Generation' and Why Now?

Why is an exploration of emerging perspectives on the internationalization of higher education important at this time? First and foremost, a "human resources" observation. There is a new group of internationalization specialists emerging from behind the relatively small contingent of cutting-edge

scholars and analysts who established the contemporary study of internationalization (particularly from the mid-1980s and early 1990s onward). That small vanguard of researchers and policymakers laid the early—and crucially important—foundation for the field and has had a profound influence on internationalization research and analysis in the last several decades. For example, the definitions proposed and re-worked by individuals like Jane Knight and Hans de Wit (among others) have had a significant impact on the field and have subsequently served to shape and guide the internationalization strategies adopted by institutions and governments around the world.

As the community of researchers focused on internationalization is evolving, so too is the focus and content of the research itself, as is the context in which we work. As a result, we understand today, much more clearly than before, that the internationalization of higher education is a worldwide phenomenon, and that it is subject to multiple interpretations at national, regional, institutional, and individual levels. We recognize that internationalization is a relatively recent development, and, as such, it presents new challenges, opportunities, and imperatives for institutions and systems of higher education that, in many instances, have been operating for decades (if not centuries) with highly localized frames of reference, and without the need to consider matters of global engagement in significant ways. We appreciate that internationalization is a phenomenon that demands and exerts change, while simultaneously responding and adapting to shifting contextual realities.

As our knowledge base grows, so too does our awareness that we need fresh perspectives to guide us to the next frontier of our understanding of, and engagement with, the internationalization agenda as it plays out worldwide.

The Importance of Who, What, and How

There has been a veritable explosion in attention paid to the internationalization of higher education in recent years, particularly in terms of policy and practice. Evidence for this includes the robust growth in numbers of attendees at the annual conferences and other meetings of professional organizations, such as the International Education Association of South Africa (IEASA), NAFSA, the International Education Association of Australia (IEAA), the EAIE, the Asia-Pacific Association for International Education (APAIE), and the African Network for the Internationalization of Education (ANIE), among others. Publications and media outlets that focus on the international dimensions of higher education have proliferated, while a wide array of relevant training modules and graduate programs have also emerged or expanded to meet increasing demand.

The expansion of the field has been impressive, but has brought with it some concerns about quality versus quantity, untested assumptions guiding policy, and a range of imbalances embedded in the field. At the level of an individual institution, such imbalances may be made manifest by the lack of representation of diverse stakeholders in internationalization activities or agenda development. On a global scale, concerns in this vein have prompted moves to heighten awareness about inequities inherent in many international "partnerships" and programs.

Similar trends are in evidence in relation to research in the field. Indeed, although research into the internationalization of higher education is conducted around the world, recent analysis of global trends in research highlights a concentration of focus on a small number of (principally Anglophone) countries and a narrow range of key topics (predominantly related to the international mobility of students).

As internationalization becomes increasingly relevant for strategic decision-making by institutions, and with respect to policy-making and resource allocation activities by governmental entities and other key decision-makers, it is vital that diverse perspectives—grounded in critical, high-quality scholarship—are taken into account. A new generation of observers of internationalization can surface important new ideas and model novel ways of know-

ing that enhance our frames of reference in vital new ways.

New Voices, New Ideas, New Approaches

We contend that the key to understanding the future of internationalization in higher education lies in undertaking thoughtful consideration of the "new contexts" shaping the phenomenon, the "new topics" relevant to its development and implementation, and how "new modes" for exploring and understanding distinct aspects of the phenomenon can bring us valuable new insight.

Our position is that it is vitally important to further develop these dimensions of the study of internationalization in order to understand the complex web of factors that will shape its future, as well as our ability to leverage the phenomenon to enhance both the quality of higher education and the many services that the sector provides to society.

Given the difficult changes and challenging scenarios ahead, our effort to explore the "future agenda" for internationalization seeks to look out across the horizon and understand the complexity of internationalization in higher education, as well as to clear a path for new ideas and new voices to join in this conversation to encourage both new questions and new solutions.

In this light, a consideration of **new contexts** pushes the boundaries on the more well-known settings for internationalization—for example, looking at new political and economic contexts for the phenomenon, or cultural and geographical contexts which are as yet relatively unexplored.

Exploring **new modes** by which the study of internationalization may advance offers hope that our understanding internationalization will reach well beyond the classic case study or small-scale survey, for example, through the use of large scale datasets at a global level or highly innovative research methodologies.

Scanning the horizon for **new topics** opens the door on a range of new perspectives on subjects and issues that can be the focus of research in connection with internationalization, and which haven not yet have been explored to any significant extent.

Ultimately, we all have much to gain from considering the perspectives of a diverse community of next generation researchers and analysts, as they craft a thoughtful array of possible futures for the internationalization of higher education.

Hosting Diversity or Embracing It?

Liz Reisberg

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Diversity is a key issue for most colleges and universities today—how to achieve it, how to manage it. While listening to a report on National Public Radio (NPR) about Purdue's acquisition of Kaplan University's online learning platform, it struck me that generational diversity should be added to the list of the kinds of diversity that universities should value. Mitch Daniels, Purdue's president, argues that the acquisition of Kaplan University extends Purdue's land-grant mission by making the university more accessible to working adults. Kaplan's average student is 34 years old, 14 years older than the average age of Purdue's traditional students. The report also left me wondering what diversity means within the new, expanded opportunities for higher education where students can have a residential experience, a commuting experience, a virtual experience or any combination of these. What strategies can be used to insure that meaningful social interaction across the multiple dimensions of the modern university takes place?

Too many universities merely host diversity without doing much to extract benefits from it. Simply assembling diversity on campus—racial, international, socio-economic, cultural, generational, etc.—accomplishes little. The juxtaposition of groups that identify themselves by race, nationality, ethnicity, gender, sexual orientation, etc. does not necessarily lead to interaction, integration, mutual understanding or mutual respect. Rather, dialog across identity boundaries only seems to be growing progressively more contentious.

My work focuses on the international dimension of higher education. International enrollment has become a strategic goal for many institutions. The rhetoric too often amounts to a lot of "Blah, blah, blah" or, in other words, the supposed opportunity for American students to be exposed to different cultures and cultural perspectives. Too often engagement with these students goes no further than what is cynically called, "Fun, food and fashion," as though an international week when students from abroad are meant to participate in a fashion show wearing "traditional" dress from their home country and prepare "traditional" foods for American students to sample is the same as broadening cultural perspective. During the rest of the academic year international students on many campuses tend to be invisible to their American peers. Studies show that few international students have American friends—a lost opportunity for all.

This is also often the case with students of color. Universities might be proud when statistics indicate that under-represented segments of America society are a significant percentage of overall enrollment, but then, so what? Walk into most student cafeterias and observe seating patterns. Typically, students divide themselves by race and culture. Am I suggesting that students should mix at tables in dining halls? Not necessarily, but the way students cluster may be symbolic of an issue that needs attention.

Purdue is introducing a different dimension to diversity, serving a population with unique needs that made access difficult in the past; online enrollment has created new possibilities. Older students bring valuable perspective that could enrich the experience of younger students. Is there a way to integrate adult students studying virtually with traditional-age residential students to create learning opportunities that result from the exchange of ideas and experiences?

We live in world that is rapidly breaking up into tiny factions that exist in parallel universes—even more so in virtual universes. Without interest or inclination to engage with others whose experiences are different from our own, we are headed for more conflict within our own society and with other nations. The current emphasis on "global competence" and "global citizenship" demands new skills to interact successfully with people whose perspectives and values differ from our own. These boundaries will not be easily crossed without intervention and facilitation.

It would be too easy to insist that encouraging social interaction between individuals and groups marked by some difference or another is not the role of higher education—that universities, community colleges, and technical schools are under pressure to do too many other things, not the least of them to place graduates successfully into the labor market. How can we expect these institutions with limited resources and limited time to add such an enormous responsibility to their priorities? Yet, I suggest that we ignore this objective at our peril.

Most American students grow up in homogenous communities. While diversity on many campuses is limited, it is often the most diverse environment that many students will experience as it is likely that most graduates will once again live in a fairly homogenous community. The student years are likely our best opportunity to engage them with diversity. This means finding ways to encourage the curiosity and inclination to approach an international student and engage in conversation, to ask if it's okay to join a table in the dining hall with people who look different, or to find an online study partner of a different generation. This means senior officers must find ways to motivate interaction among the broad spectrum of individuals on campus and to facilitate safe dialog between people (students, faculty and staff) whose values, opinions, and experiences differ.

The demonstrations led by teenagers around the country this past weekend proved extraordinary

on many levels. What is relevant to this essay is that adults were actually listening to another generation—a very diverse group of young people demanded attention to their concerns, their fears, their needs. For one brief moment, this brought together people of different ages, colors, nations, and backgrounds in common purpose. This same diversity exists on the streets of Washington, DC, every day of the week, but with little interaction or curiosity expressed between people standing shoulder to shoulder on the metro. Part of the magic of the March for Our Lives event was that strangers conversed easily, inquired about how far they'd traveled to be present, expressed curiosity about one another. We need a lot more of this.

Access and Completion for Underserved Students: International Perspectives[1]

Jamil Salmi and Andrée Sursock

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The past 60 years have witnessed an unprecedented expansion of tertiary education in most parts of the world. According to UNESCO statistics, the average tertiary education enrolment rate rose from less than 10 percent in 1970 to 36 percent in 2015. In many countries, universities have opened their doors to more students from underrepresented groups. However, in spite of the massification experienced by OECD countries and the extensive efforts to improve access in most developing countries, higher education—especially the university sector—often remains elitist, with a disproportionate share of enrolled students still coming from wealthier segments of society. Even when they get access, students from underserved and traditionally excluded groups tend to have lower success rates. Increased cost sharing and the rising proportion of enrollment in private tertiary education—representing more than half the students in several Latin American and Asian countries—have also been associated with growing inequality in access and success at the postsecondary level.

Several calls for global cooperation in addressing these issues have been heard in the past few months. Indeed, an international approach would raise awareness of effective policies and practices across the world. This article aims to provide an agenda for such a comparative approach.

Inequality and disparities exist across groups and societies, often due to historic discriminatory norms around economic class, gender, disabilities, age, and minority status defined on the basis of ethnic, linguistic, religious, or cultural characteristics. Studies of disparities in tertiary education must carefully analyze several equity categories. The most common include (i) individuals from the lower income groups, (ii) women, (iii) groups with a minority status linked to their ethnic, linguistic, religious, cultural, residence characteristics, (iv) adult learners, and (v) people with disabilities. These categories are not mutually exclusive. In fact, quite the opposite is true. The principal dimensions of inequalities often overlap in several ways. For example, ethnic minorities tend to be more predominant in rural areas and are commonly affected by poverty. Being a

girl with a disability from a low caste in rural India is almost certainly the passport to a life of exclusion and discrimination.

Overcoming Disparities and Promoting Access and Success

Countries and institutions throughout the world have put in place measures and programs to overcome existing disparities and promote the access and success of students from underserved backgrounds. International experience has shown that the most effective ways of increasing opportunities for underrepresented students are holistic strategies that combine financial aid with measures to overcome nonmonetary obstacles, such as lack of academic preparation, insufficient information, low motivation, and limited cultural capital. The direct implication is that policymakers and institutional leaders must work together to address the equity environment comprehensively, instead of relying on piecemeal approaches for overcoming barriers to access and success.

With regard to the financial aspects, there is strong evidence that well-targeted and efficiently managed financial aid can be instrumental in reducing financial barriers to tertiary education. Financial barriers to tertiary education can be reduced by using a combination of three methods to help students from disadvantaged groups: (i) no tuition fees or low fees, (ii) need-based grants, and (iii) income-contingent student loans.

As far as the nonfinancial factors of disparities are concerned, many institutions have successfully implemented outreach and bridging programs to high schools (building partnerships with K-12 institutions and reaching out to students at a very young age to plant the seed of attending university into their minds early), changed admission procedures and/or introduced preferential admission programs, provided flexible learning paths, and developed proactive retention programs to improve completion rates.

Many of the challenges that students bring with them to tertiary education institutions result from inadequate secondary education. This is particularly true for students from rural areas and low-income students, who are more likely to struggle in tertiary education and are at a higher risk of dropping out before earning a degree. Therefore, secondary and tertiary education systems can intervene more purposefully by engaging in coordinated bridging interventions—both academic and nonacademic—to support success among students from underrepresented groups.

To be able to intervene successfully on behalf of greater equality of opportunities for underserved students, tertiary education institutions must systematically support the development of robust institutional research and data collection. In that way, they can organize the appropriate tools to track students' background characteristics and intentions upon enrollment, student engagement, course completion by discipline, and monitor the performance of their graduates in the labor market. In addition, institutions should regularly assess student learning and measure student perceptions of learning and campus climate. This information is needed in order to gain an accurate understanding of the student population and student progress, which in turn enables institutions to design and implement effective persistence and retention programs. Relying on data analytics can help identify at-risk students earlier and assess the effectiveness of the various interventions available to support these students (psychological, academic, and financial).

Faculty Development Key

Faculty development is key to ensuring student success. Academics need to think about how to manage and leverage diversity in their classrooms, identify at-risk students, and support them. They need to support the diversity agenda and comprehend its many educational and social benefits. Recognizing instructors' efforts and contributions to the equity agenda should be considered part of the promotion process.

In this context, a risk identified in a growing number of countries is that the search for academic distinction, defined narrowly as seeking outstanding results in research under the influence of the international league tables and government-sponsored excellence initiatives, may push tertiary education

institutions to neglect the social dimension in their mission, thereby exacerbating disparities. Indeed, the obsession of policymakers and university leaders with rankings fuels the tension between excellence and inclusion. In many countries, governments tend to allocate more funds to research-intensive universities than to institutions dedicated to serving underrepresented groups; in turn, research-intensive universities are prone to becoming more selective in the admission process and reward their faculty members more for their research contribution than for their involvement in teaching and student support. A study of four Eastern European countries documents how the commitment to the excellence agenda plays out against the social dimension of higher education, even in countries with a longstanding commitment to equity.[2]

Governments also have an important role to play in shaping public opinion with respect to diversity and equity. As an example, Europe is becoming increasingly aware of the importance of widening participation, completion and employability. European nations have played host to a growing refugee population, faced multiple terror attacks, and experienced the rise of populism, which is linked to differential levels of tertiary education attainment and unemployment in certain countries. The financial crisis that started in 2008 has been devastating to youth unemployment in many countries, such as Greece and Spain. As a result of these political and economic developments, governments and tertiary education institutions have paid growing attention to issues of race, religion, social class, and graduate employability in the context of the social dimension of the Bologna process. At the same time, the rise of nationalism and populism may be endangering some of the initiatives that tertiary education institutions are taking.

Striking International Differences

Studying equity promotion policies in tertiary education from an international perspective reveals striking differences between approaches in the United States and other countries. With some exceptions, many countries do not have systematic policies to help identified underserved groups. Rather, they tend to implement mainstream strategies to expand access and success on the assumption—not necessarily well founded—that all groups will benefit equally. In other parts of the world, while targeted policies can be found, the full array of student support services may be lacking due to financial constraints or the fact that third parties are in charge of delivering some of the services.

A significant complication is that student background data are not widely available, which makes it difficult to analyze equity needs and design targeted policies. The data limitations often arise from weak technical capacity at the national or institutional levels, especially in developing nations. Sometimes, ethical and privacy considerations can result in legal barriers to data collection on the personal characteristics of students, as is the case in many European countries.

In conclusion, no country or institution has found a magic bullet to overcome the historical, cultural and psychological barriers faced by underserved groups. Nevertheless, the growing understanding of the components of successful, complementary policy approaches and practices provides a useful blueprint for developing new and innovative responses down the road and orienting further work in the area of equality, access and success in tertiary education. Of particular importance will be additional research of policy and practice in the areas of retention, student support, credentialing and alternative pathways as a platform for continuous dialogue and international collaboration.

[2] Stiburek, S., and A. Vlk (2018). "Study Success at the Clash Point of Excellence and Social Dimension". In Pricopie, R., Deca, L. and Adrian Curaj, Eds. (2018). European Higher Education Area: the Impact of Past and Future Policies. Springer.

Pushing Back Against the Narrative: Pedagogical Innovation at African Universities

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Narratives of Declining Quality

It is indisputable that universities across the African continent have had to contend with serious and significant challenges for the better part of four decades.

Although prioritized and heralded in the post-independence era, higher education fell from favor in the 1980s, as a result of twin pressures—domestic frustrations with the elite nature of higher education (and a regressive funding model, which used public funds to support a small number of wealthy students), and international agency pressure (particularly from the World Bank) to move funding away from higher education, as a result of economic analyses which implied that investment in higher education offered a poor social return on investment. These funding pressures, compounded by structural adjustment policies that pushed governments to reduce public spending for education, had a devastating effect on university budgets, resulting in infrastructural decay and a reduction in real wages for lecturing staff. Frustrations with these conditions, along with significant political pressures in some contexts, have led to serious academic brain drain, either out of the region entirely or at least out of academia (with lecturers opting to work in consultancy or other industries, rather than remain in higher education). The beleaguered higher education system has struggled to replace departing faculty, given limited postgraduate opportunities and a decline in prestige of the profession.

These challenges have been further exacerbated by a dramatic increase in student enrollment. Recent estimates suggest a 170 percent increase in the number of young people accessing higher education in sub-Saharan Africa between 1999 and 2012. This explosive growth is partially the result of recognition by individual students and their families that a university degree still represents the possibility of significant social mobility, despite quality challenges within the sector. It is also a side effect of increased enrollment in primary and secondary education, in the context of the Education for All campaign and the Millennium Development Goals.

In some countries, universities have attempted to resolve the challenge of supporting an ever-increasing student population with a stagnant or declining faculty population by offering so-called "parallel programs" at the public universities. In these arrangements, students unable to access grants for full-time study are given the opportunity to pay to study in the evenings and on weekends. As a result, faculty members are expected to work longer and longer hours for the same pay. In other contexts, the government has incentivized the establishment of new private universities, as a way to fill the gap between desired access and actual enrollment in higher education. However, an increase in the number of institutions has rarely addressed the underlying quality challenges, as it has not coincided with a similar increase in the number of available faculty. Indeed, new private universities tend to recruit from the existing faculty population, resulting either in the "poaching" of faculty from the public universities or a rise in "moonlighting"—the practice of teaching at more than one university — with inevitable impacts on staff availability to students at any one institution.

Given these serious conditions, it is perhaps unsurprising that literature on teaching and learning within African universities is almost universally sit-

uated in the "deficit" mode. Both scholarly and practitioner writing about pedagogy at African universities tends to present a narrative of declining quality, replete with stories of overcrowded classrooms, faculty teaching via the reproduction of outdated "yellow notes," and underprepared students struggling to convert their expensive degrees into any employment prospects after graduation.

Identifying Pockets of Innovation

However, this narrative fails to accurately present the hard work and optimism of many working within universities across the region. Despite the enormous difficulties facing the sector, it is possible to identify pockets of innovation and creativity, where faculty have come together to address—and sometime even benefit from—their constraints.

A few years ago, I published a paper on the Department of Architecture of the Kigali Institute of Science and Technology in Rwanda (now a constituent college of the University of Rwanda). My objective in publishing the paper was to problematize this deficit narrative, by highlighting the extraordinary efforts of the faculty within this new academic department. Although constrained by many of the challenges outlined above (i.e. "underprepared" students, large faculty workloads, limited infrastructural and financial resources), the faculty in this department worked together to turn those constraints into opportunities. Rather than bemoaning the lack of technology available at many better resourced universities around the world, the faculty acknowledged that a lack of technology was likely to be the case for graduates in the workplace as well and, as such, modelled their "studio" classes on the "real world," by working with the surrounding community to identify real architectural needs for the students to work together to address. Similarly, they worked together to create a "scaffolded" curriculum, in which the faculty identified the core knowledge and key skills that would be necessary for work in the architectural profession in Rwanda—and then worked together to articulate how each class would build upon other classes in the curriculum to sequentially develop those competencies. The collaborative work of the faculty in developing these

curricular models served as informal "faculty development," in the absence of any formal pedagogical training, and helped to create a shared vision for— and philosophy in—the department. This, in turn, acted as an important motivator for the faculty, which helped to sustain their work, even in the face of inevitable student resistance to some of the difficult tasks that they were required to complete.

I am now leading a large study of pedagogy within universities in Kenya, Botswana and Ghana (*Pedagogies for Critical Thinking*, a project cofunded by the UK Economic and Social Research Council and the UK Department for International Development and scheduled to run until the end of 2018), based on my work in Rwanda. Rather than assuming a lack of diversity in pedagogical practice, we took the Rwandan Architecture example as inspiration and began this project by organizing a series of stakeholder seminars, with the aim of identifying local examples of pedagogical innovation. These efforts were richly rewarded, as we were able to identify a number of exciting pedagogical reforms across the three national contexts. Our sample includes medical schools and engineering departments, which have adopted an entirely problem-based curriculum; small private universities, which have embraced critical thinking as their core learning objective and established an extensive program of required faculty development to support the kind of reflective teaching necessary to support the development of such skills; and a rural university, which organizes annual community placements in which students are required to apply their learning to the intractable problems faced by rural communities across the continent. These models would be innovative in any higher education system but are practically revolutionary for resource-constrained contexts —and yet, there is little discussion of them beyond the limits of local higher education landscape.

Conclusion

Of course, one can never assume that the mere existence of a pedagogical reform or innovation will translate into an actual change in practice, never mind a real effect on student outcomes. And, indeed, our early work within the participating univer-

sities is identifying some disconnects between espoused policy and actual practice within classrooms. It is also too early to know if any of the reforms have impacted student learning, as we have not yet completed our longitudinal analysis of student outcomes. However, the mere existence of these reforms is in itself a significant contribution to the literature, as it offers an important contrast to the hegemonic narrative of "poor quality" that dominates the field. Ultimately, we do the African continent a disservice by uncritically presenting its higher education sector as "lacking," "limited" and "less than," as such a narrative removes the possibility of hope or rebirth within the sector. It also minimizes the work of those working against the odds to improve conditions for their students. Many of them appear to be succeeding in this struggle (and we miss a valuable opportunity if we fail to highlight how they have managed to overcome the challenges they are facing), but even those who do not yet have clear successes to celebrate have something to share with the world. They offer us optimism and, crucially, an alternative narrative. It is dangerous to perpetuate the assumption that there is only one way to deliver higher education. Keeping space in the discourse for alternative viewpoints is crucial, for Africa and also for the rest of the world.

Internationalizing the Third Mission of Universities

Agustian Sutrisno

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In 2003, Jane Knight defined internationalization of higher education as "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education." In a chapter of the 2015 report on *Internationalisation of Higher Education* for the European Commission, Hans de Wit, Fiona Hunter, and Robert Coelen updated this definition by elaborating the purpose, "...in order to enhance the quality of education and research...and to make a meaningful contribution to society." Within these all-encompassing definitions, all missions and activities conducted by universities can be internationalized with the purpose of improving the quality of higher education and serving the wider community. Indeed, internationalization research has provided much understanding of how internationalization permeates universities' education and research missions—two main missions of universities around the world. However, less has been done on the third mission, i.e., engagement with the community.

Evolution and Tension in Conceptualizing the Third Mission

Universities have long engaged with their communities through socially and commercially oriented activities. Many universities provide public medical services, legal consultations, and community services. The recent interest in the United Nations' Sustainable Development Goals (SDGs) among some universities has seen emphasis being placed on matters of university social responsibility (USR) to contribute to achieving the SDGs. While most USR activities are entrenched in local community needs and involve domestic students and staff, the SDGs bring a global dimension to USR.

The socially-oriented third mission is complemented by the more commercially oriented focus of higher education. Business communities benefit from partnerships with universities through consulting services and research product commercialization. In more recent years, along with the growth of the global knowledge economy, the third mission has increasingly been understood as encompassing

universities' participation in economic development and innovation to solve various global problems. Activities and initiatives such as business incubation, spin-off companies, science parks, and knowledge/technology transfer are seen as integral to the contemporary third mission of universities. Various studies, mainly situated in North America and Europe, demonstrate the important role that universities play in the national and regional economic development and innovation systems through the commercially driven third mission activities.

This shift towards the more commercial third mission has created some tension, as this focus may come at the expense of socially driven community engagement. While some universities pay attention to the attainment of the SDGs, more and more are moving towards understanding the third mission almost exclusively in terms of universities' contribution to national and regional economic growth. Such tension will continue to characterize debates on the third mission of universities. Despite the interest in understanding the third mission of universities and the tension therein, the research literature has not directed much attention to the internationalization of the third mission, whether socially or commercially driven. Nevertheless, forms of internationalizing the third mission can be found in numerous universities across the globe.

Contemporary Examples of Internationalizing the Third Mission

The interest in achieving the SDGs provides some examples of internationalization in USR. Petra Christian University in Indonesia runs the Community Outreach Program involving students from its international partner universities, which are predominantly other Christian universities in Asia. The students voluntarily work in underdeveloped areas of Indonesia to build water sanitation facilities and teach in schools as a part of the USR.

In Australia, the University of New South Wales' technology transfer office, UNSW Innovations, not only handles technology transfer with established firms but also guides its students and alumni to be entrepreneurs and establish startups. The free-of-charge services are available for their significant

number of international alumni, many of whom have returned to their home countries. Through its dedicated Student Entrepreneurship team, UNSW Innovations helps many alumni-initiated startups in Asia and America enter their respective local markets by means of programs such as Silicon Valley Mentors and Global Founders China. This expansion of the technology transfer office's role is one of the ways to build UNSW's reputation as an international study destination for aspiring entrepreneurs.

The Innovation Depot is a business incubation facility and program supported by the University of Alabama Birmingham (UAB), local business communities, nongovernmental organizations, and governments. It is accessible to international startups and new entrepreneurs. The Depot's annual accelerator competition for technology startups attracts global participants, as seed funding and expert support are provided for the winners. UAB's ability to open up international opportunities in university-supported business incubation cannot be done without commitment from the local and state governments, which seek to invigorate the economy through high tech industries and attract highly skilled talent to Birmingham.

The three examples above demonstrate the complexity of internationalizing the third mission of universities. The third mission activities that have been internationalized may differ from one university to the other, bound by the respective university's priorities and available resources. The interaction between universities and non-students—such as international alumni, emerging entrepreneurs, and students of overseas universities—may be fuzzy and involve a higher degree of flexibility compared to the universities' interaction with their own students or staff members. Additionally, the funding models adopted by universities to provide services for these non-students seem to involve university's internal funding and contribution from governments, nongovernmental actors, and the business world. These are all managerial concerns and research areas where major higher education internationalization publications provide little analysis for the benefit of university leaders interested in internationalizing the third mission.

Research Agenda and Information Sharing Imperative

We also know very little about the impact of the cross-border movement of universities on their third mission implementation. While companies and individuals have a long history of crossing national borders to expand their business opportunities, universities have only relatively recently done so by establishing branch campuses in other countries. These branch campuses are the most prominent form of internationalization for the universities involved. Research literature on how teaching and learning are conducted on these campuses begins to emerge, but implementation of their third mission is largely left untouched.

Overall, it is timely to pay closer attention to internationalizing the third mission through analysis among internationalization researchers and information sharing between practitioners. Opportunities to learn about best practices in internationalization of the third mission should be cultivated to keep up with the growth in third mission activities around the world. By expanding our knowledge in this area, internationalization research and practices will truly encompass all of the purpose, functions and delivery of postsecondary education as envisaged by Knight and de Wit et al.

Networks to Enhance Teaching and Learning: The STHEM Brasil Consortium

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In order to survive and/or thrive in a highly competitive environment, organizations see themselves having to adopt more flexible and more focused organizational structures. One strategy to achieve this goal is to establish important ties/networks with partners, which will also depend on the organization's capacity to absorb and leverage resources. Networks enrich knowledge and influence firm innovation as they support the development of new organizational capabilities.

When it comes to educational institutions, successful partnerships that aim to make a positive impact on student learning and that focus on complex issues such as staff development and school leadership require members to collaborate extensively, reflect constantly, and revise continuously. University networks typically involve a large number of institutions and focus on a broader set of activities organized around a particular issue or goal.

This paper will present the case of a network which was created to improve the quality of teaching and learning in Brazilian higher education, the STHEM Brasil Consortium. It highlights how a national network formed by higher education institutions can foster innovation.

The STHEM Brasil Consortium

The STHEM Brasil consortium was founded in 2013, when leaders from 11 institutions (mainly private colleges and universities in southeast Brazil) got together with the aim of improving the quality of teaching and therefore increasing student attendance and retention rates. The institutions, mostly located in the state of São Paulo, pay a fee to join the consortium (the government does not contribute financially to the consortium) and are also part of the decision-making process. STHEM stands for the areas of knowledge commonly taught in colleges and universities—science, technology, engineering and mathematics, as well as the humanities—so as to achieve a wide audience in terms of faculty members and students. The consortium currently has 50

institutions from different regions in the country.

In its first year, the consortium created—through a partnership with Laspau, a nonprofit organization affiliated with Harvard University that stimulates connections in higher education across the Americas—a program in which teachers from different institutions learn more about active methodologies and are responsible for using such methodologies in class afterwards. Some of these faculty members also have the role of "leaders," in that they are responsible for disseminating the knowledge they gain to other faculty members and the higher administration of their institution.

The program functions as follows: approximately 150 participants from all institutions in the consortium meet every year (usually in May) for a weeklong series of workshops on active methodologies and student assessment. These workshops are taught by professors from well-known institutions that have partnerships with Laspau, such as Harvard University, the Massachusetts Institute of Technology, and Olin College of Engineering. Then, participants go back to their institutions and are either supposed to teach their classes using these methodologies and/or disseminate their knowledge to their colleagues (depending on their role within the institution). In addition, participants have several webinars throughout the year, in which they deepen their knowledge on the topic of active methodologies. These participants meet again in March at the ST-HEM Brasil Forum, in which they present their results through workshops, posters, or seminars.

The higher administration of each institution selects the leaders to participate in the STHEM Brasil program. To participate in the program, the ideal leaders must demonstrate institutional commitment and an interest in learning and implementing new methodologies. After participation, they are expected to change their teaching practices in ways that benefit students, and positive results are published in different media such as websites, social media, journals, and books. Participants are also supposed to disseminate the knowledge they gained during the workshop among other faculty members, mainly through training programs. The leaders have also formed communities of practice within their in-

stitutions, in which they may work with member(s) of the higher administration and other faculty members.

Survey Results

In March 2018, a survey was sent to the 46 leaders of the institutions who participated in the 2017 edition of the program, among which 16 responded (a 34.8 percent response rate). The results point to the importance of the network for the dissemination of innovative teaching and learning practices within institutions and the network. Some factors contribute to the dissemination, such as: a) the involvement of the higher administration in each institution; b) the fact that the higher administration of each institution provides important resources, such as allowing leaders to have time to spend on preparing classes and creating new centers/departments of innovation in teaching and learning, as well as spaces especially designed for these innovative classes; c) highly committed leaders responsible for disseminating these practices; and d) engaged students and faculty.

Moreover, the survey revealed that leaders formed two different types of communities of practice, one of them involving members of different departments to promote innovation within the institution and the other consisting of members of different institutions. In both cases, the aim and products are the same: sharing knowledge, making changes in classroom practices with a focus on student learning, and generating publications in journals, social media, and books reporting these changes. The dissemination of practices is also visible in changes in curriculum design and assessment, reflective teacher practice, student engagement, resourcing, and institutional culture. Some institutions in the consortium are already measuring the effect of changes in classroom teaching, which includes class attendance and student performance, and have found positive results.

Notwithstanding, the survey also pointed to three barriers which hamper innovation at a large scale in most institutions: faculty members' resistance toward change; the fact that the higher administration in some institutions is not actively engaged

in the change process; and the reality that leaders in charge of disseminating these practices within institutions are not receiving enough support from ST-HEM Brasil. Participants also mentioned that the content of the workshops is rather repetitive every year, as a significant number of participants (60 percent) are repeat attendees.

Although the STHEM Brasil project represents an important step toward progress in the quality of higher education, there is still an enormous amount of work to be done with respect to reinforcing innovative approaches to teaching and learning. The consortium is formed by a small number of institutions in comparison to the entire higher education system

(50 out of 2,407 institutions), although it does reach a significant number of students. With this in mind, the consortium's goal is to receive support from the ministry of education to reach a higher number of institutions and students. In the words of the president of the STHEM Brasil council, as published on STHEM Brasil's website, "Through networks, it is possible to create synergy, to intensify cooperation processes and institutional learning. There will probably be different network configurations in higher education," which indicates a commitment to making the network an essential part of the change process within Brazilian higher education institutions.

US International Alumni Affairs: Pressing Questions for an Emerging Field

Lisa Unangst and Laura E. Rumbley

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International alumni affairs is an emerging subfield of international higher education research that requires focused attention on several key questions. In addition to being a promising topic for both qualitative and quantitative research, the field also offers many possibilities for collaborative engagement between researchers and international alumni affairs practitioner operating in tandem. Together, these stakeholders can work to address questions of immediate practical concern or of longer-term strategic interest to globally engaged institutions and systems of higher education.

Alumni affairs are understood here as the range of efforts undertaken by a higher education institution to connect with, support, and/or leverage the resources of former students. There is a long tradition of formalized alumni engagement in the United States. Indeed, the US approach to alumni relations is perhaps unique in the world, in terms of the resources applied and the systematic approaches taken to cultivate alumni engagement. But, in the United States and beyond, there are indications that alumni

engagement is undergoing a process of internationalization across two main dimensions.

First, institutions around the world are increasingly interested in engaging in alumni relations, even in contexts where there are limited traditions of formalized alumni affairs. In this sense, alumni relations can be seen as "going global," as the practice of alumni engagement spreads to different national contexts. At the same time, in places where alumni activities have been a part of the landscape for some time, many institutions are shifting from their predominantly domestic focus in this work and expanding their alumni-focused activities in ways that take strategic account of their international alumni bases. Sustained trends in international student mobility make this trend both more important and more viable, particularly in an age in which global engagement is considered a key quality indicator for many universities worldwide.

Using the US frame of reference as a starting point, we propose a series of key questions that may guide future inquiry in relation to this emerging

subfield of research and practice.

What Types of Alumni Groups are Represented?

Although more research needs to be undertaken, our sense is that the most common configuration of US universities' alumni organizations internationally consists of "alumni clubs and networks." A broader range of group types may be represented in the international alumni affairs sphere. Some clubs —typically those located in an area with high "alumni penetration"—operate as democratic organizations, electing officers, operating a membership list and newsletter, and holding semiregular events in the region. Other groups operate with a flatter organizational structure, and others still are "clubs" in name only, essentially meeting once a year for an annual event. Additionally, shared interest groups or affinity groups—i.e., groups that are formed around a common identity or interest, such as the UCLA Latino Alumni Association, Washington University Sustainability Network, or Smith College Physics Alums—may sponsor international alumni activities. Examples here include the Johns Hopkins School of Advanced International Studies international alumni communities and the American University Asian and Pacific Islander Alumni Network.

What Are the Key Activities?

While many activities associated with "domestic" alumni affairs in the United States translate directly to the international sphere, there are a plethora of activity types that have not been systematically categorized or analyzed to date. Developing a typology of international alumni affairs activity seems an important next step for researchers. Broadly speaking, we can think of existing activities as falling into several categories: career oriented, socially oriented, campus oriented and service oriented.

Career-oriented programs in the international alumni affairs sphere are driven by both international alumni clubs or networks located outside of the "home country" where the brick and mortar *alma mater* is located, as well as by entities on campus. These programs may include mentorship of current students (often pursuing internships outside of the

home country) or recent graduates, site visits to regional employers of interest, and talks by successful local alumni on their field of expertise or particular challenges associated with their career trajectory.

Socially oriented programs associated with international alumni clubs and networks are quite diverse, and range from monthly pub (or "happy hour") nights to family friendly museum tours, and from annual dinners to sporting activities. These gatherings may be relatively easy to organize, and (depending on the activity in question) allow for connection amongst alumni of different age ranges, academic backgrounds, and career interests.

Campus-oriented programs are directly related to either traditions of the home university (for example, a specific sporting event, a social gathering like a formal dance, etc.) or are related to current events, initiatives, or "outputs" of the institution— such as the public presentation of research results (think book launch or public symposium), events connected to fundraising campaigns, or other university showcase activities. Some institutions operate a faculty speakers bureau, coordinating faculty talks in various international locations. Senior administrators may be seen traveling to discuss institutional priorities in the context of major fundraising campaigns. Additionally, international alumni clubs frequently serve as admissions volunteers, attending local college fairs, speaking at schools, and interviewing candidates.

Service oriented programs relate to "public service" or "community service" performed by alumni in their local communities or virtually. These are most visible through large scale, university coordinated efforts such as a "Global Month of Service" or "Global Days of Service" that have included events ranging from (in the case of Yale University) a London-based project with the British Refugee Council, an environmental protection project in Tehuacán, Mexico, and a YWCA fundraiser in Taipei. Some international alumni clubs support local non-profits or other non-governmental organizations (NGO) on a long term basis, often based on some connection between an alumnus/a and that entity (e.g., a board member of the university alumni club is also a board member of an NGO).

Who Are the Alumni Leaders?

Based on initial analysis of the US international alumni affairs ecosystem, it seems that publicly available data on alumni leader profiles are unavailable. We mean here not only demographic information on leadership—age, gender identity, ethnicity, sexual orientation, etc.—but also length of their service. For instance, are most alumni leaders remaining in their positions for five or more years? Ten or more years? Or is there succession planning in place that allows for a diversity of leadership perspectives? These types of data can be especially interesting to consider when compared to the realities of the home institutions' enrolled student profiles. If, for instance, 50 percent of the alma mater's student base identify as male, but 90 percent of international alumni affairs leaders do so, what does this tell us about international alumni dynamics? How might alumni affairs offices promote representative leadership throughout their networks? How might the institution reflect that this is a priority?

Where Are Alumni Activities Taking Place?

Similarly, we wonder how university priorities are reflected in the geographic distribution of international alumni clubs and networks. While a perusal of publicly available data demonstrates that some US institutions operate alumni activities in 80+ countries, others focus on a handful of national settings or even world regions. If alumni groups in Paris and Tokyo are operating mentorship programs for undergraduates interning abroad, but none of these opportunities are available in Africa or Oceania, what does this say about prioritizing a diversity of international perspectives writ large? Additionally, we point to the collaboration of international alumni clubs (for instance, joint activities of Big 10 networks in London) as an area that merits additional inquiry.

Conclusion

According to the Council for Aid to Education, alumni contributed $11.43 billion to US colleges and universities in 2017. In addition to the powerful financial difference they can make, their engagement may have important implications for the ongoing sustainability of institutions in relation to recruitment of new students, the ongoing development of high quality education and research, and the enhancement of public visibility and reputation, among other fundamental activities. International alumni may have unique and significant roles to play in the lives of US higher education institutions, so understanding much more about how these dynamics are currently playing out, and how they may evolve, is worth exploring much more deeply.

World Class 2.0 and Internationalization in Chinese Higher Education

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Internationalization of higher education is regarded as a significant part of China's response to globalization and its socioeconomic development, as in many other countries. In relation to the world-class university movement, leaders and academics in China deeply believe that effective implementation of internationalization strategies is the key to enhance academic excellence and to strengthen the country's competitiveness in the global higher education market. Great effort at both national and institutional

levels has been made to internationalize Chinese higher education in the past three decades, including increasing student and faculty mobility, engaging in international collaboration in both teaching and research, conducting benchmarking exercises with international standards, etc.

Recently, internationalization has been reemphasized in governmental policies, such as the *World Class 2.0* Project and the *One Belt One Road* initiative. Reflecting a comprehensive approach, this policy trend is simultaneously underpinned by and reflects socioeconomic and academic motivations and demands in China.

Finding the "International" in *World Class 2.0*

The Chinese government announced the Developing World-Class Universities and First-Class Disciplines project in 2015, known as *World Class 2.0*, to further enhance the capacity, status, and global competitiveness of its higher education system. A total of 42 universities have been selected for support under this project since September 2017.

China's previous experience of building academic excellence and internationalizing higher education shows that it has mainly played a "follower" role and is still moving from the periphery to the center of the global stage. The country imports more education services and programs than are exported; it sends more students abroad than it receives inbound students. Though China has become a popular study abroad destination, the number of international students undertaking short-term study focused on Chinese language and culture is still larger than the total of inbound degree-seeking students. Some argue that the world-class movement in China is largely imitative rather than creative, with a strong focus on criteria and standards proposed in the West. Others assert that Chinese universities should consider how to balance and integrate the complexity and significance of localization, nationalization, and internationalization. *World Class 2.0* aims to tackle these concerns and challenges.

The *World Class 2.0* policy documents and the blueprints issued by the State Council and the ministry of education stress the importance of internationalization strategies in this project. For example, promoting international communication and collaboration is listed as one of the five major tasks to achieve within the project, which focuses on four goals:

- to strengthen "substantial collaboration" with world-class universities and academic institutions, fully integrate international resources in teaching and researching, and develop high-quality joint programs for education and research;
- to enhance collaborative innovation, and actively participate in and lead international and regional scientific research projects;
- to develop optimal academic environments for teaching and research, and, increasingly, to attract quality international faculty and students to China;
- to actively engage in international education policy and rule-making, and quality assurance and accreditation exercises, and to advance global competitiveness and "discursive power," in order to develop the brand and visibility Chinese higher education.

It can be argued that the *World Class 2.0* agenda advances "comprehensive internationalization" policies and strategies, covering a wide range of university activities—internationalizing curriculum and teaching; supporting research and innovation; promoting student and faculty mobility, especially inward mobility; enhancing cross-border presence of foreign universities in China, as well as increasing Chinese higher education's presence abroad. Here, three trends are in evidence and have been translated into institutional strategic planning by the selected universities:

First, this project intends to improve China's global capacity and emphasize quality over quantity. Instead of simply increasing the number of international students and faculty or the number of international programs, *World Class 2.0* emphasizes substantial and holistic advancement of teaching and research. In terms of student mobility, the project stresses equally providing Chinese students with international study experience as well as bringing in

more overseas students, for both short-term and degree studies. In terms of faculty quality, the project continues China's effort to attract internationally renowned scholars, and furthermore, underlines the importance to enhance domestically trained faculty to be equally competitive as their international peers.

Second, *World Class 2.0* stresses mutual collaboration and partnership, rather than merely importing education services and programs into China. Thus, its ultimate aim is to increase China's influence, voice, and even possible leadership in the global higher education market. Higher education institutions in China are encouraged to expand their education provision abroad, particularly in relation to the *One Belt and One Road* initiative. Indeed, a few top Chinese universities are setting up branch campuses abroad and are developing their programs and resources abroad, including Peking University's campus in Oxford, Xiamen University in Malaysia, Tongji University in Italy, as well as a number of educational programs in various other countries and regions.

Third, in early 2017, the Chinese government announced that international communication and collaboration is proposed as the fifth fundamental mission of universities, after teaching, research, public service, and the transmission of culture. This certainly reinforces the importance of internationalization. While these policies and initiatives provide huge opportunities to promote higher education internationalization in China, challenges also remain.

Challenges and Implications

A number of higher education experts note that favorable governance is one of the requisite components of any world-class university and higher education system. Academic culture and lack of academic freedom are major concerns and constraints to Chinese higher education development, particularly internationalization. In China, the national and local governments keep control and exercise strong regulation and authority over university governance, through such mechanisms as allocating financial resources, appointing university leaders, and regulating student enrollment, teaching, and research. These controls inevitably restrain internationalization activities. Also, scholars and researchers raise concerns that the recent political developments in China might close China's academic market to the world, with implications for both Chinese higher education and its academic relations with the rest of the world.

It is true that the possible changes in political direction might impact the dramatic growth achieved so far in terms of developing Chinese academic excellence, particularly in relation to internationalization. However, despite these concerns, the explicit goal to promote international communication and collaboration, as proposed by the government in relation to *World Class 2.0*, might still keep China's door open. In this way, the country may still to expand cooperative links with foreign partners through joint degree programs, branch campuses, and collaborative research; enhance its soft power; and to exercise its influence abroad.

The New Dynamics in International Student Circulation

Hans de Wit

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Over the past 10 years, the dynamics of international student mobility have intensified and become more diverse and complex due to political, educational, social, cultural, and economic reasons.

Travel bans, Brexit, immigration flows, nationalism and populism, and also rankings and concerns about costs have become key factors in international student mobility.

In 2008, I coauthored the publication "The Dynamics of International Student Circulation in a Global Context." This was an analysis of international student flows, the collective research of five scholars from different parts of the world.

Its purpose was to develop a better understanding of the dynamics of international student circulation and internationalization of higher education in a global context, to assess their implications for higher education, and to create a framework for action.

Until then, most studies on international student flows focused on South-North and North-North mobility, but we also looked at South-South flows of students and the influence of various push and pull factors on these flows. We challenged the existing assumption that student mobility was primarily a South-North and North-North phenomenon, and that South-South flows were rather marginal.

It is time to see if international student flows have evolved—or not —over the past decade and to assess what the main trends in push and pull factors will be in the next few years.

Trends in International Student Mobility

In the period 1965–2005, international student flows increased enormously. In 1965, approximately 250,000 students were studying in another country than their own. By 2005, the number of internationally mobile students had reached 2.5 million. Ten years later, this number had almost doubled (to 4.5 million) in keeping with the increase in total enrollments.

Interesting shifts took place between 1965 and 2005 with regard to the main countries supplying international students. In 1965, most countries in the top 20 were developed countries, with China still absent. In 2005, the picture was more diverse, with China, India, and South Korea becoming the leading sending countries.

In 2018, these three countries are still the leading sending countries, although the numbers of out-bound students from South Korea are declining (a result of an expanded local offer of higher education) and those of other developing countries are increasing. This trend reflects the ongoing massification of higher education and related unmet demand in developing countries.

As for the receiving countries, the global picture has changed less. There were three main receiving countries in 1965: the United States, France, and Germany. The United Kingdom joined the club in 1985 and Australia in 2000, both after introducing full-cost tuition fees in the 1980s and developing a strong recruitment policy.

Currently, the position of these "Big Five" remains stable, with some distinguishing features. In terms of the percentage of the total student body, Australia and the United Kingdom have a far stronger share of international students than the United States, which in absolute numbers is the largest receiving country with one million international students in 2017.

The market share of the Big Five—and in particular of the Big Two at the top, the United States and the United Kingdom—is declining. Canada is currently the country with the biggest increase in numbers of international students as a result of its lower tuition fees and political developments in the United States (the election of Donald Trump to the presidency and related anti-immigration policies) and the United Kingdom (Brexit).

Competition for international students is increasing, with more active recruitment policies in Continental Europe (offering courses in English), Russia, and the developing world.

In 2008, an increase in the number of international students in developing countries, such as China, Egypt, Malaysia, Singapore, and South Africa, was already starting, a trend which continues today. Another observation from 2008 was the growing trend toward the regionalization of study abroad. This is still happening today, with Latin America and the Caribbean as newcomers over the past decade.

Several developing countries, including China, Colombia, Malaysia, and Singapore, have adopted explicit policies to attract international students. Most recently, in 2018, India entered that market

with a "Study in India" plan targeting neighbouring Asian countries and Africa.

Sending countries are increasingly becoming receiving countries. The clearest case is China, which in absolute numbers is still the biggest sending country worldwide and receives close to 500,000 incoming students. It is rapidly catching up with, if not already overtaking, some of the aforementioned Big Five.

While the trend toward regionalization in South-South circulation is continuing, there is also a broader trend of circulation between developing regions. The changing global political climate, the high cost of study in the developed world, and the increased capacity of higher education in the developing world are all new factors affecting these trends.

Emerging Shifts in Push and Pull Factors

What are the key push and pull factors influencing international student flows now and over the next few years?

With respect to pull factors, the English language will continue to play a crucial role, which will benefit the English-speaking world, and it will be interesting to see if this will benefit English-teaching countries in the developing world, for instance, India.

It will also be interesting to see if increasing concerns about the quality and dominance of teaching in English in countries like the Netherlands will impact their attractiveness as study destinations.

The same applies to capacity concerns and issues about the student experience in the Netherlands, Canada, and other destinations that are experiencing a strong increase in international student numbers.

Reputation and branding will also remain important, an advantage for Asia where the reputation of some universities is steadily improving, certainly in combination with the lower cost of higher education—another pull factor—compared to studies in the United Kingdom and the United States.

A more recent pull factor is a welcoming environment for international students, with Canada and Malaysia in leading positions. Geographical

proximity appears to be another pull factor as we can see from a general trend toward increased mobility between neighbouring countries.

With respect to push factors, low quality and limited access remain the most important, penalizing developing countries despite a steady increase in the provision of (mainly) private higher education. The poor quality of many of these new providers and restricted access to the few local world-class universities drive outbound mobility. China is a clear example.

Political and economic instability continue to be strong push factors, particularly in Africa, but far less in Asia and Latin America (exceptions such as Myanmar and Venezuela notwithstanding).

In other words, although the main push and pull factors have not changed, global contexts have and will continue to do so, resulting in growing global competition for international students and a further increase in South–South student flows—although this will be gradual and involve limited numbers of students.

The lack of a sufficient offer of quality higher education and infrastructure and services in most countries, including China and Russia, and the lack of fluency in English as the language of communication and teaching, are obstacles that limit the attractiveness of these countries as student destinations compared to the traditional destinations in the "old" world.

In the United States, while state laws govern unionization of graduate students in public institutions, in private institutions the debate has continued for decades. Since the late 1990s, the issue has become contagious, sweeping through private colleges and universities across the country.

Graduate Student Unionization and the Missing Voice of International Students

Ayenachew A. Woldegiyorgis

Ayenachew A. Woldegiyorgis is a doctoral student and research assistant at CIHE.

In the United States, while state laws govern unionization of graduate students in public institutions, in private institutions the debate has continued for decades. Since the late 1990s, the issue has become contagious, sweeping through private colleges and universities across the country.

The contention between graduate students demanding the right for unionization and university administrators, who have always been far from enthusiastic about the issue, has caused several disruptions. This varies from the simple and routine disagreements between university administrators and union organizers, to a number of student demonstrations across campuses, to the firing of students from their jobs and dismissal from their study programs. In 2006, for instance, more than 20 striking graduate assistants at New York University (NYU) were fired en masse.

A Dividing Issue

Petitions and appeals have been repeatedly filed with the National Labor Relations Board (NLRB) both by student organizers (and their external associates) and by universities. The board has also ruled differently in different cases. Faculty have at different times explicitly expressed their support for and concerns about the unionization of their students. The issue even went beyond the boundaries of the United States. In 2005 an online petition launched by Judith Butler, a renowned academic, shortly collected more than 7,000 signatures from scholars around the world. In 2007, two of the largest unions in the country submitted complaints to the International Labor Organization of the United Nations, calling for scrutiny of the NLRB's decisions.

In recent years, the effort of graduate employees to form unions has continued to grow at an unprece-dented rate. Major labor unions—such as United Auto Workers (UAW), Communication Workers of America, United Electrical Workers, Service Employees International Union, and the American Federation of Teachers—have stood in solidarity with the students, providing legal and technical support to the union organizers. Meanwhile, major higher education associations stand divided on the issue, as do faculty.

The Central Debate

At the center of this long standing debate, proponents of unionization assert that with better pay, benefits and, job security, graduate students would be able to better focus on their studies as well as their job as assistants, in effect benefiting everyone, including students and the university. They claim that empowering graduate students not only improves the quality of their work but also supports university administration, addressing other major issues on campus and beyond.

Meanwhile, opponents argue that unionization and the idea of collective bargaining is deleterious to the traditional educational relationship between graduate students and their supervisors/mentors. They maintain that unions jeopardize academic freedom, and may interfere in decisions; for example, promoting collective interests over the individualized educational experience of students, which doctoral programs must attend to.

Although not discussed as often, financial resources are also a major issue. Union organizers identify the inadequacy of pay and its disparity across departments as one of the issues unions would address. Universities, for their part, stress that tuition remission, health insurance, stipends, and other services make up the total compensation they pay gradu-

ate assistants.

There is also the discomfort, among faculty and university administration, caused by the involvement of labor unions that have nothing to do with the academic enterprise, supporting and representing student unionization.

Tense Relationship, Tense Environment

These differences have caused graduate unionization to be an uneasy subject to discuss. In many institutions it has caused tension between those who support and those who oppose the process, and particularly between organizers and university administrations. Several institutions have even hired high-power legal firms to challenge union organizers. This is a disruption to the healthy learning environment, not only for those who are directly involved but to the general graduate student community— and more so for international students than others, I would argue.

Last year, for instance, my own university, Boston College (BC), joined the list of institutions whose graduate students have voted in favor of having a union. But the process leading up to the vote and the responses afterwards were filled with tension between the organizers and the university administration. As an international graduate student, and someone who studies higher education, I found myself concerned about what transpired.

In the weeks leading up to the vote, we received several emails from those who were organizing the union, but almost none from the opposing side. Of course, BC informed us that it had legally challenged the process, not only because it believes that graduate students are best characterized as students rather than employees, but also because, as a faith-based institution, it asserts the right to be exempt from NLRB jurisdiction. Nonetheless, there were no discussions or debates about the issue, even after the vote was scheduled to take place. In the last week before the vote, we received e-mails from "concerned students" who explained the disadvantages of unionization for graduate students as well as for the academic process in general. And right before the vote we received e-mails, filled with demeaning undertones, from the respective deans of our schools, again, explaining how unions are harmful to the academic process.

Open discussions and debates could have helped informed decision, particularly for those who were not certain which way to vote. It could also have helped those who have strong convictions, on both sides, to sway some votes to their sides. On the other hand, it could have been amicable for the university administration to at least acknowledge the existence of the grievances and concerns instigating the unionization, and to find alternative mechanisms to address them. Instead, none of this happened and the silence continued even after the vote, with palpable tension in the air.

Concerns of International Students Disregarded

What is more, neither the unionizers nor the university administration paid any attention to the unique circumstances of international students. Of course, this is also the case at the broader scale, where the national debate on the issue lacks the perspective and voices of international students.

As the major debate continues, centered on whether graduate and research assistants can be considered employees with the right to unionize, how the outcome could affect international students is not in the discussion. If, for instance, graduate assistants are legally recognized as employees, how would that affect immigration and visa processes for international students? Would the status of those of us who are on student visas change? Would new coming international students still need to apply for a student visa? In this tumultuous general environment, if the tension between the university and the union organizers escalates, as has happened elsewhere, what would that mean to international students? If a strike is called, should international students by default opt not to participate, regardless of their convictions? If they do participate, and the university decides to "bulldoze" a strike, as has happened at other campuses, how could that affect the living condition and legal status of international students?

In addition to having to learn in an uneasy environment, international students are more vulnera-

ble because of these concerns. However, these and more legal and practical questions remain missing from the discussion about the graduate student unionization in the United States.

Graduate Student Unionization and International Students. A Response

Georgiana Mihut

Georgiana Mihut is a doctoral candidate at CIHE

In a piece titled *Graduate student unionization and the missing voice of international students*, published above in this Year in Review, Ayenachew A. Woldegiyorgis provides a cogent summary of the recent history of the graduate student unionization movement in the United States and an accurate overview of the state of the debate between graduate students and administrators. Woldegiyorgis proceeds to analyze the effects of graduate student unionization on international students. With this piece, I want to address some of the concerns raised by Woldegiyorgis and contribute towards bringing the voice of international students into the unionization debates—as Woldegiyorgis is doing himself.

The Legal Status of International Students Currently Recognizes the Dual Status of Graduate International Students

Woldegiyorgis suggests that the employee status of international students may affect their legal status in the United States as students. This concern stems from the fake dichotomy advanced by both graduate student activists and administrators in the unionization debate. This dichotomy posits that graduate students are either "students" or "employees." In reality, they are both. Graduate students receive payments for services provided in a variety of capacities on campus. They legally work part time, are lawfully employed by universities, and pay taxes on their derived incomes. At the same time, graduate students are admitted to universities as students prior to being employed by the same institutions. The dual status of graduate students—as students and as employees—is a significant feature of graduate education in the United States, and a significant attraction for graduate international students.

Better Pay and Work Conditions on Campus are Particularly Important for International Students, Whose Off-Campus Working Rights are Highly Restricted

Because the working rights of international students are restricted, it is particularly important to them that the work they are legally allowed to take meets their basic needs. Often, international students only earn what their assistantships on campus pay. This is often true for doctoral students that completed their course-work and do not derive much benefit from their tuition remission. Better working conditions on campus would increase the quality of life and security of international students. In return, these might benefit the institution by increasing the level of attractiveness of graduate programs in the United States for qualified international students.

Job Security and Timely Information about On-Campus Jobs are Crucial to the Ability of International Graduate Students to Travel, Reside Legally in the United States, and Complete Their Degrees

One grievances recurrently raised by graduate student unions is lack of job security. At times, it is difficult to anticipate if and what jobs will be available to students in a semester or a year's time. This reality has added negative consequences for international students. Each year, students on F visas need to

the United States if they want to be able to travel outside the country and reenter the United States. (Timely) Assistantship offers are often the bulk of the proof. Moreover, lack of job security may interfere with the ability of international students to support themselves during a graduate program and to complete their program. Better information and transparency around assistantship availability and better job security would benefit international students in very tangible ways.

Student Unions May Provide Further Support for International Students

Particularly because their rights in the United States are restricted, international students may benefit by having their general grievances discussed and resolved through a union rather than at the individual level. Lack of dental insurance is a significant concern for me too, but I feel that my ability to publicly speak about this and other issues is limited not only because I have a fragile legal status in the United States, but also because I am an outsider to the political context in the United States. An alliance with domestic students that face the same challenges is beneficial to both.

While it is true that international students have been less visible in the graduate student union debate, international graduate students have little to lose and stand to broadly benefit from collective bargaining.

CIHE, YEAR 2017–2018, FACTS AND FIGURES

GRADUATE EDUCATION AND STUDENTS

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

PHD IN HIGHER EDUCATION

Boston College offers the doctorate of philosophy (PhD) degree in Higher Education designed to prepare experienced practitioners for senior administrative and policy-making posts, and careers in teaching/research in the field of higher education. The program has several specific programmatic foci that permit students to specialize in an area of interest. CIHE hosts, and offers assistantships to, PhD students interested in international and comparative higher education. In 2017–18, the following individuals were based at the Center as doctoral students, coming from a number of different countries:

1 Edward W. Choi (second year doctoral student, from USA/South Korea)

2. Dara Melnyk (first year doctoral student, from Ukraine)

3. Georgiana Mihut (PhD candidate, from Romania)

4. Lisa Unangst (second year doctoral student, from USA)

5. Ayenachew A. Woldegiyorgis (second year doctoral student, from Ethiopia)

MASTER'S IN INTERNATIONAL HIGHER EDUCATION

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

The program is ideally suited for students interested in developing careers in strategic leadership for internationalization of higher education, in policymaking for higher education in international organizations, and related areas. The program is a hybrid model of onsite and online courses: the fall semester is onsite and the rest of the courses can be taken online. The program includes a research based field experience, a master's thesis, and a concluding onsite thesis seminar.

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

Of the eight students in the first cohort, 2016–2018, two have completed their degree (Ashley Brooks, USA, and Xixi Ni, China) and three others (George Agras, USA, Nahoko Nishiwaki, Japan, and Ismael Crôtte, Mexico) will complete their degree in the summer of 2018. Three others are part-time students taking a third year to complete. The 11 students in the second cohort are all taking two years to complete their degree. As of 2017–2018 students can choose between completing their degree by a master thesis, or a comprehensive exam. In the latter case they have to complete an additional 3-credit course. Students of the second cohort come from the United States (4), China (4), Japan (1), Pakistan (1), and Brazil (1).

CERTIFICATE IN INTERNATIONAL HIGHER EDUCATION

As of 2017–2018, CIHE also offers a Certificate in International Higher Education. This certificate requires 15 credits instead of the 30 for the Master program, and can be taken completely online. 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. Credits can be transferred to the Master's program.

In 2017–2018, two employees of Boston College, Paula Szulc and Ines Maturana Sendoya, completed the certificate program and have then moved on to more senior positions outside of BC. Two other BC employees are also taking the certificate program, and the first international students will start the program online in the year 2018–2019.

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http://rcientificas.uninorte.edu.co/index.php/esal/

VISITING SCHOLARS AND RESEARCH FELLOWS

VISITING SCHOLARS

Chia-Ming Hseuh
Senior policy advisor for internationalization at the Foundation for International Cooperation in Higher Education of Taiwan (FICHET).

Simona Iftimescu
A visiting scholar from Romania, currently pursing a PhD in Education at the University of Bucharest, where she works as an assistant professor and researcher.

Shenbing Li
Professor of international higher education at South China Normal University (SCNU) in Guangzhou, China, and director of SCNU's Center of Higher Education Research.

Rebecca Schendel
Lecturer in Education and International Development at the Institute of Education, University College London, United Kingdom.

Agustian Sutrisno
Lecturer at Atma Jaya Catholic University in Jakarta, Indonesia.

RESEARCH FELLOWS

Elena Denisova-Schmidt
Lecturer at the University of St. Gallen (HSG) in Switzerland.

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

Ellen Hazelkorn
Policy advisor to the Higher Education Authority (HEA) (2013-) and 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 a cofounder of Synergy E & D, a consulting company devoted to connect higher education and government to promote local development.

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

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

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

CIHE PUBLICATIONS SERIES

CIHE PERSPECTIVES

Launched in 2016, the CIHE Perspectives report series presents the findings of research and analysis undertaken by the Center. Each number in the series endeavors to provide unique insights and distinctive viewpoints on a range of current issues and developments in higher education around the world. The following titles were published in 2017–2018.

- No. 7. State of Play: Higher Education Management Training Schemes in the Field of Development Cooperation (2017). Laura E. Rumbley, Hélène Bernot Ullerö, Edward W. Choi, Lisa Unangst, Ayenachew A. Woldegiyorgis, Hans de Wit and Philip G. Altbach (eds).

- No. 8. Liberal Arts & Sciences Innovation in China: Six Recommendations to Shape the Future (2017). Kara A. Godwin and Noah Pickus.

- No. 9. The Boston College Center for International Higher Education, Year in Review, 2017–2018. Ayenachew Woldegiyorgis, Laura E. Rumbley, and Hans de Wit (eds).

INTERNATIONAL HIGHER EDUCATION (IHE)

International Higher Education (IHE) is the flagship quarterly publication of the Center for International Higher Education. Launched in 1995, IHE features the contributions of distinguished scholars, policymakers, and leaders, who are well positioned to offer critical perspectives on higher education worldwide. This publication—which is translated into Chinese, Portuguese, Russian, Spanish, Vietnamese, and French—presents insightful, informed, and high-quality commentary and analysis on trends and issues of importance to higher education systems, institutions, and stakeholders around the world. Each edition also includes short abstracts of new books and other publications of relevance to the global higher education community. http://ejournals.bc.edu/ojs/index.php/ihe

In 2017, CIHE came to an agreement with *University World News (UWN)* to partner in the dissemination of IHE. *UWN* places a link to IHE on its website. In addition, *UWN* publishes each week an article from IHE over the month following the publication of the new issue.

International Higher Education would like to thank the Carnegie Corporation of New York (CCNY) for its support of coverage of higher education in Africa and for its general support of *International Higher Education*. CCNY has long recognized the importance of higher eduction in Africa and beyond, and this generosity significantly enables both our work as well as that of our partner at the University of Kwa-Zulu-Natal in South Africa, home to the International Network for Higher Education in Africa (INHEA).

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. https://ejournals.bc.edu/ojs/index.php/ijahe/index

GLOBAL PERSPECTIVES ON HIGHER EDUCATION

Since 2005, the Center for International Higher Ed-

ucation has collaborated with Sense Publishers/Brill on this book series, which is now comprised of 40 volumes. Five volumes were published in 2017, and one new volume is in preparation for 2018. 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/
CIHE welcomes the merger of Sense Publishers with Brill and looks forward to the ongoing cooperation with Brill/Sense in the book series. In 2017–2018 the following five books have been published in the series' and one is in Press.

Georgiana Mihut, Philip Altbach, and Hans de Wit. (eds.) 2017. *Understanding Global Higher Education: Insights from Key Global Publications.* Volume 36, Sense Publishers.

Philip Altbach, Liz Reisberg, and Hans de Wit (eds.) 2017. *Responding to massification: differentiation in postsecondary education worldwide.* Volume 37, Sense Publishers.

Jamil Salmi. 2017. *The Tertiary Education Imperative. Knowledge, Skills and Values for Development.* Volume 38, Sense Publishers.

Georgiana Mihut, Philip Altbach, and Hans de Wit (eds.) 2017. *Understanding Higher Education Internationalization: Insights from Key Global Publications.* Volume 39, Sense Publishers.

Philip Altbach, Liz Reisberg, Jamil Salmi, and Isak Froumin (eds.) 2018. *Accelerated Universities: Ideas and Money Combine to Build Academic Excellence.* Volume 40. Brill/Sense Publishers.

Hans de Wit, Andrés Bernasconi, Visnja Car, Fiona Hunter, Michael James, and Daniela Véliz (eds.).

Identity and Internationalization in Catholic Universities: Exploring Institutional Pathways in Context. Brill/Sense, volume 41, in press.

THE WORLD VIEW

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

INTERNATIONAL BRIEFS FOR HIGHER EDUCATION LEADERS

Developed in 2012 by ACE's Center for Internationalization and Global Engagement (CIGE) in partnership with the Boston College Center for International Higher Education, the *International Briefs for Higher Education Leaders* series is designed to help inform strategic decisions about international programming and initiatives. The series is aimed at senior university executives who need a quick but incisive perspective on international issues and trends, with each *Brief* offering analysis and commentary on key countries and topics of importance relevant to institutional decision makers. http://www.acenet.edu/news-room/Pages/International-Briefs-for-Higher-Education-Leaders.aspx

Helms, R.M., Rumbley, L.E. & Brajkovic, L. (2018). (eds.). *"Mapping Internationalization Globally: National Profiles and Perspectives." International Briefs for Higher Education Leaders, No. 7.* Washington, DC and Chestnut Hill, MA: American Council on Education and Boston College Center for International Higher Education.

OTHER BOOKS BY CIHE

Perez-Encinas, A, Howard, L., Rumbley, L.E., and de Wit, H. (eds.) (2017). *The Internationalisation of Higher Education in Spain: Reflections and Perspectives.* Madrid: Spanish Service for the Internationali-

sation of Education (SEPIE).

Proctor, D. & Rumbley, Laura E. (eds.) (2018). *The future agenda for internationalization in higher education: Next generation perspectives into research, policy, and practice*. New York and London: Routledge.
Hans de wit, Laura E. Rumbley, and Fiona Hunter, together with graduate assistants Edward W. Choi and Lisa Unangst, have edited "Globalization and Internationalization Section" of the *Springer Encyclopedia of International Higher Education Systems and Institutions*, published online in 2018.

STUDIES IN HIGHER EDUCATION

In 2017–2018, CIHE and the Center for Global Higher Education (CGHE) in London have entered in partnership with Sage Publishers India to start a new book series *Studies in Higher Education*. The series will be edited by Philip G. Altbach, Claire Callender, Hans de Wit, Simon Marginson, and Laura E. Rumbley. The first book is expected to be published in the fall of 2018.

TOP 5 MOST VIEWED IHE ARTICLES, 2017–2018

Issue 94, Summer 2018
1. Inclusive Internationalization: Improving Access and Equity (Hans de Wit and Elspeth Jones)
2. Higher Education Journals: An Emerging Field? (Malcolm Tight)
3. Realizing the Benefits of Massification (Fazal Rizvi)
4. "Super-Short-Term" Study Abroad in Japan: A Dramatic Increase (Yukiko Shimmi, Hiroshi Ota)
5. India and China: Two Major Higher Education Hubs in Asia (P.J. Lavakare)

Issue 93, Spring 2018
1. Attracting and Retaining Global Talent: International Graduate Students in the United States (Rajika Bhandari)
2. Are We Facing a Fundamental Challenge to Higher Education Internationalization? (Philip Altbach and Hans de Wit)
3. Combating Academic Corruption: Quality Assurance and Accreditation (Judith S. Eaton)
4. The Growth of International Student Mobility Is Faltering (Dirk Van Damme)
5. International Faculty Mobility: Crucial and Understudied (James McCrostie)

Issue 92, Winter 2018
1. "One Belt One Road" and Central Asia: A New Trend in Internationalization of Higher Education? (Aisi Li)
2. Internationalization of Universities: The German Way (Marijke Wahlers)
3. Training Administrative Staff to Become Key Players in the Internationalization of Higher Education (Fiona Hunter)
4. Increasing International Students' Tuition Fees: The Two Sides of the Coin (Daniel Sanchez-Serra and Gabriele Marconi)
5. Imbalanced Student Mobility in India: A Serious Concern (Rashim Wadhwa)

Issue 91, Fall 2017
1. Free Higher Education: Mistaking Equality and Equity (Ariane de Gayardon)
2. Public Universities and Budget Cuts in Malaysia (Doria Abdullah)
3. Is the Public Good Role of Higher Education Under Attack? (Ellen Hazelkorn)
4. Higher Education in Mauritius: Challenges and Perspectives of Internationalization (Shaheen Motala Timol and Kevin Kinser)
5. "Free Speech" and "Offensive" Speech on Campus (Peter Scott)

CIHE PROJECTS, 2017–2018

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. https://ejournals.bc.edu/ojs/index.php/ijahe/index

International Network for Higher Education in Africa (INHEA)

Thanks to a multi year grant from the Carnegie Corporation of New York, CIHE in 2017–2018 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 15 years ago, but is now formally based at the University of Kwazulu-Natal (UKZN) in Durban, South Africa, under its founding director, 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. It also maintains the African Higher Education Resource database. 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, transregional and international significance.

Catholic Universities: Identity and Internationalization

Supported by a grant from the Chile-based Luksic Foundation, this project began with a pilot effort in 2015–2016 to analyze the experiences of three Catholic institutions—the Pontifical Catholic University of Chile, (PUC), the Università Cattolica del Sacro Cuore in Milan, Italy, and Boston College—with respect to their unique identities as Catholic universities and their specific, approaches to internationalization. In 2017–2018 a second grant was received to extend the project. The second stage of the project aimed to continue the research and involve more case studies from different regions of the world. The study includes five case studies from Latin America (including the PUC de Chile), one for the United States of America (Boston College), two from Asia, one from Australia, and seven from Europe, a total of 16 case studies. All in all, the study provides a rather representative comparative global regional and institutional

institutional perspective. This implies that in addition to the case studies of Catholic universities, there are also regional overviews for Latin America, the United States, and Europe, and chapters on Jesuit higher education and internationalization in Latin America, the United States, and Asia, plus a case study of the global network of La Salle Universities. The study also includes an introductory conceptual chapter and a summary chapter with the main findings and conclusions, placing the study in the global context of Catholic higher education and its associations. The study will be published in the summer of 2018.

Hans de Wit, Andrés Bernasconi, Visnja Car, Fiona Hunter, Michael James, and Daniela Véliz (eds.). *Identity and Internationalization in Catholic Universities: Exploring Institutional Pathways in Context.* Brill/ Sense, Volume 41, In Press.

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

Beginning in early 2017, CIHE undertook a research project on behalf of the German Rectors' Conference (HRK) and the German Academic Exchange Program (DAAD) to explore the global landscape of training opportunities for higher education managers and leaders, specifically in relation to development cooperation. The work involved developing a substantial inventory of programs and providers of such trainings, as well as deeper analysis of a select group of such training programs with characteristics of particular interest to HRK and DAAD. The project culminated in a publicly available report in late 2017: *Perspectives No. 7. State of Play: Higher Education Management Training Schemes in the Field of Development Cooperation* (2017). Laura E. Rumbley, Hélène Bernot Ullerö, Edward W. Choi, Lisa Unangst, Ayenachew A. Woldegiyorgis, Hans de Wit , and Philip G. Altbach (eds).

New Research Projects

In 2017-2018, CIHE started three new research projects.

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 (HES) in Moscow. The research team is composed of project leader Maria Yudkevich, Philip G. Altbach, and Hans de Wit, assisted by graduate assistants Ayenachew A. Woldegiyorgis and Dara Melnyk from CIHE and two from HSE. The basic output of this project will be an book with the collection of essays for each of 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 analytical chapters will include a literature review, one or more thematic chapters (for instance on professional doctorates), and a concluding chapter including directions and recommendations on the future of doctoral education. The editors are exploring the use of Delphi Panel as an instrument to ask a group of global scholars, including the authors of the case studies, for their views on the direction of doctoral education. A workshop with the authors is planned for October 2018 in Moscow, the book is planned for 2019.

Family-Owned/Managed Universities: An Unknown Global Phenomenon

This research project is undertaken by CIHE with participation of Babson College. Who owns a university? Who is in charge of its management and leadership? How are decisions made? The answers to these key questions would normally be governments or nonprofit boards of trustees, or increasingly, for-profit corporations. There are different types of post-secondary institutions and different types of ownership: public and private, and within the private sector not-for-profit and for-profit institutions, and among them also different types of ownership and missions. Largely unknown, as well as undocumented, is the phenomenon of family-owned or managed higher education institutions (FOMHEIs) that can be found in various parts of the world, in

more concentrated numbers in some regional contexts than others, Asia and Latin America, for example. This research, the first of its kind, is coordinated by Philip G. Altbach, Hans de Wit and graduate assistant Edward W. Choi. Our partnership with the Center for Family Owned Business at Babson College and its director, Professor Matthew Allen, will provide additional insights into our research foci. We expect to publish its findings in 2019, based on institutional and national case studies, a literature review and concluding chapter.

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 focuses primarily on low and middle income countries, particularly Estonia, India, Malaysia, Singapore, Kazakhstan, UAE, Egypt, South Africa, Ethiopia, Colombia, Brazil, and Ecuador.

The study is designed to meet four distinct objectives:
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;
4. Identify examples of good practice among national internationalization strategies and plans.

The study is based on a review of literature and documents, and interviews with experts. The research team is composed of project leader Hans de Wit, Laura E. Rumbley, graduate assistant Ayenachew A. Woldegiyorgis, doctoral candidate Georgiana Mihut, and former visiting scholar Daniela Crāciun, PhD candidate Central European University, Budapest. It is planned to have a publication of the study in *CIHE Perspectives* in the Fall of 2018.

PROFESSIONAL DEVELOPMENT PROGRAMS AND DELEGATIONS, 2017–2018

Over the years, CIHE has offered numerous 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. CIHE has also received several delegations and hosted professional development programs of different institutions from around the world. In 2016–2017 the following are the professional development programs that took place and the delegations received by the Center.

2017–2018: CBIE–CHED Program for The Philippines
CIHE partnered with the Canadian Bureau for International education (CBIE) in a program for the Commission on Higher Education Development (CHED) of the Philippines in training 15 interna-

tional officers from universities of the Philippines on internationalization in higher education. Hans de Wit and Laura E. Rumbley designed the course and Hans de Wit was coinstructor together with Sonja Knutson from Memorial University of Newfoundland at the course in Canada, June 24–July 20, 2017, and the follow-up training January 30–February 2, 2018 in Cebu city, the Philippines.

September 26, 2017 and May 3, 2018: University of Guadalajara Unnivers Group

Working with Reisberg & Associates and Unnivers, the Center hosted in 2017–2018 two separate one-day seminars at Boston College for groups of university officials from the University of Guadalajara. The main focus of each event was internationalization of higher education and its implications for this Mexican institution.

April 19 and 20, 2018: AIEA Thematic Forum "Faith-based universities and internationalization: Balancing mission and market realities"

CIHE organized an Thematic Forum "Faith–based universities and internationalization: Balancing mission and market realities," April 19–20 at Boston College. This forum with a grant from the Association of International Education Administrators (AIEA) brought together some 40 persons, discussing the challenges of faith-based institutions of higher education in the United States and beyond in the current political climate. Building on the study about Catholic Universities, identity and internationalization, it brought together case studies from Catholic, Protestant, Mormon, Jewish, and Islamic institutions of higher education in the United States as well as from catholic universities elsewhere. It is planned to publish the findings in a *CIHE Perspectives* in the fall of 2018.

June 20-22, 2018: World Education Services (WES) – CIHE Seminar

For the third time, CIHE partnered with World Education Services (WES), New York, in organizing an event on internationalization of higher education at Boston College. Based on the previous two seminars, it was decided to focus more on student research in the field of internationalization. A contract for three years was signed to organize annually a Summer Institute, where students meet experts and professionals to discuss their research. 16 students received a scholarship from WES to attend and present their research. A diverse international student group from the United States, Mexico, Australia, China, India, Japan, South Korea and other countries attended the institute, and did meet with CIHE scholars, research fellows and other experts. It is intended to publish essays based on their research in a fall edition of CIHE Perspectives.

June 25–29, 2018: IGLU

CIHE organized on the request of the Instituto de Gestión y Liderazgo Universitario (IGLU) of the Inter-American Organization for Higher Education (OUI-IOHE) a five-day professional development program "Innovation and Internationalization in Higher Education" at Boston College. The program attracted 30 senior leaders and administrators from universities all over Latin America, and consisted of lectures and site visits to Boston area universities. It is the intention to repeat this collaboration over the coming years.

GUEST LECTURES, 2017–2018

• Visiting Scholar Shenbing Li, South China Normal University. "Internationalization of Chinese Doctoral Education" (March 1, 2018).

• Visiting Scholar Chia-Ming Hsueh, "Higher Education Development in Haiti: Struggles and Aspirations" (March 20, 2018).

• Dr. Marijk van der Wende, Distinguished Professor of Higher Education, Faculty of Law, Economics and Governance, Utrecht University, the Netherlands, "The New Silk Road: Implications for Higher Education and Research Cooperation between China and Europe" (April 23, 2018).

• Visiting Scholar Rebecca Schendel, Lecturer in Education and International Development at the Institute of Education, University College London, United Kingdom.

• Visiting Scholar Agustian Sutrisno, Lecturer at Atma Jaya Catholic University in Jakarta, Indonesia.

• Elspeth Jones, Emerita Professor and Dean at Leeds Metropolitan University. "The Difficulty of perpetuating Distinctions between International and Domestic Students in the Context of Mass Participation in HE and Greater Classroom Diversity" (October 19, 2017).

• CIHE Research Fellow Jamil Salmi and CIHE Founding Director Philip G. Altbach, "The Art of Starting a New University: Lessons of Experience." (February 8, 2018).

• Wendy Green, Senior Lecturer, University of Tasmania, on "Engaging Students as Partners in Global Learning" (June 5, 2018)

ACTIVITIES OF GRADUATE ASSISTANTS, 2017–2018

Staff and graduate assistants/doctoral students have been engaged in numerous activities in line with the work of the Center and their own career paths. Activities in the 2017–18 period are summarized below.

EDWARD W. CHOI

Publications

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

Rumbley, L. E., Ullerö, H. B., Choi, E.W., Unangst, L., Woldegiyorgis, A. A., de Wit, H., & Altbach, P. G. (2017. State of Play: Higher Education Management Training Schemes in the Field of Development Co-operation. *CIHE Perspective series, no.7.*

Unangst, L & Choi, E.W., (2018). Global Citizenship and Higher Education. In *Encyclopedia of International Higher Education Systems and Institutions.* Springer.

Choi, E.W., (2018, forthcoming). An Ethical Consideration of Korea's Rise to Hegemony. *Educazione. Giornale di pedagogia critica,* 7(1).

GEORGIANA MIHUT

Publications

Mihut, G., Altbach, P. G., & de Wit, H. (eds.) (2017). *Understanding higher education internationalization: Insights from key global publications.* Rotterdam: Sense Publishers.

World Bank (2017). *SABER Tertiary Education country report: Bangladesh.* Washington DC. Retrieved from https://goo.gl/2BkXq4.

World Bank (2017). *SABER Tertiary Education country report: Liberia.* Washington DC. Retrieved from https://goo.gl/i3N3Sg.

World Bank (2017). *SABER Tertiary Education country report: Sierra-Leone.* Washington DC. Retrieved from https://goo.gl/t1q8VS.

Teaching

Graduate of the Apprenticeship in College Training Program offered by the Boston College Center for Teaching Excellence.

Teaching Fellow at the Department of Sociology, Harvard University, US. Assisted Dr. Manja Klemencic in teaching the class SOCIOL 130: Higher Education Policy and Service: On Campus and Beyond (Spring 2018).

Teaching Assistant at the Lynch School of Education, Boston College, US. Assisted Dr. Hazelkorn in teaching the class ELHE 7804: Global Perspectives on Higher Education Leadership and Management (Summer 2018).

Conferences

Mihut, G. (2017, November). Can university prestige lead to discrimination? A critical reflection on meritocracy, stratification, and university prestige. Paper presented at the annual conference of the Association for the Study of Higher Education, Houston, Texas, US.

Mihut, G. (2017, August). Key themes in higher education: Insights from two news publications. Paper presented at the annual conference of the Consortium of Higher Education Researchers, Jyväskylä, Finland.

KELBER TOZINI

Publications

de Wit, H., Bernasconi, A., Car, V., DeLaquil, T., Hunter, F., James, M. Tozini, K., Véliz, D. (2018). Lessons Learned and Possible Future Pathways. in de Wit, H., Bernasconi, A., Car, V., Hunter, F., James, M., Véliz. (eds.). I*dentity and Internationalization in Catholic Universities: Exploring institutional pathways in context.* Leiden: Brill/Sense.

Tozini, K. (2017). *Five Reasons Why Brazil Doesn't Move Up the Rankings.* The World View. Inside Higher Education. December 4, 2017.

Conference Presentation

Science Without Borders: Student Profiles, Benefits and Challenges. NAFSA Annual Conference, May 2018, Philadelphia, PA.

LISA UNANGST

Publications

Unangst, L. (Forthcoming: 2019, June). International Alumni Affairs: surveying the American public research university landscape. *NAFSA Research Symposium Series, Vol. III*. Washington, DC: NAFSA.

Unangst, L. and De Wit, H. (Forthcoming: 2018, July). Refugees in the German tertiary sector: mapping gaps in provision at research universities. Arar, Khalid et al. (eds.), *Migrants, Refugees and Global Challenges in Higher Education*. Bern: Peter Lang.

Unangst, L. and Streitwieser, B. (2018). Inclusive Practices in response to the German Refugee Influx: support structures and rationales described by university administrators. In Pricopie, Remus, Deca, Ligia and Curaj, Adrian (eds.), *European Higher Education Area: the Impact of Past and Future Policies*. Hamburg: Springer.

Unangst, L. and Choi, E.W. (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*. Hamburg: Springer.

Unangst, L. (Forthcoming). German Higher Education for Refugees. In Ludeman, Roger et al. (eds.), UNESCO-International Association of Student Affairs and Services Book, Third Edition. Paris: UNESCO.

Rumbley, L.E., Ullerö, H.B., Choi, E.W., Unangst, L., Woldegiyorgis, A.A., de Wit, H. & Altbach, P. G. (2017). State of Play: Higher Education Management Training Schemes in the Field of Development Cooperation. *CIHE Perspectives series, No. 7*.

Unangst, L. (2017, September 29). What changes does the AfD seek in higher education? University World News. Retrieved from http://www.uni-versityworldnews.com/article.php?story=20170928155644767.

Unangst, L. (2017, August 20). International Alumni Affairs: An Overview. The World View. Retrieved from https://www.insidehighered.com/blogs/world-viewinternational-alumni-affairs-overview.

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*. Hamburg: Springer.

Presentations

Unangst, L. (2018, April). International Alumni and Student Mentorship: surveying the American university landscape. Paper presentation at Boston Area Study Abroad Association Conference, Boston, Massachusetts.

Unangst, L. (2018, April). International alumni affairs: surveying the American public research university landscape. Paper presentation at NAFSA Research Symposium, Washington, DC.

Unangst, L. (2018, April). Migrants, Refugees, and Institutional Supports: the margins of public higher education in Germany. Roundtable presentation at American Educational Research Association, New York City, New York.

Unangst, L. (2018, April). Migrants, Refugees, and Institutional Supports: the margins of public higher education in Germany. Keynote presentation at Lynch School of Education Graduate Student Research Forum, Chestnut Hill, Massachusetts.

Unangst, L. (2017, November). Inclusive Practices in response to the German Refugee Influx: support structures and rationales described by university administrators. Scholarly paper presented at Bologna Process Researchers Conference, Bucharest, Romania.

Unangst, L. (2017, November). Marginalization and Social Reproduction: differentiated post-secondary education in a global landscape. Scholarly paper presented at ASHE Annual Conference,

Houston, Texas.

Teaching

Teaching Assistant, Global Perspectives on Student Affairs in Higher Education (Spring 2018).

Editorial Positions

Publications editor, *International Higher Education* Junior editor, Ludeman, Roger et al. (eds.). *UNESCO-International Association of Student Affairs and Services Book*, Third Edition. Paris: UNESCO (forthcoming).

Editorial Board Member and Book Review Editor, *Journal of International Students*.

AYENACHEW A. WOLDEGIYORGIS

Publications

Woldegiyorgis, A. A. (2018). Sexual Violence in Ethiopian Higher Education. *International Higher Education,* 94.

Woldegiyorgis, A. A. (2018). Harmonization of higher education in Africa and Europe: Policy convergence at supranational level. *Tuning Journal for Higher Education,* 5(2), 133-157.

Woldegiyorgis, A. A., Proctor, D., &; De Wit, H. (2018). Internationalization of Research: Key Considerations and Concerns. *Journal of Studies in International Education,* 22(2), 161-176.

Woldegiyorgis, A. A. (2017). Internationalization of Higher Education and Research in Ethiopia: Considerations for Institutional Strategy. *Bahir Dar Journal of Education,* 17(2), 106-115.

Woldegiyorgis, A. A. (2017). The Ethiopian Traditional Education: Philosophical foundations and reformist movements in Medieval Period. *EDUCAZIONE. Giornale di pedagogia critica* 6(2), 7-29.

Rumbley, L.E., Ullerö, H.B., Choi, E.W., Unangst, L., Woldegiyorgis, A.A., de Wit, H. & Altbach, P. G. (2017). State of Play: Higher Education Management Training Schemes in the Field of Development Cooperation. *CIHE Perspectives series, No. 7.*

Woldegiyorgis, A. A. (2017). The Nascent State of Internationalization in Ethiopian Higher Education. In

A. A. Woldegiyorgis, L.E. Rumbley, and H. de Wit (eds.), The Boston College Center for International Higher Education, Year in Review, 2016-2017 (pp. 52-54). *CIHE Perspectives No.6.*

Woldegiyorgis, A. A., Rumbley, L.E., & de Wit, H. (eds.). (2017). The Boston College Center for International Higher Education, Year in Review, 2016-2017. *CIHE Perspectives No. 6.*

Woldegiyorgis, A. A. (2018, May 18). Ethiopia: Fighting the scourge of sexual violence on campus. *University World News.* Available on: http://www.universityworldnews.com/article.php?story=2018051613160778&query=Ethiopia.

Woldegiyorgis, A. A. (2018, April 9). Ethiopia: What could a new premier mean for higher education? *University World News.* Available on: http://www.universityworldnews.com/article.php?story=20180409141717626.

Woldegiyorgis, A. A. (2018, April 1). Ethiopia: A Transparent Approach to University President Selection. *The World View.* Available on: https://www.insidehighered.com/blogs/world-view/ethiopia-transparent-approach-university-president-selection-0.

Woldegiyorgis, A. A. (2018, March 16). The case for an Ethiopian research university. *University World News.* Available on: http://www.universityworldnews.com/article.php?story=20180313140743260.

Woldegiyorgis, A. A. (2017, November 11). Rejoinder to "Ethiopia was colonized": the chance for a home grown educational transformation. *The Reporter.* Available on: https://www.thereporterethiopia.com/index.php/article/rejoinder-ethiopia-was-colonized-chance-home-grown-educational-transformation

Keynote

Woldegiyorgis, A. A. (2017). Internationalization and quality of higher education: the debate and possible implications for Ethiopia. Presented at the Second Ethiopian Higher Education Quality Enhancement Network (EHEQEN) Conference, October 19-20, Addis Ababa, Ethiopia.

Presentations

Woldegiyorgis, A. A. (2017). Higher education in Africa: Trends and challenges. Panel discussion on International Education Week, November 16, Boston College, Chestnut Hill, MA, USA.

Woldegiyorgis, A. A. (2017). Quality assurance, quality enhancement and quality culture in Ethiopian higher education: conception, challenges and remedies. Presented at the Second Ethiopian Higher Education Quality Enhancement Network (EHEQEN) Conference, October 19-20, Addis Ababa, Ethiopia.

Woldegiyorgis, A. A. (2017). Partnership between public and private higher education institutions in Ethiopia. Presented at The 15th International Conference on Private Higher Education in Africa, July 25 -27, 2017, Organized by St. Mary's University, Addis Ababa, Ethiopia.

DARA MELNYK

Publications

Volkov, A., & Melnyk, D. (2018). University Autonomy and Accountability in Russian Higher Education. *International Higher Education*, 94.

Volkov, A., & Melnyk, D. (2017, August 27). Kto mozhet upravliat' gosudarstvom (Who can govern the State?) [In Russian]. *Vedomosti*. Retrieved from https://www.vedomosti.ru/opinion/articles/2017/08/28/731188-upravlyat-gosudarstvom

Volkov, A., & Melnyk, D. (2018, May 22). Sovremennyi universitetskiy registr (Contemporary university register) [in Russian]. *Kommersant*. Retrieved from https://www.kommersant.ru/doc/3635939

Melnyk, D. (2018, April 11). Koledhz Olin: Gikovskaya fantasiya budushchikh inzhenerov (Olin College: The geek fantasy of engineers to be) [In Russian]. Be In Trend. Retrieved from http://trends.skolkovo.ru/2018/04/kolledzh-olin-gikovskaya-fantaziya-budushhih-inzhenerov/

Melnyk, D. (2018, February 20). Doma Garvarda (Harvard Houses) [In Russian]. Be In Trend. Retrieved from http://trends.skolkovo.ru/2018/02/doma-garvarda/

Conferences/Forums

Melnyk, D. (2017, October). A World-Class University Worldview: Collective Misconceptions. Presentation at the 2nd International Higher Education Studies Conference, Antalya, Turkey.

Participation in the Critical Thinking Forum, School of Advanced Studies, University of Tyumen.

OVERVIEW OF FACULTY ACTIVITY, 2017–2018

HANS DE WIT

Director, Boston College Center for International Higher Education (CIHE).

Professor of the practice in International Higher Education, Department of Educational Leadership and Higher Education of the Lynch School of Education, Boston College.

Program director, Master of Arts in International Higher Education.

Editorial Positions

- Founding editor of the academic peer reviewed journal, *Journal of Studies in International Education* (Association for Studies in International Education/SAGE publishers).

- 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* (Boston College Center for International Higher Education).

- Coeditor of the book series *Global Perspectives in Higher Education (*Sense Publishers).

- Coeditor of the book series *SAGE Studies in Higher Education* (SAGE Publishers).

- Member of the Editorial Board and Scientific Committee of the third edition of the Bologna Process Researchers' conference, Bucharest, November 27-29, 2017.

Teaching and Master and Phd (Co-)Supervision

- Fall 2017, ELHE 7202, Global and Comparative Systems of Higher Education.

- Spring 2018, ELHE 7801 (with Ayenachew A. Woldegiyorgis as teaching assistant and co-teacher and Manja Klemenčič as coteacher for the European section), Regional Perspectives in Higher Education, Europe, Asia, and Latin America.

PhD Supervision (completed)

- Reader doctoral thesis, Magda Bustos, Universidad de Guadalajara, Mexico, defense 10 January 2018.

- Chair Defense Committee, Bao Nguyen, LSOE, Boston College, defense March 29, 2018.

PhD Supervision (in process)

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

- External reviewer doctoral thesis, Arif Erkol, Poznan University of Economics and Business, Poland.

- External reviewer doctoral thesis, Dan Ferguson, Oregon State University.

- Cosupervisor, Marcel H. Van der Poel, *Developing Intercultural Competence of Faculty and staff Members,* University of Groningen, start 2015.

- Cosupervisor Cornelius Hagenmeier, University of Capetown, South Africa, start 2015.

- Chair Defense Committee, Georgiana Mihut, LSOE, Boston College.

Advisory boards

- Member of the International Advisory Boards of Stenden University of Applied Sciences in the Netherlands, the University of Göttingen in Germany, the Peoples' Friendship University of Russia (RUDN) in Moscow, Russia, and the Universidad Cooperativa de Colombia in

Medellin.

- Research associate at the Unit for Higher Education Internationalisation in the Developing World at the Nelson Mandela Metropolitan University (NMMU), Port Elizabeth, South Africa.

- Research associate at the International Business School of the Amsterdam University of Applied Sciences.

- Member of the Scientific Committee of the Centre for Higher Education Internationalisation (CHEI) at the Università Cattolica Sacro del Cuore, Milan, Italy, and of the Consejo Consultativo Internacional of USMEXFusion.

- Member of the Board of Trustees of World Education Services (New York).

- 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, US.

- Member of UNESP's PrInt Project Management Group in Brazil.

- Member of the Student Advisory Board of the Universidad de Monterrey, Mexico.

Research, consultancy and training

- Principal investigator World Bank study "International Mapping of National Tertiary Education Strategies and Plans" (2018).

- Together with Laura E. Rumbley, leading trainer "Innovation and Internationalization in Higher Education," IGLU program at Boston College, June 25–29, 2018.

- Together with Laura E. Rumbley, leading WES–CIHE Summer Institute on Innovative and Inclusive Internationalization, Boston College, June 20–22, 2018.

- Member of the IAU Advisory Committee for the 5th IAU Global Survey on Internationalization of Higher Education (2017–2018).

- Research project leader "Catholic Identity and Internationalization," a joint project with PUC de Chile and BC (with Luksic funding) (2016–2018).

- Expert in Erasmus+ project RIESAL, *Red Regional pa*ra *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, 2017–2018.

- Consultant and instructor Canadian Bureau for International Education (CBIE), on a course for international officers from the Philippines, 2017–2018.

- Member of the Editorial Board and Scientific Committee of the third edition of the Bologna Process Researchers' conference, Bucharest, November 27–29, 2017.

- *Estrategías de la internacionalización. Programa Curso en Línea: Perfeccionamiento en gestión de la internacionalización en la educación superior.* RIESAL, online, *Agosto 21-Octubre 1, 2017. With Fiona Hunter y Elspeth Jones.*

- *Internationalization at Home,* 2–day workshop for the leadership of UniNorte, Barranquilla, Colombia, August 15–16, 2017.

Publications

Books and Book Chapters

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

    Hans de Wit. Internationalization of Higher Education, Historical Perspective.

    Hans de Wit. Internationalization of Research and Knowledge Development.

Hans de Wit. Internationalization of Re Higher Education as a Global Reality.

Hans de Wit and Fiona Hunter. Internationalization of Higher Education: Evolving Concepts, Approaches, and Definitions.

Laura E. Rumbley and Hans de Wit. Internationally Mobile Faculty, Comparative Perspectives.

Hans de Wit and Daniela Véliz-Calderon. Identity and Internationalization in Catholic Higher Education.

Hans de Wit. Virtual Academic Mobility, A Brave New World.

Hans de Wit, Andrés Bernasconi, Visnja Car, Fiona Hunter, Michael James, and Daniela Véliz. (2018). *Identity and Internationalization in Catholic Universities, Exploring Institutional Pathways in Context.* Leiden, Brill/Sense.

Hans de Wit, Andrés Bernasconi, Visnja Car, Tessa DeLaquil, Fiona Hunter, Michael James, Kelber Tozini, and Daniela Véliz. Lessons learned and possible future pathways, a summary of key themes and findings.

Hans de Wit and Michael James. Boston College: Integrating Identity into New Strategic Direction for Internationalization.

- Hans de Wit. (2018). The Bologna Process and the Wider World of Higher Education: The Co-operation Competition Paradox in a Period of Increased Nationalism. Pp. 15-22. In A. Curaj et al. (eds.), *European Higher Education Area: The Impact of Past and Future Policies.* Springer.

- Knight, J. & de Wit, H. (2018). Internationalization of higher education: Where have we come from and where are we going? In Proctor, D. & Rumbley, L.E. (eds.). *The future agenda for internationalization in higher education: Next generation perspectives into research, policy, and practice.* New York and London: Routledge.

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Essays/Comments/Blogs

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- Hans de Wit. (2018). *Don't ignore the dark clouds among the bright spots.* University World News, 27 April 2018 Issue No:503

- Patrick Blessinger and Hans de Wit. *Academic freedom is essential to democracy.* University World News, 06 April 2018, Issue No:500.

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- Philip G. Altbach and Hans de Wit. 2018. *The closing of China? Implications for universities worldwide.* International Higher Education, Number 93, Spring 2018, p. 24-25

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- Hans de Wit. 2018. *Shifting Views on International Students and Teaching in English in the Netherlands.* January 27, 2018. The World View, Inside Higher Education

- Hans de Wit. 2018. *Are there signs of hope for higher education in 2018?* University World News Global Edition, 19 January 2018, Issue 489.

- Hans de Wit and Laura E. Rumbley. 2018. Emerging paradoxes of internationalization in higher education. In *Mapping Internationalization Globally,* International Briefs for higher Education Leaders no. 7. American Council on Education, pp. 33-35.

- Philip G. Altbach and Hans de Wit. 2018. *The Gold Standard of Academic Freedom in an Age of Uncertainty.* IAU Horizons, Volume 22, no.2, p. 29.

- Hans de Wit and Elspeth Jones. (2017). *Improving access and equity in internationalization.* University World News, 8 December 2017, Issue No: 486.

- Hans de Wit. (2017). *The challenges of international HE in a small country, Curaçao.* University World News, 22 October 2017, Issue No: 479.

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- Hans de Wit, Jocelyne Gacel-Avila, and Marcelo Knobel. (2017). *Estado del Arte de la Internacionalización de la Educación Superior en América Latina.* ESAL, *Revista de Educación superior en América Latina.* Issue 2, pagina 2-5.

- Hans de Wit. (2017). *Misconceptions of internationalisation still prevail.* University World News,

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Keynote Addresses

- *The why, what and how of Internationalization in higher education, implications of Catholic universities.* Strength In Diversity, Confronting Global challenges through Higher Education, Encuentro XII: IALU (International Association of La Salle Universities), Mexico City, June 19, 2018.

- *Internationalization: Why and How.* FAUBAI 2018 30th annual conference, Internationalization and Research: Challenges and Strategies, Rio de Janeiro, Brazil, April 17.

- *Internationalization at Home: Strategies for building global, international and intercultural competencies.* 2nd International Conference, Symbiosis University in Cooperation with Association of Indian Universities, Pune, India, April 6, 2018.

- Opening Keynote at Inaugural Session of International Programme on Educational Management (IPEM) for Myanmar Educational Administrators, NIEPA, New Delhi, India, April 3, 2018.

- *Reflections on International collaboration in Higher Education in North America: Challenges and Opportunities.* CONAHEC NACCD Conference, Guadalajara, Mexico, March 23, 2018.

- *International Higher Education and K-12 Education: Where do the two meet?* Endowed Chairs Colloquium Series 2017-2018, December 12, 2017, Lynch School of Education at Boston College, with Philip G. Altbach.

Other Addresses (selected)

- *Higher education in a global context: Major trends and issues.* IGLU Program "Internationalization and Innovation in Higher Education," CIHE-Boston College, June 25–29, program director and lecture.

- *Innovative and Inclusive Internationalization in Higher Education.* WES–CIHE summer institute, June 20-22, 2018. Program director and

concluding remarks. Boston College.

- Commentator and panelist Higher Education Panel, 2018 China Education Symposium "Where we started, Where we are heading," Harvard Graduate School of Education, April 22, 2018.

- *Catholic Identity and Internationalization.* Presentation at AIEA Thematic Forum "Faith-based universities and Internationalization: Balancing mission and market reality." April 19, 2018, CIHE/Boston College.

- *Catholic Identity and Internationalization.* FAUBAI 2018 30th annual conference, Internationalization and Research: Challenges and Strategies, Rio de Janeiro, Brazil, April 16.

- Panelist The Human Library, Graduate Student Council, at the 2018 Conference of the American Educational Research Association (AERA), New York, April 14, 2018.

- *"Global trends in internationalisation of higher education: Issues and Implications for India."* Presentation for World Bank in cooperation with the Association of Indian Universities. New Delhi, April 4, 2018.

- *Global Higher Education,* presentation in the context of "Cátedra Europa," Universidad del Norte, Barranquilla, Colombia, March 13, 2018.

- *Estrategias de Internazionalización,* Workshop for RIESAL Network, Universidad del Norte, Barranquilla, Colombia, March 13, 2018.

- Guest lecture in course "Global Perspectives on International Higher Education" (GINTC6109.01), Lesley College, Cambridge, MA. February 22, 2018.

- Catholic Universities: Ethical Leadership, Identity, and Internationalization in turbulent times. Roundtable presenter and chair, AIEA Conference, February 19, 2018, Washington D.C.

- World Education Services Webinar *The New Geo-Political Climate and Its Impact on Internationalization in Higher Education: Latest Insights.* Presentation as panel member, February 23,

2018.

- US and European Internationalization in Turbulent Times, presentation at AIEA Conference, February 19, 2018, Washington D.C.

- *Global, regional and national contexts of higher education and its impact on internationalization and Strategic partnerships and sustainability of internationalization.* Building a Global Campus: Internationalization of Philippine Higher Education Forum. Commission on Higher Education (CHED) and Canadian Bureau for International Education (CBIE), Cebu City, The Philippines, January 31, 2018.

- *Emerging Paradoxes of Internationalization in Higher Education.* ACE Webinar "Mapping Internationalization Globally: National Profiles and Perspectives," American Council on Education, January 23, 2018.

- *Bologna Process and the Wider World.* Introductory and closing panel presentations Future of Higher Education – Bologna Researchers' Conference, Bucharest, 27–29 November 2017.

- *Internationalization 2.0: Access and Opportunity for All.* Panel Presentation, Conference of the Americas on International Education, Montreal, October 11, 2017.

- *Internationalization of higher education: trends, concepts and issues.* Presentation for a delegation of 32 representatives of Chinese universities through the Institute of International and Comparative Education (IICE) at UMass Boston, October 2, 2017.

- *Internationalization of higher education: trends, concept, challenges and opportunities Implications for Curaçao.* Ministry of Education (OCEW) and Economic Development (MEO) of Curaçao, September 28, 2017.

- *Internationalization of Higher Education.* People's Friendship University RUDN, Moscow, September 20, 2017.

- *Internationalization of higher education in a changing global political climate: challenges and opportunities.* Research Seminar, Center for Higher Education Internationalization (CHEI), Milan, September 7, 2017.

- *Trends, concepts, definitions, rationales and approaches to internationalization of higher education: an overview.* United Board of Christian Higher Education in Asia, Harvard School of Education, Cambridge, MA. July 27, 2017.

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

Publications

- de Wit, H. & Rumbley, L. E. (2017). Professional Development in International Education. *Internationalisation of Higher Education, A Handbook, 3*(2017) (1-14).

- de Wit, H., Rumbley, L. E., and Velez Ramirez, J. (2017). The Internationalisation of Spanish Higher Education in Global Perspective. In Perez-Encinas, A, Howard, L., Rumbley, L.E., and de Wit, H. (eds.). *The Internationalisation of Higher Education in Spain: Reflections and Perspectives* (pp. 64-69). Madrid: Spanish Service for the Internationalisation of Education (SEPIE).

- Ferencz, I. & Rumbley, L.E. (2018). Higher Education Networks, Associations, and Organizations in Europe. *Springer Encyclopedia of Higher*

Education Systems and Institutions. Dordrecht, the Netherlands: Springer.

- Helms, R.M., Rumbley, L.E. & Brajkovic, L. (2018). (eds.). "Mapping Internationalization Globally: National Profiles and Perspectives." *International Briefs for Higher Education Leaders, No. 7*. Washington, DC and Chestnut Hill, MA: American Council on Education and Boston College Center for International Higher Education.

- Perez-Encinas, A, Howard, L., Rumbley, L.E., and de Wit, H. (eds.) (2017). *The Internationalisation of Higher Education in Spain: Reflections and Perspectives*. Madrid: Spanish Service for the Internationalisation of Education (SEPIE).

- Proctor, D. & Rumbley, L.E. (eds.). (2018). *The future agenda for internationalization in higher education: Next generation perspectives into research, policy, and practice*. New York and London: Routledge.

- Rumbley, L.E. (2017, April). Editorial: Regionalisation. *Forum, Spring, 4.*

- Rumbley, L.E. (2017, July). Editorial: The International Student. *Forum, Summer, 4.*

- Rumbley, L.E. (2017, December). Editorial: The Sustainable Development Goals. *Forum, Winter, 4.*

- Rumbley, L.E. & Bernot Ullerö, H. (2018, January 23). Higher Education Management in Developing Economies: Mission (Almost) Impossible? *The World View*. Retrieved from https://www.insidehighered.com/blogs/world-view/higher-education-management-developing-economies-mission-almost-impossible

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- Rumbley, L.E. & Helms, R.M. (2018). National Policies for Internationalization. *Springer Encyclopedia of Higher Education Systems and Institutions*. Dordrecht, the Netherlands: Springer.

- Rumbley, L.E., Ullerö, H.B., Choi, E.W., Unangst, L., Woldegiyorgis, A.A., de Wit, H., & Altbach, P.G. (2017). *State of Play: Higher Education Management Training Schemes in the Field of Development Cooperation*. *CIHE Perspectives No. 7*. Boston College Center for International Higher Education.

- Rumbley, L.E., van't Land, H. & Becker, J. (2018). Higher Education Leadership Training: Global Maps and Gaps. *International Higher Education, 93*, 4-6.

- Wilkins, S. & Rumbley, L.E. (2018). What a Branch Campus Is. *International Higher Education, 93,* 12-13.

Editorial Positions

- Coeditor: "Globalization and Internationalization Section" of the Springer *Encyclopedia of International Higher Education Systems and Institutions*, published online in 2018.

- Coeditor: *Journal of Studies in International Education*.

- Chair: Publications Committee for the European Association for International Education

- Editor: Forum, the member magazine of the European Association for International Education

- Coeditor: "International Briefs for Higher Education Leaders" series, a collaboration between CIHE and the American Council on Education.

- Associate editor: *International Higher Education*, the quarterly publication of the Boston College Center for International Higher Education

- Coeditor: Brill/SensePublishers book series "Global Perspectives on Higher Education"

- Coeditor: Sage sook series "Studies in Higher Education", a joint venture of CIHE and the

Presentations, Guest Lectures, and Conference Sessions

July 2017:

- "Quality, public-private partnerships, and the internationalization agenda: Possibilities and pitfalls." Keynote Address. 15th International Conference on Private Higher Education in Africa. Addis Ababa, Ethiopia. July 2017.

September 2017:

- "Ethical Internationalisation" (with Adinda van Gaalen, Nuffic, the Netherlands; Nico Evers, EARTH University, Costa Rica; and Darla Deardorff, Association for International Education Administrators, US). European Association for International Education Annual Conference. Sevilla, Spain. September 2017.

- "CIHE: Globally Recognized Research and Training in International Higher Education" (with Hans de Wit). BC Office of Advancement. Boston College. September 2017.

October 2017:

- *"Pasado, actualidad y futuro de la universidad en el mundo, en México y en la misión de la Compañía de Jesús." VI Encuentro del Humanismo y las Humanidades.* ITESO – Universidad Jesuita de Guadalajara. Guadalajara, Mexico. October 2017.

November 2017:

- "Higher Education Management Training Schemes in the Field of Development Cooperation: Results of a DIES Study." DAAD/HRK Conference on "Strengthening the Role of Universities in Developing Countries: The Contribution of Leadership Capacity Building Initiatives." Berlin, Germany. November 2017.

- "Future Needs and Perspectives." Panel participant (with Michael Hörig, Head of Section, Development Cooperation: Partnership Programmes and Higher Education Manage-

ment, DAAD, Germany; Abebe Dinku, Vice President for Institutional Development, Addis Ababa University, Ethiopia; Larisa Carrera, Dean, Faculty of Medical Sciences, National University of the Littoral, Argentina; and Stefanie Shamila Pillai, Professor, Department of English Language, University Malaysia, Malaysia). DAAD/HRK Conference on "Strengthening the Role of Universities in Developing Countries: The Contribution of Leadership Capacity Building Initiatives." Berlin, Germany. November 2017.

- "Internationalization Perspectives from/for a New Generation." BC Board of Regents, Global Engagement Committee. Boston College. November 2017.

December 2017:

- "Internationalization for Quality Enhancement: A Quest for Clarity, Cohesion, Confidence." QQI/HEA Joint Conference on "Internationalisation: A Driver of Quality in Irish Higher Education." Dublin, Ireland. December 2017.

February 2018:

- "Conveying Internationalization's Story: The How's and Why's of Book Publishing as SIOs" (with Betsy Brewer, Beloit College, and Hilary Kahn, Indiana University). Association for International Education Administrators Annual Conference. Washington, DC. February 2018.

- "New Politics, Paradigms, Possibilities: US and European Internationalization in Turbulent Times" (with Douglas Proctor, University College Dublin; Leasa Weimer, University of Jyväskylä; and Hans de Wit, Boston College). Association for International Education Administrators Annual Conference. Washington, DC. February 2018.

- "Government policies worldwide: Comparative approach to exploring campus-level impacts" (with Lucia Brajkovic, American Council on Education). Association for International Educa-

tion Administrators Annual Conference. Washington, DC. February 2018.

- "Internationalization at Home: Leveraging the 'home front'". Broward College PDD-LEAD Conference. Weston, FL. February 2018.

- "Internationalized Curricula and Student Learning Outcomes. Broward College PDD-LEAD Conference. Weston, FL. February 2018.

March 2018:

- "Internationalization of Higher Education: Concepts, Questions, Possibilities." Keynote Address. EducationUSA University Partnership Workshop. Kiev, Ukraine. March 2018. [Delivered remotely].

April 2018:

- Higher education diplomacy in transatlantic relations: A US perspective." Master of Arts in Transatlantic Affairs International Workshop.

College of Europe. Bruges, Belgium.

- *"Taller de Internacionalización Comprensiva."* Costa Rica Services Summit. San José, Cost Rica. April 2018.

May 2018:

- "National Policies as Key Drivers of Internationalization," session chair, with Daria Kozlova, ITMO University (Russia); José Celso Freire, Jr., Sao Paulo State University (Brazil); and Shingo Ashizawa, Toyo University (Japan). NAFSA Annual Conference. Philadelphia, PA. May 2018

June 2018:

- "Trends, concepts and developments in internationalization of higher education." Inter-American Organization for Higher Education (IOHE) University Management and Leadership Institute (IGLU). Boston College. June 2018.

PHILIP G. ALTBACH

Research professor and founding director of the Center for International Higher Education in the Lynch School of Education at Boston College.
Awarded honorary D.Litt degree by Symbiosis University, Pune, India, December 2017.
Appointed to the International Advisory Council of the Lahore University of Management Science, Lahore, Pakistan, 2018.
Appointed to the International Advisory Committee of the Province of Shandong, China, 2018.

Books and Articles

- Philip G. Altbach, Liz Reisberg, and Hans de Wit (Eds). 2017. Responding to Massification: Differentiation in Postsecondary Education Worldwide. Rotterdam, Netherlands: Sense Publishers.

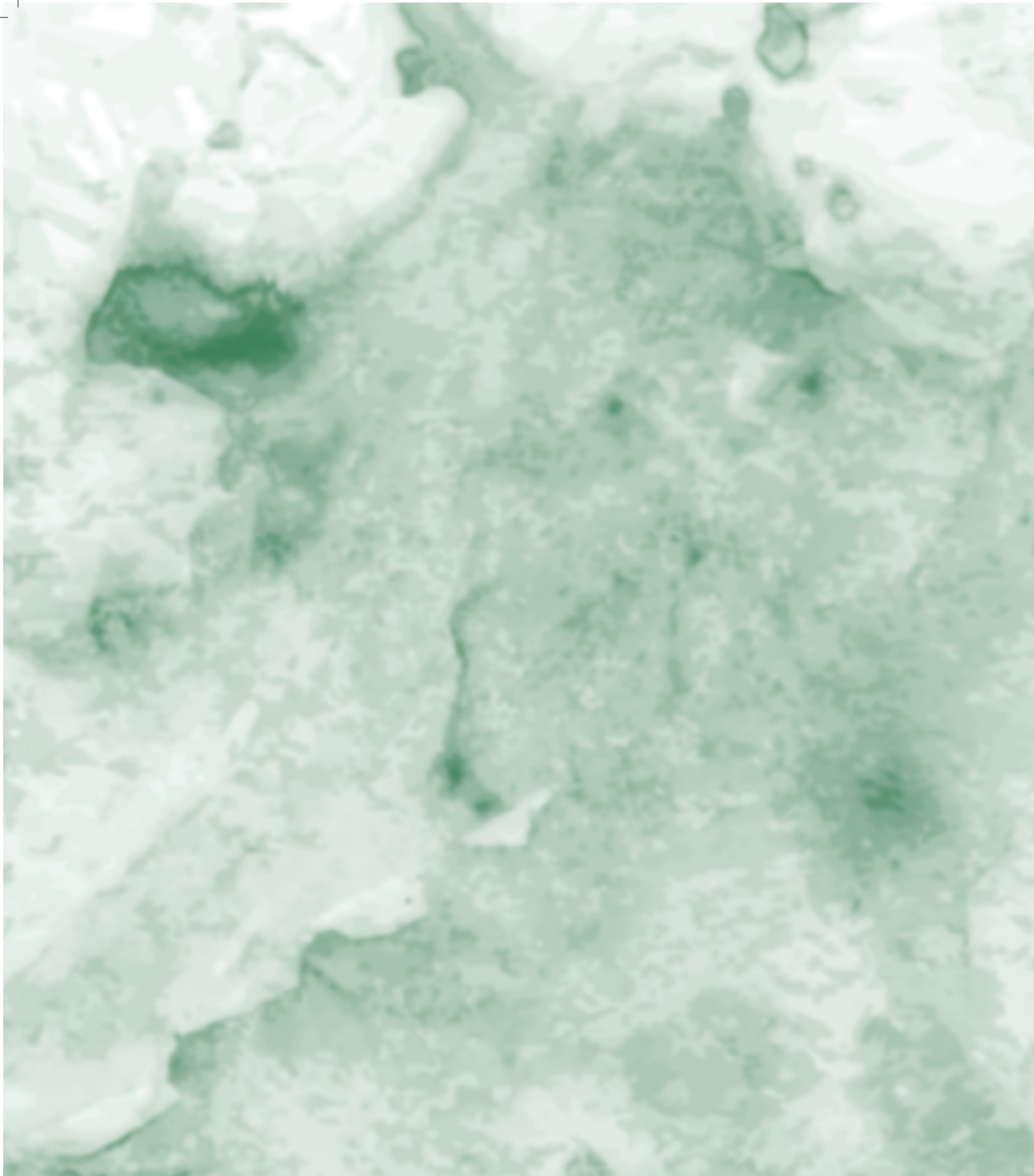- Georgiana Mihut, Philip G. Altbach, and Hans de Wit (eds). 2017. Understanding Higher Educa-

tion Internationalization: Insights from Key Global Publications. Rotterdam, Netherlands: Sense Publishers.

- Georgiana Mihut, Philip G. Altbach, and Hans de Wit (eds). 2017. Understanding Global Higher Education: Insights from Key Global Publications. Rotterdam, Netherlands: Sense Publishers.

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

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

- Philip G. Altbach and Hans de Wit. Trump and the Coming Revolution in Higher Education,

International Higher Education, No. 89 (Summer 2017), 3-5.

- Philip G. Altbach and Hans de Wit. American Delusions, Times Higher Education (July 20, 2017), p. 28.

- Philip G. Altbach and Maria Yudkevich. Twenty-first Century Mobility: International Faculty. International Higher Education, No. 90 (Summer 2017), 8-10.

- Philip G. Altbach. Differentiation and systems: Research University Responsibilities. International Higher Education, No. 91 (Fall 2018), 5-6.

- Philip G. Altbach. Anarchy and Exploitation in Scientific Communication. International Higher Education, No. 92 (Winter 2018), 4-6.

- Philip G. Altbach and Hans de Wit. Fundamental challenges to Higher Education Internationalization. International Higher Education, No. 93 (Spring 2018), 2-4.

- Philip G. Altbach. Opening Up to the World: On Internationalizing Higher Education. The Hindu (July 6, 2018), p. 9.

Main Keynotes and Presentations

- Global Trends in Higher Education. United Board for Christian Higher Education, Harvard University, July 27, 2017.

- Research Universities and Academic Systems, Korber Foundation Academic Forum, Hamburg, Germany, November 2017.

- Higher Education Trends in the Western Hemisphere, University of New South Wales Conference, London, UK, Sept 7, 2017.

- Responsibilities of research universities in differentiated academic systems, World Class Universities conference, Shanghai, China, Nov. 7, 2017.

- Implications for internationalization in the context of globalization, Xiamen University, China, Nov. 10, 2017.

- Trends in global higher education. Symbiosis International University, Pune, India, December 2017.

- Implications for faculty research and graduate education of internationalization in the US research university. Conference on Internationalization in Research Universities, Albany, NY, April 5, 2018.

- Global Trends in Higher Education, WES-CIHE Summer Institute, Boston College, June 21, 2018.