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Live-stream Lecture

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The Internationalization of Higher Education:
Challenges Facing Students in the Future

Dear Viadrina Students and Dr. Hiller,

Thank you kindly for this invitation to speak to you today. It is a pleasure to have this opportunity to share my insights and reflections on the internationalization of higher education and to relay what I think may be some of the changes and challenges students can expect in the future.

Let me say at the outset that although I am a researcher and university lecturer who also studies some of the questions related to the internationalization of higher education that I will be discussing today, the scope of the research on internationalization is extremely broad and so—as all scholars must do—I rest on the shoulders of many of my colleagues in the world of academia—globalized and diffuse as it is today—who are producing and disseminating interesting research through books, journals, online sites and public presentations much as I am doing with you today.

My intellectual mentors and influences (SLIDE 2) in the study of the internationalization of higher education—what I will now begin referring to as "IHE" in my talk—come from many sources, but just to mention some of the 'bright lights' that will make up my material today I refer to the work of Philip Altbach of the Center for International Higher Education at Boston College in the United States, Ulrich Teichler of the International Center for Higher Education Research at the

Universitaet Kassel in Germany; Jane Knight of the Ontario Institute for Studies in Education at the University of Toronto in Canada; Hans deWit of the Hogeschool van Amsterdam in the Netherlands; Bernd Waechters of the Academic Cooperation Association in Brussels; and Juergen Enders of the University of Twente in the Netherlands, among others I will mention during my talk. I will also make reference to some of authors publishing in my own forthcoming edited book (<mark>SLIDE 3</mark>) entitled *Internationalization of Higher Education and Global Mobility,* which will be published in the *Oxford Studies in Comparative Education Series* by Symposium Books this summer. That volume—which is divided into three broad sections covering 1) global issues in internationalization and mobility, 2) Regional studies in Europe, the Middle East, the United States, Africa and Latin America, and 3) Studies of students and practitioner engaging in Mobility—will include some of the aforementioned scholars as well as other names whose latest reflections on the state of internationalization and mobility have helped shape my lecture today.

My talk over the next 45 minutes (<mark>SLIDE 4</mark>) will focus on the broad topic of IHE in three general sections:

1. A brief overview of some of the research areas that scholars studying IHE focus on, with a view to some comparisons between regions and countries;
2. A focus on mobility and study abroad as it represents one particularly important area in IHE today. And here I will also make a few remarks about my own research on mobility in the U.S. and Europe; and finally,
3. Some advice for what you as emerging professionals might take away today as you advance your own careers in higher education.

But, first let me introduce myself briefly and say a bit about my disciplinary background and how it has shaped my research interests.

I was born in Germany but educated after Grade 3 in the United States, where I also received my masters and doctoral training and began my professional career. Although I gathered my doctoral research data in Germany from 1998-2000 as an

Alexander von Humboldt Bundeskanzler Stipendiat at the Max-Planck-Institut fuer Bildungsforschung—where I studied former East German secondary school teachers and their adjustments to Western German education in the first decade after Reunification—I began working in the U.S. after completing my PhD studies. I first worked in Washington, DC as a research analyst at the American Institutes for Research where I was part of teams conducting program evaluations for various departments of the U.S. government including the Department of State and the Department of Education. In 2002 I took a position running a large research study for the Andrew Mellon Foundation at Northwestern University in Chicago, where I stayed for the next 8 years and served as an Associate Director and Senior Researcher of the Center for Teaching Excellence until 2010. During this time I also lectured on contemporary Germany and on comparative higher education in the School of Education and Social Policy. Finally, during these same years at Northwestern I also served for two years as the Associate Director of the university's Study Abroad Office, where I managed over 100 study abroad programs and conducted numerous site visits to study the curriculum and experiences of our students overseas.

To turn to the research direction that will inform part of my talk today, while I was at Northwestern in 2008 I realized that study abroad, at least as far as my university was structuring it, had some serious problems. Addressing these shortcomings to try and improve the quality of study abroad led me to two general areas I have focused on in my research and teaching ever since. The **first** area is trying to better understand what students can do *academically* during their study abroad time in order to make their experience more substantive and meaningful; and the **second** area is about understanding how students approach and engage in their studies abroad as part of developing their own conceptions of themselves and their identity as learners and citizens more fully. I will say more about my work in both of tese areas in the second part of my talk today.

My research efforts are generally based on my own core beliefs that **1)** sometimes too easy rhetoric about the practically 'magical' effects that study abroad can have need to also be matched by equally impressive action and outcomes; and **2)** that valuing study abroad and trying to make it more a part of the general student learning experience has to also be driven not just by the numbers game and competition, but more importantly by a genuine desire to truly understand why we value the activity of education abroad and what engaging in it really means to all of its stakeholders—students, administrators, faculty, and even the parents and tax payers who foot the bill.

Coming to these conclusions about some of the problems in Northwestern's study abroad that I saw in 2006, led me to seek internal university funding to begin a study that my colleagues and I have been running since 2008 and have since expanded from Northwestern to other universities in the US. We are now in the process of finalizing a survey that we have been pilot testing and refining and will soon offer to other universities interested in understanding their study abroad and mobility students much better. I will talk about this study briefly in a few minutes.

In 2010 I secured a Fulbright Research Grant to expand my study of U.S. students to Europe, where I began a guest professorship at the Humboldt Universitaet's Abteilung fuer Vergleichende Erziehungswissenschaft. In addition to my study in Berlin, at the HU I also began teaching two BA and MA-level courses, one on *The Internationalization of Higher Education* and the other on *International Education and Student Identity Development*. This second course is also partly based on my research in Europe, which now includes data from 3,000 students representing 34 European countries and studying at 14 German universities and Hochschulen through the Erasmus Mobility Programme. In 2011 I extended that study with a grant from the German Academic Exchange Service (DAAD) and am now concluding the final data analysis phase of that research and working on several publications to share the findings. I will make some remarks about that study as well later in this lecture today.

In terms of my disciplinary training and background, the academic field from which I come is called **Comparative <u>and</u> International Education**. Within that field my focus is on IHE and the role of student mobility and study abroad. Just to be clear (<mark>SLIDE 5</mark>) Comparative Education is defined as:

- A field of study that applies historical, philosophical, and social science *theories and methods to international problems* in education…(it is) primarily an academic and interdisciplinary pursuit." (Erwin Epstein, 1994)

(<mark>SLIDE 6</mark>) International Education, on the other hand, is a field that is more applied and brings together "…students, teachers, and scholars from different nations to learn about and from each other…and also includes the analysis and description of such activities."

I mention this difference between comparative and international education because while the field is called "Comparative and International Education," the two pursuits—Comparative Education *and* International Education—are often talked about separately in the literature and can thus appear to be different studies even if in practice they really are not. Thus, in my work it has been important for me to try to combine both pursuits. That is, to study issues in education wherever they may be in the world using a variety of methodological and disciplinary lenses—thus indeed practicing Comparative Education as an area of research defined in Epstein's definition—*but also* to look at the practical application of international educational experience and how it impacts students in reality, not just theoretically—thus also doing the more applied work of International Education, again as Erwin Epstein articulates it in his definition.

Having defined how my field has influenced my choices as a researcher let me also be clear on the terminology I am using when I talk about globalization and internationalization of higher education.

First of all, as comparativists much of our work is concerned with the implications of using what we can learn from other contexts and experiences, thus how ideas and models and successes and failures can transfer or be borrowed from one setting to another. In higher education this is particularly a salient concern. (SLIDE 7) As researchers David Phillips and Michelle Sweisfurth write,

> "Globalization has created increased opportunities for the 'borrowing' of educational policy and practice, and generated further uniformity across national contexts. Nowhere has the internationalization of education been more apparent than in the higher education sector." (Phillips & Schweisfurth, 2007)

To go further into definitions, what I refer to as 'the internationalization of higher education' or IHE, is simply in my view those activities that universities, colleges and Hochschulen—what we can generally term 'Higher Education Institutions or HEI's' of all kinds writ large—are doing to secure their place in a highly competitive global climate. (SLIDE 8) To lend credence to my simple definition, however, I quote the following two aforementioned scholars who have published definitions that by now have become widely accepted as standard explanations for internationalization. These are:

> "Specific policies and programs undertaken by governments, academic systems and institutions, and even individual departments to deal with globalization." (Altbach, 2006)
> and:

> "The process of integrating an international, intercultural, or global dimension in the purpose, functions, or delivery of postsecondary education." (Knight, 2004)

So, these two definitions together make clear that the scope of IHE spans widely from looking at entire governments down to looking at small entities like individual departments, it is driven by the ubiquitous process of globalization, and it is concerned with understanding how these large and small entities translate the challenges and changes coming at them into educational delivery. Thus, in terms of what guides our work as comparativists studying IHE, we ask ourselves questions (SLIDE 9) about how global influences, whatever they may be, are challenging and changing what higher education institutions can and cannot do, how these challegnes impact the clientele we serve (students primarily), what obstacles stand in our way and how we overcome them, and what opportunities there are to do things differently and better in the future. At the same time, we need to be clear about what IHE is NOT. For this, researcher Hans de Wit from Amsterdam (SLIDE 10) has provided the following helpful guidelines:

1. Education offered in English
2. Facilitating studying abroad
3. Having intl subjects in the curriculum
4. Having more intl students around
5. Creating classes with mixed-in intl students
6. Intercultural, intl competencies come naturally with intl contact
7. Lots of partnerships make a HEI intl
8. Universities and HEIs are intl by definition
9. Intl'zation is a goal in itself, it is a process

So, having clarified what is and is not IHE, and how my field relates to the work I do as a researcher and what I understand globalization and internationalization to be, let me turn to the first part of my talk today, which is to provide (SLIDE 11):

1. **A brief overview of research issues that scholars looking at the internationalization of higher education focus on; and also to provide**

where possible some brief comparisons between regions and countries where they are relevant to my themes today

As more and more commentators are currently writing (and you can read this almost weekly in higher education newspapers like the *Chronicle of Higher Education* and *Inside HigherEd*), globally life in higher education as we have known it to be for students, faculty and administrators is rapidly changing. Phillip Altbach, mentioned already and arguably the leading scholar in comparative higher education today, has written that higher education is in a state of "revolution"; Jane Knight, also mentioned already and a nearly equally prolific scholar of higher education, has argued that higher education is in a state of "turmoil." As she writes in my forthcoming book: (SLIDE 12)

> "Higher education internationalization has fundamentally transformed the world of education and has dramatically changed itself…Internationalization is one of the major forces impacting and shaping higher education as it changes to meet the challenges of the 21st century. Overall, the picture of internationalization that is emerging is one of complexity, diversity and differentiation. "

These researchers posit that this 'revolution and turmoil'—the roots of which trace back to the early post-World War II years—(SLIDE 13) are even as dramatic as Alexander von Humboldt's push 200 years ago to transform the university from a teaching institution into one that also had equally strong research aspirations, a tectonic shift in the structure of universities that not only changed their profile but was also critical in shaping U.S. higher education into what today is among the worlds' strongest higher education systems.

These changes in higher education, again many that really began to take place after World War II, are related to several factors, among them:

- **The spread of democratic principles in governance** and the belief in supporting democratic systems around the world and developing the international agencies needed to monitor their survival. Educational opportunity became recognized as a human right. Along with this came the belief in education for human capital, the idea that well educated and trained workers would also serve their national economies more effectively.

- **'Massification**,' or a shift in societal views to recognizing the need for and value of education beyond secondary school not only for elite populations as had been the case in the past but also for the masses. By now, well over 20% of the world's eligible age cohort is enrolled in higher education (that equals roughly more than 100 million students) and in many countries those percentages are much higher even and represent between 50-80% of the relevant age group. This growth has happened over last century but been particularly accelerated since World War II and ever faster in recent decades, as the graph by researchers Evan Schofer and John Mayer suggests (SLIDE 14). This growth has meant a demand by many more university-eligible age groups for access to higher education and a response by governments to making that possible. Massification has also meant the diversification of the higher education student pool, such that older students today, outliers to the traditional 18-24 year old group, come to study as well and bring with them their life experience and a different focus for what they seek from their education.

- **Modernization**, (SLIDE 15) and a realization that rapidly modernizing democratic societies require personnel trained through higher education for technical and service fields. Another twist on the massification and modernization phenomena of only the past few months is what is happening virtually through the spread of access to university lectures and information offered by MOOCS, or 'Massive Open Online Courses.' These are universities (so far many in the U.S.) that are making their faculty's lectures available for free and in some cases for academic credit through the Internet. Mostly

these are lectures by top faculty that are then streamed to hundreds of thousands of students worldwide. Current debates are raging as to how MOOCS will change higher education as we know it.

- **Advances in Technology**, in particular the internet and access to information for anyone with an internet connection has meant that more people today can see what is available and demand their right to having it too.

- **Greater physical mobility:** since the War, the ability of many more people to travel by plane and boat and train at affordable prices has meant much more widespread travel for educational purposes as well.

Higher Education Institutions are not only international institutions but are also global players. (SLIDE 16) Due broadly to globalization and technology generally and to international competition driven largely by rankings specifically, higher education institutions today seek to no longer only serve a local student clientele or to send their students on study abroad or even to diversify their campuses with foreign students and faculty, but they also seek to be global themselves, meaning to develop relationships and cooperative agreements with other IHE's around the world. That is, institutions seek not only to provide so-called 'internationalization at home' nowadays but also to be part of 'internationalization abroad', meaning they not only want diversified campuses that take in foreign faculty and students and also send their representatives abroad, but they also want to project themselves, their name and their stakeholders out into the world through partnerships. IHE's now even seek to set up so-called branch campuses or satellite campuses, not only to have a globalized profile but also to market their brand abroad. In this sense, higher education has become a big business, where not only taking in fee paying international students is very lucrative—U.S., British and Australian Universities serve as obvious examples—but through branch campuses attracting students to get a big name (i.e., Yale, MIT, etc) foreign degree on their home soil.

This is a phenomenon that has really only grown exponentially for many IHEs within the last ten or so years. In the Middle East, through the establishment of large campuses with multiple Western universities represented, including my own Northwestern University in "Education City" in Doha Qatar for example, leaders there have recognized that they need to think about the future when their oil reserves begin to run dry and how they will remain competitive. In Asia, in addition to branch campuses with big name Western institutions, educational hubs have been established that focus on building particular competencies to compete with the educational powerhouses in the Center. In that regard, in India, for example, the IIT's or Institutes of Technology now rival MIT and Berkeley in the U.S., for example, for the engineering and science competency of its graduates. In China as well, huge government money has been spent on building certain institutions into so-called 'world class universities' that can compete with European and North American institutions. And, right here in Germany the Excellence Initiative, now in its second major funding stream, has also put millions of Euros into building selected institutions into highly competitive players, and in the process wooing back German scholars who over the last ten or twenty years flocked to the US, Australia, and Canada for higher prestige jobs, better equipped labs, and more lucrative contracts.

However, with greater technology through modernization and all the advances it has brought about there has also been a darker side to these changes (SLIDE 17), which we see in other areas. These include:

- growing gaps in **inequality** between those who have access to technology and travel and those who are left out. Within those inequalities, there has also been a shift in how many people tend to think about educational opportunity.
- Over time, the belief for many has shifted from seeing **education as a public good**—that is, education as something that every human is entitled to (and this belief that in Germany at least still holds strong), to seeing **education as**

a private right (this is more the case in the US)—that if you can pay for a better or more specific type of education, you should have the right to get it at a price, even if others can't.

- Part of that trend can be seen in the proliferation in the last twenty or so years in the rise of **private and for-profit** higher education institutions, which are particularly plentiful in Central and Eastern Europe, Asia and Latin America. While clearly a driver in inequality of educational opportunity, this trend should not to be seen as an entirely negative development since it also gives students—who in the real sense of the word should be regarded as clients and consumers nowadays—the chance to tailor their education to providing the direct professional benefit they seek. And, as more neo-liberal, conservative governments have pulled back on public spending for higher education, particularly in the current financial crisis, the growth of private universities have filled the gap and made education still available to students who otherwise might not get it. One danger in this process, however, is that private, for profit-education also brings with it the prevalence of often unscrupulous recruiting agents who make promises to students about degrees or quality of education they may get that do not always match reality.

To look at these less positive aspects and how they play out in a wider sense, Philip Altbach articulates a '**world knowledge system'** where there are **'Central' players and 'Peripheral' players**. The powers of the Center generally are the more well-funded academic systems generally located in the global north, meaning North America and Europe but more recently also including Australia and increasingly China and India. The universities in the Centers are often in regions where English is a main language, and we know that English, as Latin once was, is now the international language of communication in nearly all disciplines and professions. The Center powers have the resources and the money to control the dissemination and flow of information through their well funded libraries and databases, most prestigious and widely read journals, the most influential publishing houses, and the

best paid faculty and most well to do students. In contrast, the players on the Periphery of the World Knowledge System strive to emulate the powers of the Center, thus creating institutions and tailoring their curricula to model the Center, often at the expense of preserving and valuing their own culture and traditions. This mimicking of the Center by the Periphery—perhaps simply a requirement in a globalized world where ubiquitous access to information leaves no one out of the competition hysteria—has lead to a **homogenization** of intellectual life and aspiration, a so-called **'Emerging Global Model'** as it were, in order to try and compete, even if not successfully in many cases, with the leading systems. Some critics have more caustically referred to this **isomorphism** as the **McDonaldization** of higher education.

To feed this center-periphery divide, the slavish attention to international higher education **rankings**—no matter how methodologically flawed or unfair they may be—has also led to further inequality and homogenization. This is just one manifestation of the move, as Jane Knight has pointed out in her research, of universities moving from a model formerly characterized more by cooperation to one now more about survival and competition against one another. Because one of the main rankings criteria are based on faculty scholarly output and reputation weighing institutions against one another, the pressure on faculty to publish more and bring in ever more research money has led in some cases to the neglect of other things that make the university learning experience valuable, such as high quality **teaching**. To compound this lowering of teaching quality, with massification and budget cuts on the one hand, and the pressures on faculty created by rankings on the other hand, universities in many countries have come to also rely more on what might indelicately be termed cheap faculty labor. That is, more part-time faculty who are only at the university on unstable, short-term contracts that offer few to no benefits and mean teaching more classes to larger groups of students who get less personal attention and time for discussion and debate.

Turning to mobility and study abroad and the question of inequality and opportunity that lie therein, there are what we might call two kind 'travel for educational purposes'. **Horizontal and vertical mobility**. Vertical mobility is generally characterized by movement from the global south to the global north, students from poorer, less well resourced academic systems, for example in Africa or Latin America, moving to richer systems found in North America and Europe. Often these students move because only in those better funded systems do they have a chance to earn the credentials, experience the newest technology, and get the training to be professionally competitive. Some of them, of course, never return home, thus exemplifying the 'brain drain' problem many of the HEI's on the periphery face. In contrast to these students, those representing horizontal mobility are students mostly like you who choose to study in similarly well funded systems in neighboring countries or within the Northern Hemisphere, where the goal is not to acquire an education they cannot necessarily get at home, but simply to experience education elsewhere and maybe even just get away from their parents and familiarity for a while.

Turning to my second focus today (SLIDE 18), I would like to say a few words on

2. **Mobility and study abroad as one particularly important area within the larger internationalization process; here I will also make a few remarks about my own research**

Internationalization—driven as it is by the fact of our ever-greater interconnectedness through globalization—has indeed made mobility and study abroad very salient areas of activity and research. Study abroad is not only the oldest but also the most overt manifestation of educational internationalization. (SLIDE 19) As many scholars have written by now, the movement of students and academics across borders has been taking place as long as universities have existed, going back to the 12th century. And, as we know from the OECD's Education at a Glance, IIE 's Open Doors, and other data dissemination services, from the increasing

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attention that governments and educational institutions give to fostering more active international exchange, to research organizations and individuals who devote money and considerable talent to studying it, and finally to ever greater numbers of students who engage in the activity, international education is constantly growing as a critical part of educational activity. According to UNESCO's 2012 Institute of Statistics figures, in this first decade of the 21st century, the number of globally mobile students has nearly doubled from 2.1 million in 2000 to 4.1 million in 2010. That spells a yearly average growth rate of 7.2 %. And, according to researchers Boehm and colleagues, estimates are that numbers of students enrolling in foreign countries for their tertiary education by 2025 will reach 7.8 million.

As I write with researcher Tony Ogden in my forthcoming book, over the past decade education abroad programming has also begun to move from the margins toward the center of the undergraduate curriculum. Once the purview of a small number of academic departments, education abroad is increasingly being acknowledged and integrated into curricula across all disciplines. The popularity of education abroad programming has been driven largely by the constant public rhetoric about globalization. That rhetoric has created challenges for administrators and programmers of study abroad to define what its purposes are and why it is worth the expense. Public calls for accountability has rightfully forced those who facilitate study abroad to pay attention to numerous issues. These include:

- to ensure quality over quantity
- to fight the perception of study abroad as tourism and party time with stronger academic offerings and activities
- to try and ensure that students have a developmentally meaningful experience despite the trend toward ever-shorter stays. For example, of the 1-3% of U.S. university students who study abroad, well over two thirds now only go for a summer study of a few weeks' duration—can we even call that study abroad or intercultural immersion?

- to produce rigorous evidence-based assessment and research that justifies the expense and effort involved
- to keep the profit motive and exploitative commercialization at bay.

In looking at the numbers we should of course also—as I noted earlier, never forget to think about who makes them up and what questions they confront us with in terms of issues related to access and equity, what leads to so-called "horizontal and vertical mobility," what defines social responsibility, and how to keep study abroad from becoming only a purchasable commodity for a relatively small and privileged elite clientele.

So, with all of these challenges in mind, let me now talk a bit about how my own research fits into this picture. (SLIDE 20) For the past 15 years I have been fortunate to be involved as a participant, a researcher, a practitioner, and a lecturer—in that order—in international higher education issues. It is from this base of experience that I share my work with you today. In the next several minutes I will briefly review three research studies I initiated, one by the acronym of SARP, another by the acronym of SCIE, and a third on the EU's Erasmus Programme. These acronyms will become clear in a minute. I will begin with my time as the Associate Director of Northwestern's Study Abroad Office, where I launched several studies that have since gone on to spawn other related efforts and continue to develop.

As I alluded to at the beginning of my remarks today, two main research areas have guided my research. These include: **1)** how we can better understand what students can do *academically* during their study abroad time to make their experience more meaningful; and **2)** to try and understand how students approach and engage in their studies abroad as part of developing their own conceptions of themselves and their identity as learners and citizens more fully.

In terms of the <u>first</u> research area—helping to make study abroad as academically meaningful as possible—when I joined the Study Abroad Office at Northwestern University I took over a small program called SARP or 'Study Abroad Research Program.' The SARP program enabled a small group of dedicated students to engage in a pre-departure training course and to prepare to conduct a research project during their time away. Although the program was a great idea and had a lot of potential, two things I noticed troubled me greatly:

1) students often came to me with completely unrealistic and unrealizable, often even dangerous, research projects they planned to undertake; and

2) the university liked the spirit of the program but did not provide any oversight, or Institutional Review Board approval, to monitor the projects.

Thus, while Northwestern wanted its students to do something meaningful abroad to combat the 'study abroad=party time' reputation, they did not seem concerned that projects might be conducted and even become public with Northwestern's name on it that could end up being embarrassing or damaging to the institution, the student or their research subjects.

For example, some projects included hoping to investigate the sexual activity of drunk UK students, drag queens or young closeted lesbians; interviewing members of marginalized groups like prostitutes or "Bolivian street children and how it feels to be homeless"; following and interviewing populations on the run, afoul of the law, or in physical danger like juvenile delinquents or "South African women on HIV drugs without their husbands knowing it"; or, a bit less worrisome, wanting to do obscure archival research that may not exist, for example on "Roman, or Mayan, techniques of birth control and how they prevented sexually transmitted diseases." Generally, the defining problem with all of these ideas was that they represented projects that held relatively little chance of successfully being carried out because they lacked genuine guidance and shaping. Depicted visually, the proposed projects ran along this continuum (SLIDE 21). On the left …

Research Proposal Continuum
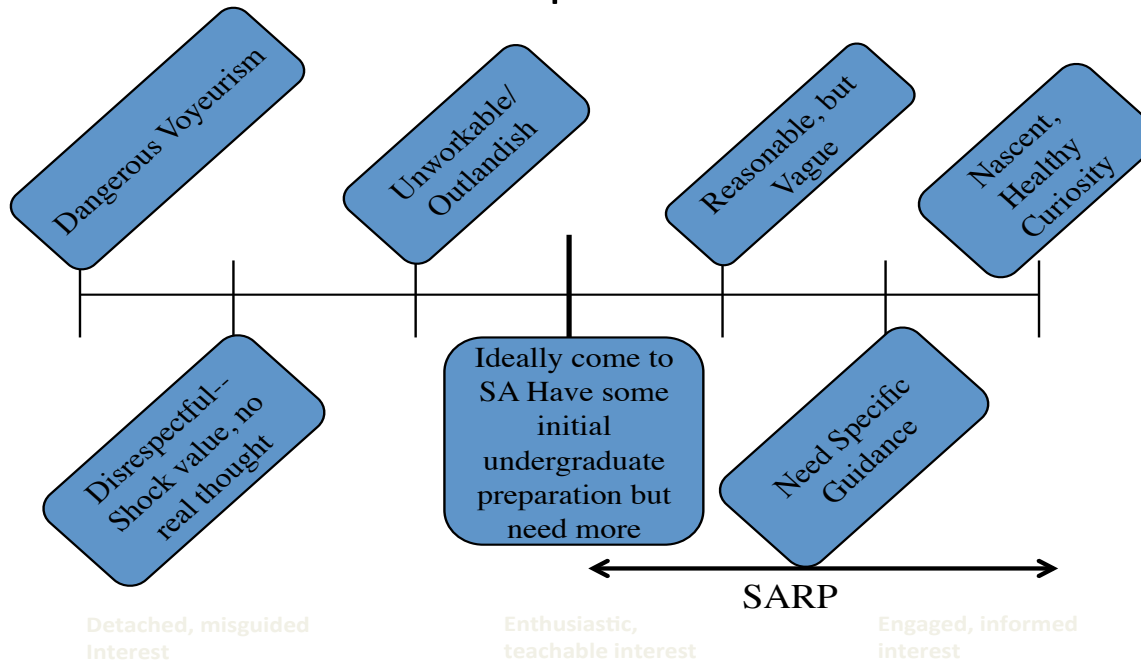
To address these problems, the pre-departure program we created led students through a basic, semester long research and training module that covered the ethics of research and protection of human subjects, taught them how to conduct a literature review and formulate a manageable research question, and helped them choose an appropriate data collection and analysis method, sketch out a time line, and propose a budget. For the best proposals we also offered a cash prize.

In terms of my <u>second</u> area of research—better understanding how students process the experience abroad and develop their own understanding and conceptions of identity—when I left the Study Abroad Office and rejoined Northwestern's Center for Teaching Excellence I began a project funded by our Buffett Center for International and Comparative Studies that aimed to broadly understand the overall impact of study abroad on students but also focused on certain specific outcomes that so far had been less analyzed in study abroad scholarship.

In framing the "Student Conceptions of International Experience" or SCIE Study, my review of the literature and analysis of other programs led me to see that a promise of sorts, at least in U.S. institutions and 3rd Party Providers, was being made that seemed to seriously lack in empirical support or justification. It went like this: 'Studying abroad will make you a global citizen.' Period. It was that simple: 'Go abroad, even if just for a few weeks in the summer, and voila!, you will become something any parent would be proud of: a worldly wise globetrotter who can make friends of any sort and color anywhere, all the while viscerally understanding and appreciating the subtleties of all cultures and peoples.' Please know that my sarcasm is intended to provoke, not offend. But I do seek to make a serious point.

What I have come to call this **"Easy Promise"** made two broad assumptions without real support or justification in most cases:

1) **One**, that the notion of global citizenship had *already been* defined and unanimously understood by the advertisers of study abroad—that is, the institutions and programs—and was also understood exactly *in the same way* by their clients—the students. And,

2) Two, **that** successful acquisition of global citizenship had *already been* reliably measured so that any program bestowing this title on returning students had an agreed upon metric in place to verify exactly when this status of global citizenship had indeed been achieved by returnees.

While it was clear to me that scholarly reflection on the notion of global citizenship was far from new, what bothered me was that the concept was being used as a buzzword in study abroad advertising—really as a hook to entice students—without being sufficiently problematized as the loaded concept with centuries of debate and interpretation behind it that it in fact is. Indeed, Immanuel Kant already invoked a 'Law of World Citizenship' in his 1795 essay, *Perpetual Peace.* And, much earlier, the ancient Greeks had articulated the idea of a world citizen or '*kosmou polite*' in their writings. And while much more recent scholars including Juergen Habermas, Amartya Sen, Martha Nussbaum, and Hans Schattle, among many others,

have thought deeply about the notion, in study abroad circles it was fluttering around aimlessly, the low hanging fruit carelessly plucked for anyone's use.

I was not the first person to have trouble with this casual use of the notion and the easy assumptions it implied. In work already presented and published, two researchers were particularly critical. Michael Woolf, the former president of the Foundation for International Education in London, presented a paper in 2009 at the Forum on Education Abroad he cleverly entitled 'Study Abroad Changed My Life and Other Problems" and later published an extended piece in *Frontiers* under the title "Another Mishegas: Global Citizenship" ('Mishuga' being a Yiddish term for an irrational belief). Woolf explained: (SLIDE 22)

> "Use of the term global citizen needs...to be nuanced and not used as a glib and hyperbolic marketing claim in study abroad. It is a complex, contested proposition and not a condition to be achieved through the purchase of experience...." (p. 52)

And, a year before that in 2008, a young researcher named Talia Zemach-Bersin wrote a provocative Commentary in the *Chronicle of Higher Education* entitled 'American Students Abroad Can't be Global Citizens', which she later also expanded in Lewin's 2009 Handbook. Zemach-Bersin criticized the ubiquitous use of global citizenship as a cheap marketing gimmick for study abroad, arguing: (SLIDE 23)

> "If nuanced, clear, and analytical articulations of global citizenship replace the current privatized, individualistic, and elite connotations, it is possible that the concept of global citizenship will be able to provide an alternative discourse to the current commercial narrative of study abroad." (p. 318)

These two accusations inspired me to try and investigate how even a small sample of study abroad students might understand the idea of global citizenship', to see if they all indeed did understand it in the same way. So, as part of our larger SCIE

study investigating some of the outcomes of study abroad, I also added items about global citizenship to our interview and survey study. As the feedback soon revealed, it came as no surprise that students did in fact understand the notion very differently. We sketched this out on a continuum that shows broadly the variations in understanding of global citizenship (SLIDE 24). The five types show a movement from, on the left, global citizenship being defined by …

Type	1. Global Existance	2. Global Acquaintance	3. Global Openness	4. Global Participation	5. Global Commitment
What makes GC	being born on earth --A human being and not an animal	a personal connection with one or more countries --Having dual citizenship or parents from different countries	openness to and interest in learning about others who live in other countries	mobilizing available resources to actively participate in the lives of those in other countries	recognizing the interconnected-ness of one's actions on those in other countries

So, clearly, even a fairly small and somewhat homogenous group of students understood the idea of global citizenship in a myriad of different ways than were not being covered under the one-size-fits-all use by study abroad providers.

By the way, I am happy to report that in my much more recent look at U.S. study abroad provider and university websites I note a marked decline in the blanket promise of global citizenship, so I think the critique has become dully noted.

In terms of our larger SCIE study—which looked more broadly at the ways that students approach and think about international educational experience—we used Variation Theory and Phenomenography—a research method aimed at understanding how students vary in their conception of a learning phenomenon—and began a series of in-depth interviews and surveys, that as I mentioned earlier, we continue to develop and validate today through further pilot testing.

From those data we developed another continuum, one that shows how students explain their way of participating and engaging in study abroad. Important to say here is that while these typologies appear to depict increasing levels of complexity and sophistication, they are not meant to be normative or prescriptive; rather they simply show variation in viewpoint. That is, one conception is not necessarily better or worse than another, it's simply a different one. In the following table I lay out these variations in ways students after study abroad conceptualized how they engaged in the experience abroad (SLIDE 25). Going from left to right , Type A students understand international experience as…

Conceptions	Type A: Observing	Type B: Interacting	Type C: Participating	Type D: Adopting
Understands international experience as:	**observing** or being exposed to the other culture and cultural differences --Without 'getting their hands dirty'	actively **interacting** with the other culture but using one's own cultural practices and norms. -- Stepping out but not too far	actively **participating** in the other culture and seeking to use the practices and norms of the other culture --Even if	**Adopting** the other culture and actively living/valuing the other culture's practices and norms --As if you've always lived

			uncomfortable	there

Again, what is important here is that while recognizing how one conception is not necessarily worse or better than another, we can however use our understanding of variation about how students of any group approach international experience and with that knowledge try to steer them from less active to more active engagement through mechanisms like intensive pre-departure preparation and meaningful and targeted onsite guidance and activities, including a meaningful research abroad project, to circle back to my first research interest.

Finally, in terms of my <u>third</u> and current research project, and as I noted in gteh beginning of my talk today, in 2010 I secured external funding from Fulbright and then the DAAD to expand our Northwestern study to a new sample of students, this time in Europe. Unlike the SCIE Study's more general scope, however, the European study focused on students' perceptions of citizenship identity (and not just global citizenship) as how these might develop through engaging in international education. I had only been able to find one excellent study of the identity question and **its link** to study abroad in the main journal of my field, the *Comparative Education Review,* by Nadine Dolby in 2004, who looked at a sample of American students studying in Australia. In the European literature I also found very little.

I chose the European Union's Erasmus Mobility Programme for its size, geographic breadth, and recognition among the public and academic community. And, I chose Europe because of the rhetoric by policy makers here around the importance of participants in this tax-payer funded initiative becoming 'European citizens'— another difficult term, maybe not quite as ill-defined as global citizenship but still slippery and complex. This mandate to shape a more unified European citizenry among youths launched the initial program and today continues to be one of its main policy drivers.

The study has invited Erasmus students from the following 14 universities <mark>(SLIDE 26)</mark> to participate, including those from right here at the Viadrina University in Frankfurt on the Oder:

Humboldt Universität zu Berlin	Universität Freiburg
Freie Universität Berlin	Europa Universität Viadrina, Frankfurt an der Oder
Universität Leipzig	
Universität Duisburg-Essen	Universität Bremen
Universität Hannover	Fachhochschule Bielefel*
Universität Köln	Fachhochschule Nordhausen*
Universität Konstanz	Fachhochschule Worms*
Universität Bonn	

In the study students have been asked a series of open- and close-ended questions before and after their program experience that get to their primary attachment to five concepts of citizenship that emerged organically (using a grounded research approach) out of responses from my initial pilot study. These concepts of citizenship included <mark>(SLIDE 27)</mark> 1) attachment to town, city and state, 2) to nation, 3) to region (for example, Scandinavia or the Baltic States), 4) to Europe, and 5) to the globe (that is, the notion of 'global citizen').

My study has not been trying to look at national attachment in the sense of nationalism—other studies already do that—although I did pose some items from established surveys about pride in country and belief in the importance of native language and ancestry. Rather, it has been my interest to learn if attachment to these identities changes through study abroad exposure, if loosening national bonds might lead to establishing stronger ties to Europe, or really to any of the other identity concepts I offer in my survey.

Because the data analysis for the third and last round of the panel study is still being completed, I can only report selected, emerging findings today and time also does not permit me to go into great detail, unfortunately. However I will say a few words briefly.

Our sample is generally representative of most other study abroad populations in Europe and the United States and shares similar characteristics in terms of gender breakdown (60-40 women to men), age (19-24 year olds) who mostly self-described as being on par with 'average' incomes in their country, mostly from cities or suburbs (81%), overwhelmingly from the social sciences and humanities, are having a good time (91% are having fun 'often') and do not feel homesick. They are also interacting a lot with Erasmus peers (89% 'most or some of the time') and also with locals (55% 'most of the time'). Different from U.S. students is that 47% of the Erasmus sample speaks a second language and 40% even speak up to three foreign languages.

Luckily the response rate to the study has been very strong (SLIDE 28) in each of our three data collection periods: Over 900 in the Fall of 2011, over 800 in the Spring of 2012, and over 900 in this Fall's 2012 third and last phase.

Group Comparison of Means on National Belongingness
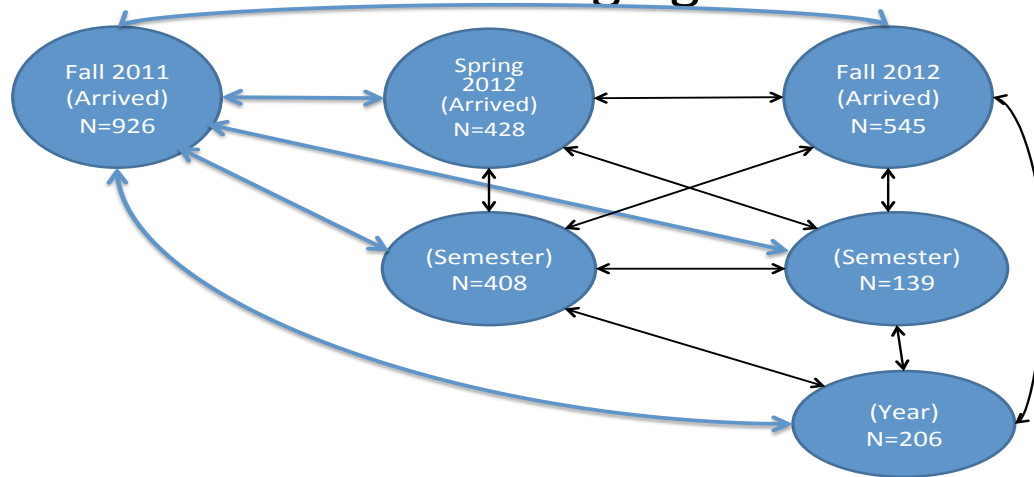
In terms of our findings on citizenship attachment, the slide shows some of our results. The blue lines indicate a statistically significant increase in feelings of national belonging from the Fall 2011 for students who stayed one semester and also for those who stayed a full year. And, as the next bar graph shows (Slide 29) students overwhelmingly identified with their nation as their first attachment throughout their time in Germany—much more so than they did to any of the other citizenship options we offered, which all came out insignificant, including any indication of an increased attachment to Europe.

Citizenship Identification by Time Spent in Germany (n=2,596)
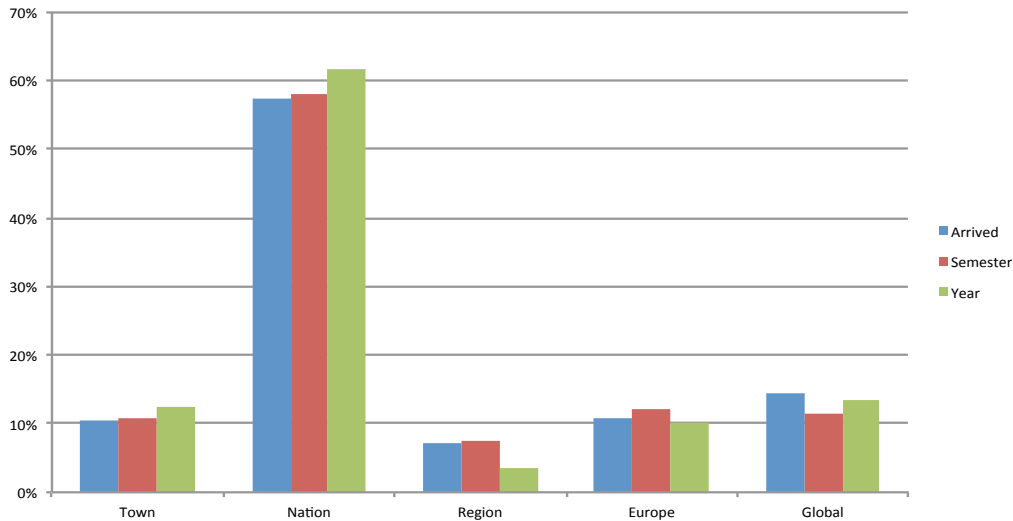
Contrary to the study's hypothesis and some conventional belief, **students did not become less nationally-oriented through their study abroad experience and actually became more attached to their nation over time.** They also remained unchanged in their attachment to Europe, that is, did not become more European-minded. In our discussion we can ponder many reasons why we got these results, beginning with possible flaws in the study design or methodology, the duration of time they spent abroad, where they went (in this case Germany), the type of exposure they got while abroad, and what was happening politically and economically during their time here.

What *is* clear is that both outcomes—more attachment to nation and no greater attachment to Europe—are probably unfortunate for Erasmus policy makers, whose very goal is to foster in participants a stronger feeling of European belonging and commitment. Thus, a program heralded as "the single most successful component of EU policy" and "a social and cultural phenomenon" in its own right, could be argued

to not be living bup to its originally stated aspirations. There could be a serious disconnect between policy maker rhetoric and actual outcomes.

But, as you may be thinking at this point, that could also be a mistaken assumption: not statistically expressing change in feelings about a notion as abstract and difficult as 'European citizenship' does not necessarily mean they are not making wider connections with and commitments to other Europeans, or opening their eyes to the value and promise of an inclusive Europe. For many reasons students may not signal change in citizenship attachment when they are asked to check off a box on a survey but they may in fact express new feelings, doubts, yearnings and questions when they can write them out or talk fluidly.

Indeed, the qualitative, written responses from the survey's open-ended items showed students arguing strongly that Erasmus participation has a positive influence on their understanding of citizenship, and that they do not see the idea of European citizenship as empty or meaningless, as some critics have charged. On the contrary, they think of it is an important idea, if not an easy one to latch on to.

So, while the quantitative data does not reveal a significant link between participating in the Erasmus Programme and changing citizenship identity, the findings raise potentially interesting questions for hypothesis development and further study. It is not certain from the data whether the differences we see in attachment to their own nation are due to participating in the Erasmus program, or simply because of time they spent away from home in another European country, particularly in this economically difficult period.

The last four years have witnessed a severe economic crisis, particularly for the southern European countries, while Germany has remained something of a beacon of stability. Could resentment of Germany's status, coupled with pride in one's home country, influence identity conceptions? Could being in Germany at this time of financial stress impact feelings for home and loyalty to country more than anything

the Erasmus program on its own could do? Are there differences in ways students from different countries or regions view attachment to the various notions of citizenship? The data from the pilot test indicated there were but we have yet to test this on the full year sample. So, there remain many questions to think about.

Finally, let me turn to the last part of my talk today (<mark>SLIDE 30</mark>):

3. **Some advice for what I think you as students and emerging professionals might take away from y talk today as you think about advancing your own careers in higher education in the future.**

1. Studying at this university on the German-Polish border and representing the diverse student clientele you are, you embody the mobile students of the present and have within you the power to set the agenda of the future. As this talk has I hope made clear, engaging in mobility is an activity of the present and future generations and should no longer only be seen as the privilege of the elite. Also, it should not imply the unfortunate loss of the best talents leaving their country to study and work elsewhere—what is known as 'brain drain'—but should rather represent the circulation and eventual return of the brightest talents, known as 'brain train.' As Jane Knight writes in my forthcoming book (<mark>SLIDE 31</mark>):

   "While 'brain drain and brain gain' are well known concepts, research is showing that students are increasingly interested in taking a degree in country A, followed by a second degree or perhaps internship in country B, leading to employment in country C and probably D, finally returning to their home country after 8 to 12 years of international study and work experience. Hence, the emergence of the term 'brain train.'"

2. As this talk has tried to make clear, the world of higher education today is one characterized by pervasive inequalities (<mark>SLIDE 32</mark>). Even if higher

29

education may offer more opportunities to more people through distance education, access to technology and travel, and the creation of demand-absorbing institution of higher education represented in private and for-profit start up colleges, universities and Hochschulen, access is still not an even playing field. Coming from a strong education system yourself here in Germany and at Viadrina, you can be aware of the inequality and try to promote talented and ambitious people through fair channels in places where you eventually work and have authority.

3. When you apply for jobs, realize that your competition today is global, and the people you compete with for jobs will be diverse and multitalented, and more gender balanced. In fact, more women are participating in higher education than in years past. (SLIDE 33) As Portnoi, Rust and Bagley point out in their 2011 book, *Higher Education Policy and the Global Competition Phenomenon*, "the competition for top jobs is global and dynamic…(and) for the world's top jobs, the best and brightest go shopping internationally for higher education."Don't be put off by this fact, but rather embrace the potential it holds for you to become involved in doing better, more interesting, and more fulfilling work with a diversified talent pool.

4. Your job prospects if you seek to work in higher education, particularly as faculty members but even as administrators, may be less secure that it has been because universities cut back on spending for staff and resources. (SLIDE 34) As Altbach and colleagues point out in their research, opportunities in the so-called 'Academy' or 'Ivory Tower' may become less plentiful. Thus, with a PhD or masters degree in hand you may want to consider how you can work in other sectors and still use your degree and knowledge to do interesting and important work but perhaps also be happier and better paid. Flexibility and creativity in terms of using your skill set for a wide variety of jobs wil be the name of the game for many well qualified university graduates like you in the future global job market.

I hope these few guidelines, in combination with my talk today, have been helpful. I have enjoyed speaking with you today and thank you for your attention. I look forward to a stimulating discussion.

Thank you!

The Internationalization of Higher Education: Challenges Facing Students in the Future

Dr. Bernhard Streitwieser
Gastprofessor, Humboldt Universitaet zu Berlin
Live-stream Lecture
Viadrina Universitaet, Frankfurt/Oder
11. Februar, 2013

Influences

- Philip Altbach, Boston College CIHE
- Ulrich Teichler, International Centre for Higher Education Research, Universitaet Kassel
- Jane Knight, University of Toronto, Ontario Institute for Studies in Education
- Hans deWit, Hogeschool van Amsterdam
- Bernd Waechters, Academic Cooperation Association, Brussels
- Juergen Enders, University of Twente, Netherlands
- Robert Arnove, University of Indiana

Internationalization of Higher Education and Global Mobility

Oxford Studies in Comparative Education Series, Symposium Books. Summer 2013

- 1) global issues in internationalization and mobility

- 2) Regional studies in Europe, the Middle East, the United States, Africa and Latin America

- 3) Studies of students and practitioner engaging in Mobility

Overview

1. A brief overview of research questions scholars looking at the internationalization of higher education (IHE) focus on; some comparisons between countries

2. A focus on mobility/study abroad as one particularly important area within larger internationalization processes; my own research

3. Advice for students and emerging professionals as you advance your careers in higher education

Comparative Education

"A field of study that applies historical, philosophical, and social science *theories and methods to international problems* in education…(it is) primarily an academic and interdisciplinary pursuit."

- (Erwin Epstein, 1994)

International Education

"...students, teachers, and scholars from different nations to learn about and from each other...and also includes the analysis and description of such activities."

- (Erwin Epstein, 1994)

Borrowing

"Globalization has created increased opportunities for the 'borrowing' of educational policy and practice, and generated further uniformity across national contexts. Nowhere has the internationalization of education been more apparent than in the higher education sector."

- (Phillips & Schweisfurth, 2007)

What is Internationalization of HE

"Specific policies and programs undertaken by governments, academic systems and institutions, and even individual departments to deal with globalization."

- (Altbach, 2006)

"Process of integrating an international, intercultural, or global dimension in the purpose, functions, or delivery of postsecondary education."

- (Knight, 2004)

Questions we ask ourselves

- How are global influences (economic swings, mobility & migration channels, pressures and models from elsewhere—funding schemes, rankings, private universities) and trends (massification, etc) impacting, challenging, and providing opportunities to HEIs?
- (Huisman & van der Wende, 2005)

What is NOT Intl'zation of HE

1. Education offered in English
2. Facilitating studying abroad
3. Having intl subjects in the curriculum
4. Having more intl students around
5. Creating classes with mixed-in intl students
6. Intercultural, intl competencies come naturally with intl contact
7. Lots of partnerships make a HEI intl
8. Universities and HEIs are intl by definition
9. Intl'zation is a goal in itself

Source: deWit, H., (2011). Law of Stimulative Arrears? In H. deWit, Trends, Issues and Challenges in the Internationalisation of Higher Education. Amsterdam: CAREM.

Part 1

- A brief overview of research questions scholars looking at the internationalization of higher education focus on;

- Some brief comparisons between countries, where relevant

Jane Knight, forthcoming

- "'Higher education internationalization has fundamentally transformed the world of education and has dramatically changed itself'... Internationalization is one of the major forces impacting and shaping higher education as it changes to meet the challenges of the 21st century. Overall, the picture of internationalization that is emerging is one of complexity, diversity and differentiation. "

Source: Knight, J. (forthcoming). Three Generations of Crossborder Higher Education: New Developments, Issues and Challenges. In Bernhard Streitwieser (Ed), Internationalization of Higher Education and Global Mobility. Oxford, UK: Symposium Books.

Revolution and Turmoil

- As dramatic so A. v. Humboldt's push for a 'research university' with a teaching mission
- Spread of democratic principles in governance
- Massification
- Modernization (MOOCS)
- Advances in Technology
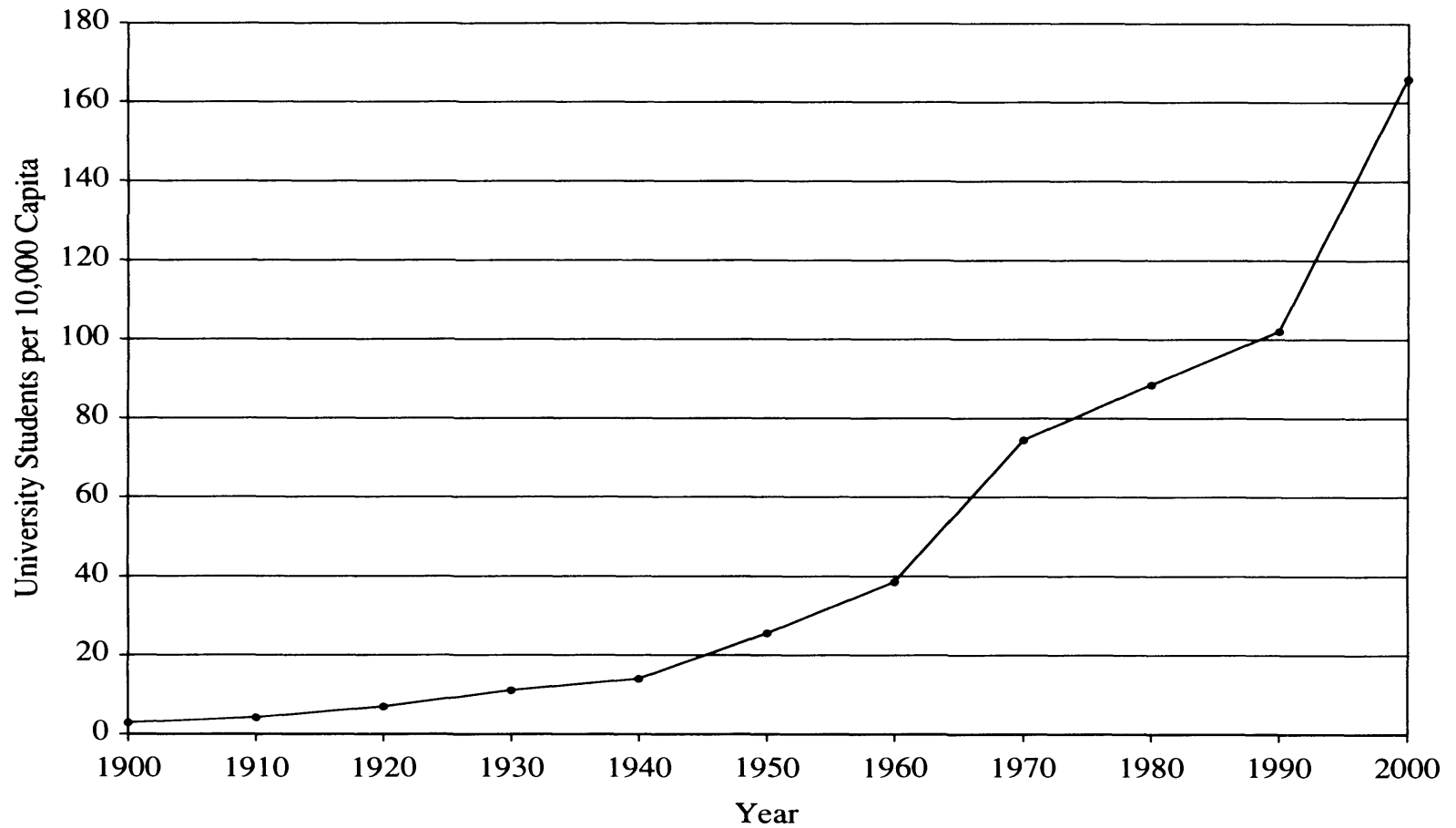- Greater physical mobility

Figure 1. World Higher-Education Students per 10,000 Capita, 1900–2000.

Source: Schofer, E. & Meyer, J. (2005). The Worldwide Expansion of Higher Education in the Twentieth Century. *American Sociological Review, 70*, 898-920.

Revolution and Turmoil

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- Spread of democratic principles in governance

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- Advances in Technology

- Greater physical mobility

Not only International, but Global HEIs

- **International** = a university that enrolls foreign students and its students study abroad

- **Global** = a university that sets up branch campuses and research and learning centers abroad; offers distance education; forms research and exchange partnerships and collaborations ("twinning arrangements") in a variety of countries (often money making ventures)

- Internationalization at Home (IaH) and Internationalization Abroad (IA)

Inequality and Isomorphism

- Growth in inequality: access for those with means but those without are left out
- Shift in education as a 'public good' to education as a 'private right'
- Rise of private, for profit higher education institutions; the danger or unscrupulous recruiting agents
- World Knowledge System of Center and Periphery
- Homogenization and Isomorphism; McDonaldization
- Rankings
- Decline in the value of teaching?
- Horizontal and Vertical Mobility

Part 2

- Mobility and study abroad as one particularly important area within the larger internationalization process; here I will also make a few remarks about my own research
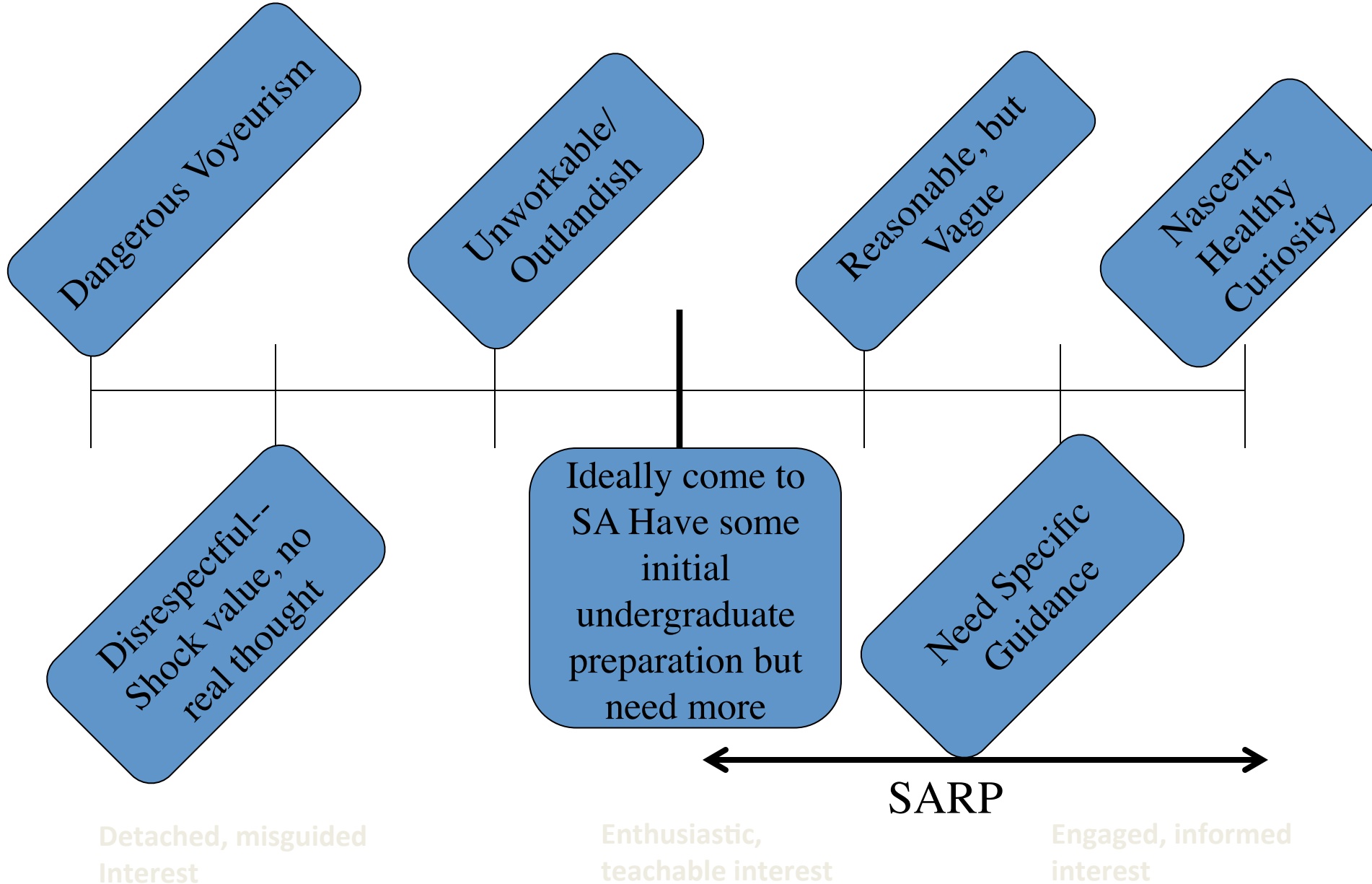
Study Abroad history and Reality today

- Study abroad is as old as the oldest universities
- Study abroad growth in the 21st Century: From 2.1 million in 2000 to 4.1 million in 2010
- Estimates for 2025: 7.8 million
- What is the value of study abroad?
- How to ensure quality over quantity?
- Is it tourism and party time or academics?
- Trend toward always shorter time abroad; summer study
- Evaluating and measuring meaningful experience
- Keeping commercial exploitation at a minimum

My own research projects

1. The Study Abroad Research Program (SARP)

2. The Student Conceptions of International Experience Study (SCIE)

3. The EU's Erasmus Mobility Program and my Student Identity Study

Research Proposal Continuum

Dangerous Voyeurism

Unworkable/ Outlandish

Reasonable, but Vague

Nascent, Healthy Curiosity

Disrespectful-- Shock value, no real thought

Ideally come to SA Have some initial undergraduate preparation but need more

Need Specific Guidance

SARP

Detached, misguided Interest

Enthusiastic, teachable interest

Engaged, informed interest

Michael Woolf, 2010

"Use of the term global citizen needs...to be nuanced and not used as a glib and hyperbolic marketing claim *in study abroad. It is a* complex, contested *proposition and not a condition to be achieved through the* purchase *of experience...." (p. 52)*

Talia Zemach-Bersin, 2008

"If nuanced, clear, and analytical articulations of global citizenship replace the current privatized, individualistic, and elite connotations, it is **possible** that the concept of global citizenship will be able to provide an alternative discourse to the current commercial narrative of study abroad." (p. 318)

Variations in Understanding Global Citizenship

Type	I. Global Existence	II. Global Acquaintance	III. Global Openness	IV. Global Participation	V. Global Commitment
What makes a GC is:	being born on earth --A human being and not an animal	a personal connection with one or more countries --Having dual citizenship or parents from different countries	openness to and interest in learning about others who live in other countries	mobilizing available resources to actively participate in the lives of those in other countries	recognizing the interconnec-tedness of one's actions on thosein other countries

Participating and Engaging in Study Abroad

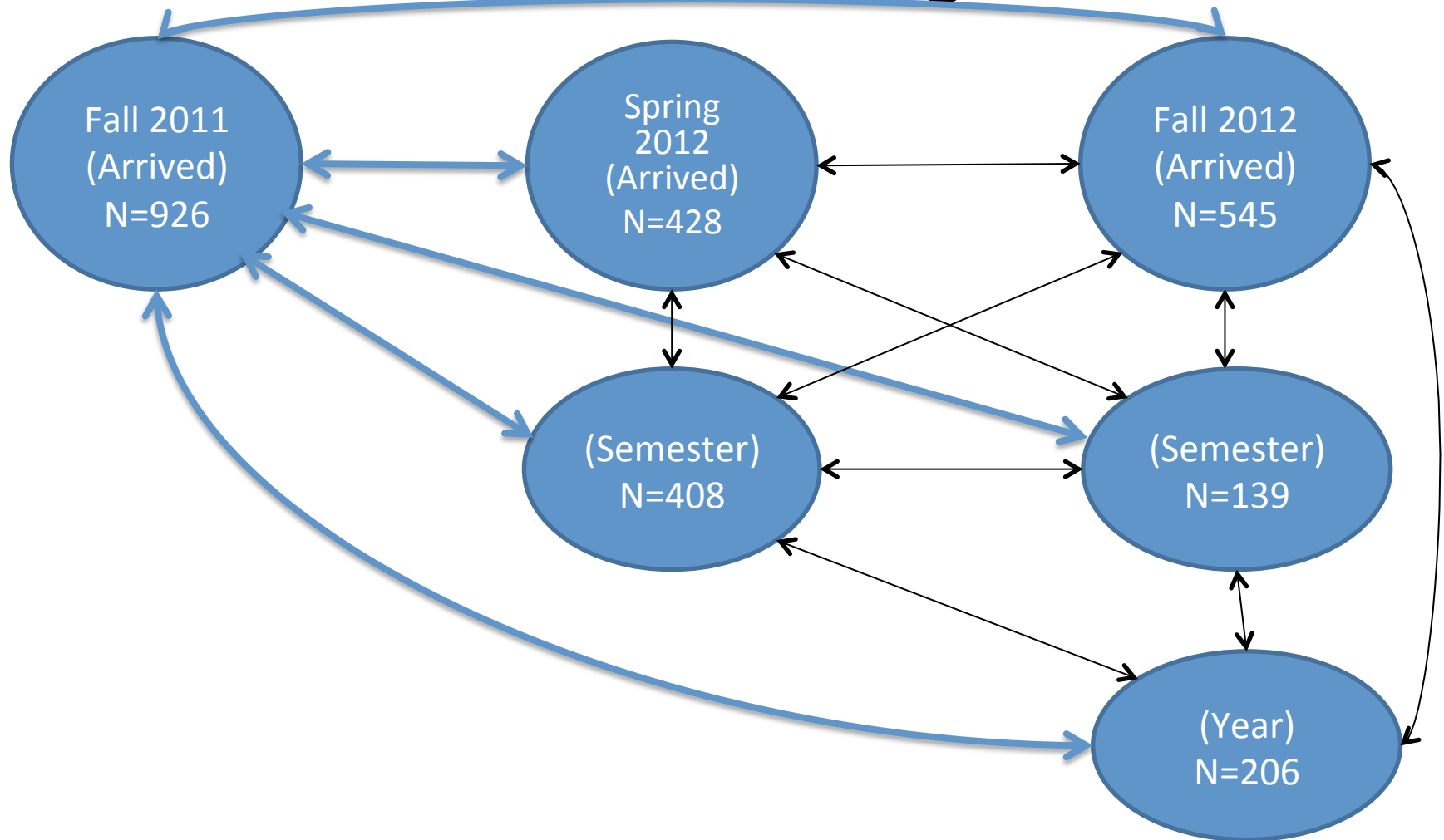|	A Preliminary Typology of Student Conceptions of International Experience			
Conceptions	**Type A Observing**	**Type B Interacting**	**Type C Participating**	**Type D Adopting**
Understands international experience as:	**observing** or being exposed to the other culture and cultural differences --Without 'getting their hands dirty'	actively **interacting** with the other culture but using one's own cultural practices and norms. --Stepping out but not too far	actively **participating** in the other culture and seeking to use the practices and norms of the other culture --Even if uncomfortable	**Adopting** the other culture and actively living/ valuing the other culture's practices and norms --As if you've always lived there

Participating Institutions (14)

- Humboldt Universität zu Berlin
- Freie Universität Berlin
- Universität Leipzig
- Universität Duisburg-Essen
- Universität Hannover
- Universität Köln
- Universität Konstanz

- Universität Bonn
- Universität Freiburg
- Europa Universität Viadrina, Frankfurt an der Oder
- Universität Bremen
- Fachhochschule Bielefel*
- Fachhochschule Nordhausen*
- Fachhochschule Worms*

How do you primarily characterize your identity?

1. As a citizen of my **town, city or state**. For example, 'I am a Berliner' or 'I am a Bavarian.'

1. As a citizen of my **nation**. For example, 'I am a German.'

2. As a citizen of the general geographic **region** where I live in Europe. For example, 'I am a Northern European' or 'I am Scandinavian.'

3. As a **European** only. For example, 'I am a European.'

4. As a **global citizen** only. For example, 'I am a citizen of the world.'

Other (please specify)

Group Comparison of Means on National Belongingness

Fall 2011
(Arrived)
N=926

Spring 2012
(Arrived)
N=428

Fall 2012
(Arrived)
N=545

(Semester)
N=408

(Semester)
N=139

(Year)
N=206

No significant differences In European Belongingness found

Citizenship Identification by Time Spent in Germany (n=2,596)
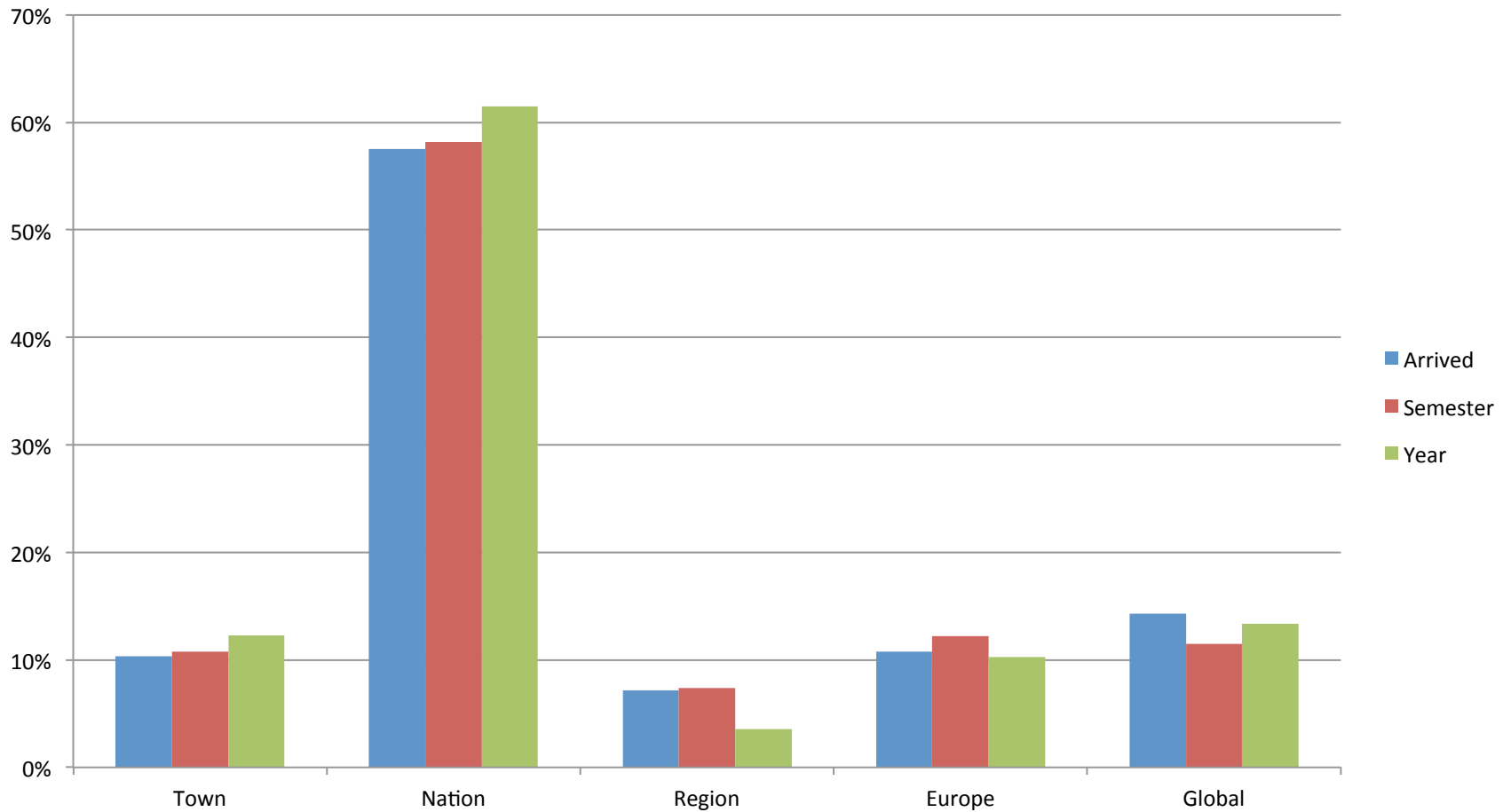
Part 3

- Some advice for what students and emerging professionals might take away from y talk today as you think about advancing your own careers in higher education in the future.

Brain Train

- "While 'brain drain and brain gain' are well known concepts, research is showing that students are increasingly interested in taking a degree in country A, followed by a second degree or perhaps internship in country B, leading to employment in country C and probably D, finally returning to their home country after 8 to 12 years of international study and work experience. Hence, the emergence of the term 'brain train.'"
- Knight, in Streitwieser (forthcoming)

What you can do

- We live in an unequal world but you can hire and promote fairly

- Your competition is global and diverse. Embrace the opportunities

- You can utilize your degree to work successfully and have an impact in many diverse employment areas

- Be prepared to think creatively and be flexible in your career choices, places of work, and the people with whom you work

Future Jobs

- "In a global economy, only low-level and bureaucratic jobs are likely stable; the competition for top jobs is global and dynamic....For the world's top jobs, the best and brightest go shopping internationally for higher education." (pp. 21-22)

Source: Portnoi, Rust and Bagley (2011). *Higher Education Policy, and the Global Competition Phenomenon*. New York: Palgrave Macmillan.

Changes to Come (Altbach et al., 2010)

- Academic employment will become more tenuous, more part-time, less traditional and solid
- Participation will continue to grow
- Women will be the majority in HE
- Diversity of student types will grow (intl students, older, part-timers, etc)
- Expansion also means greater uncertainty about opportunity, fairness, quality
- Greater mobility of students and faculty
- Rise of China, India: largest academic systems, enrollments (Centers and peripheries in the 'world knowledge network)

Thank you!

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