The Boston College
Center for International Higher Education,
Year in Review, 2019—2020

Tessa DeLaquil and Hans de Wit (Eds.)

CENTER FOR
INTERNATIONAL
HIGHER
EDUCATION
BOSTON COLLEGE

The Boston College

Center for International Higher Education
Year in Review, 2019–2020

Tessa DeLaquil

Hans de Wit

CENTER FOR
INTERNATIONAL
HIGHER
EDUCATION
BOSTON COLLEGE

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, 2019–2020, FACTS AND FIGURES

FOREWORD

I am pleased to present the 4th edition of this annual report, *The Boston College Center for International Higher Education*, Year in Review, 2019-2020. When we started the academic year 2019-2020, nobody could imagine that in the spring semester of 2020 COVID-19 would set the world on fire and impact higher education in general, as well as Boston College specifically, more than ever before in the past 75 years.

Of course, the pandemic has also had consequences for the *Center for International Higher Education* (CIHE): our offices have been closed since the middle of March 2020, our dedicated staff works from home, and our classes and interactions with students moved from a hybrid mode to completely online interaction. I as director of CIHE had to return to my home country, the Netherlands, and visiting professor Betty Leask to Australia, forcing us to Zoom staff meetings over three continents. The lockdown overlapped to a large extent with the maternity leave of our associate director Rebecca Schendel, who gave birth on April 22 to a beautiful daughter, Isabel. We were able to respond swiftly to the new situation, and are ready for what the new academic year might bring to us.

25 Years of the CIHE

In the course of 2020-2021 we will celebrate the 25th anniversary of CIHE and its flagship publication *International Higher Education*, as well as a new direction for the future of the Center. CIHE has traditionally focused on research, teaching, and service in the area of international higher education. Recently, much effort has been directed to aspects of internationalization, as global higher education has increasingly focused on this key area. Our underlying commitment and mission have been to bring international knowledge and analysis to higher education policy and practice globally. We have in addition sought to build networks and communities of researchers and to develop broadly the field of international higher education.

It is worth briefly summarizing the key activities of the Center over the past 25 years, currently and in the future, as we approach our quarter-century anniversary:

- Participation in master's and doctoral teaching in Boston College's well-regarded academic programs in higher education, including recently the development of master's and certificate programs specifically focusing on international higher education and internationalization;

- Communication of research and analysis of global higher education issues through a variety of media, including our flagship publication, *International Higher Education* (published in Chinese, English, Portuguese, Russian, Spanish, and Vietnamese), our book series with Brill Publishers and SAGE, CIHE's "Perspectives" occasional papers series, regular contributions to *University World News,* and social media pres-

---

Keep up with international trends in higher education.

Follow our posts collected from sources worldwide:

f Center for International Higher Education

t @BC_CIHE
@BC_HECM
@BC_INHEA

---

ence on Twitter, Facebook, and elsewhere.

- Research on key themes on higher education. Projects on a range of topics have been sponsored by the Center, foundations, and our global partners.
- Professional development including short courses and seminars on a range of topics at Boston College and other sites.
- Networking with colleagues and centers mainly in developing countries.

It was our intention to celebrate this anniversary with a Conference on International Higher Education, October 23-24, 2020, at Boston College, the first of a series to be held every other year. Due to COVID-19 we have had to postpone the conference for a year. We intend to organize instead one or more webinars with paper presentations on the 2020 dates.

A Strategy for the Future

Although we all will remember 2020 in particular because of the sudden suspension of in-person classes and the wave of protests in Boston and elsewhere drawing attention to persistent racial inequities, this academic year at CIHE also will be remembered for several other important actions and results. The provost of Boston College and the Dean of the Lynch School of Education and Human Development responded positively to our proposal for the future organization of the Center, building on the recommendation of an external review of the Department of Educational Leadership and Higher Education, including CIHE, and the accomplishments of the past 25 years. As CIHE approaches its quarter-century of research and service to the global higher education community in 2020, it undergoes significant leadership and staffing changes in the coming period while maintaining its commitment to its mission. Having been led by Philip G. Altbach for nearly 20 years (from 1995 to 2013), the Center has been under my leadership for the past four years. I will be stepping down as the Center's fulltime Director as of the first of November 2020.

The following strategy for CIHE has been formulated:

- Philip G. Altbach and Hans de Wit will, as of November 2020, act together as Academic Directors of CIHE, each on a part-time basis, the first onsite in Boston, the second at a distance from Amsterdam
- Rebecca Schendel will take the position of Managing Director of the Center as of June 2020, responsible for its daily administrative and academic operations, with Salina Kopellas continuing as fulltime administrative assistant. Rebecca Schendel is also Associate Professor of the Practice.
- A new fulltime faculty position in international higher education (open track) will be added as of July 2020 to strengthen the academic activities of the Center in research, teaching, dissemination and professional development. After an intensive search with a high number of applicants, Gerardo Blanco has been selected as Associate Professor and Associate Academic Director of CIHE.
- CIHE will continue to have visiting professors joining the center, similar to Betty Leask, visiting professor 2018-2020, as well as graduate assistants, research fellows, and visiting scholars. Wendy Green has been appointed as visiting professor for 2021 and will be with CIHE for the full year, but also will teach a course on teaching and learning as adjunct faculty in the fall of 2021.

In the next sections of this foreword I will summarize key accomplishments in 2020-2021 in the areas of research, teaching and learning, publications, and research fellows and visiting scholars. As is our tradition, we will include in this report examples of articles written by our staff over the year, with a special tribute to visiting professor Betty Leask, and a detailed overview of our activities.

Research

International higher education research is the core activity of CIHE. In 2020-2021 we completed several research projects, initiated in the previous academic year:

- A comparative study with the Center for In-

stitutional Studies at the National Research University-Higher School of Economics in Moscow, on *Doctoral Education Worldwide,* resulting in a book, summer 2020.

- An analysis of '*Family-Owned and Managed*' Higher Education Institutions around the World, in partnerships with the Institute for Family Entrepreneurship at Babson College, resulting in a book, spring 2020.

- A mapping study on *National Policies for Internationalization within Higher Education* for the World Bank, resulting in a CIHE Perspectives, fall 2019.

- A study of *Internationalization Efforts within Technical and Technological Institutions in the Caribbean Region,* with ITLA in the Dominican Republic, resulting in a CIHE Perspectives, fall 2019.

- A comparative global study of *Refugees and Higher Education,* in cooperation with faculty and students of BC, resulting in a book, summer 2020.

- A study of the *Internationalization of Medical Education in the U.S.,* in partnership with Columbia University Irving Medical Center, resulting in a peer reviewed article submission (in revision), spring 2020.

We also initiated new research projects:

- A joint research project with the Institute of Education of the National Research University-Higher School of Economics on *International Student Mobility and Recruitment in non-English Speaking Countries.* This comparative study will be coordinated at the CIHE side by Hans de Wit with graduate assistant Jo Wang. This study will also look at the impact of COVID-19 on international student mobility and recruitment. The project will result in a report and book, to be completed spring 2021.

- A comparative study on *Women's Leadership in Higher Education,* in cooperation with the American Council on Education, resulting in a publication of no. 9 of the ACE-CIHE International Brief for Higher Education Leaders, spring 2021. On the CIHE side

this project will be coordinated by Gerardo Blanco, Rebecca Schendel, and graduate assistant Tessa DeLaquil.

- A report on *National Policies for Iinternationalization of K-12 and Tertiary Education,* in cooperation with UNESCO for G-20, by Philip Altbach and Hans de Wit. This report has been completed and submitted spring 2020.

- A report on *Non-State Actors in Higher Education,* also in cooperation with UNESCO, by Philip Altbach and Hans de Wit with support of Ayenachew Woldegyiorgis, graduate from our doctoral program. This report will be completed fall 2020.

- A study on *Internationalization of Higher Education in the Global South,* a project of Hans de Wit in cooperation with Juliet Thondhlana, Evelyn Chiyevo Garwe, Jocelyne Gacel-Ávila, Futao Huang, and Wondwosen Tamrat.

Teaching and Development

This academic year, three of our doctoral students/graduate assistants of CIHE graduated (the abstracts are provided in this report):

- Lisa Unangst, United States: Migrants, *Refugees, and "Diversity" at German Universities: A Grounded Theory Analysis.*

- Ayenachew Woldegiyorgis, Ethiopia: *Engaging with Higher Education Back Home: Experiences of Ethiopian Academic Diaspora in the United States.*

- Edward Choi, South Korea: *Family-owned or -managed Higher Education Institutions: A Special Kind of Governance.*

Lisa Unangst received the 2020 Mary Kinnane Award of the Department of Educational Leadership and Higher Education for academic excellence and commitment to service, as well as the Donald J. White Teaching Excellence Award.

Jean Baptiste Diatta (Senegal) has completed his second year of doctoral studies, and Tessa DeLaquil (United States) and Jo Wang (China) their first year of doctoral studies. In the fall of 2020, Maia Gelash-

vili from the Republic of Georgia will join us as first year doctoral student and graduate assistant.

In the fall of 2019 we received the fourth cohort of students in our M.A. in International Higher Education, comprising 10 new students plus one dual degree student from the Universidad de Guadalajara, Mexico. We also admitted two new students in our Certificate program, and over the course of the year noted a rise in students from the general Higher Education program at BC adding the certificate to their course of study.

In 2019-2020, we shifted to a two track program, one track for practitioners and one with a research focus. Students in the first track combine courses with a field experience and a comprehensive exam, and those in the second track with a thesis. This academic year, two students graduated in the practitioner track, and eight students with a thesis, and two plan to do so in summer 2020. Also four of the dual degree students successfully completed their comprehensive exam at BC and are doing their combined field experience/thesis under joint supervision of the two universities this summer or fall. One dual degree student chose the option of a BC thesis and completed this successfully, making this a total of 17 students who will graduate in 2020 from the program. An overview of the abstracts of the 9 M.A. theses approved this Spring is provided in this report.

Our dual degree program in the first year had five students and in its second year only one. We anticipate at least two new students in the next academic year and some stepping in later. The dual degree program was externally reviewed mid-term by NEASC and did receive a positive review. The Lynch School signed in the fall of 2019 an agreement with Sophia University in Tokyo, Japan, which would facilitate students of that university in entering the M.A. program in International Higher Education.

In the summer of 2019, CIHE organized two one-credit summer courses, one on *Refugees and Higher Education* by Lisa Unangst, visiting scholar Hakan Ergin, and Hans de Wit; one in connection with the WES-CIHE Summer Institute. For the summer of 2020, three one-credit courses will be organized, a repeat by Lisa Unangst and Hans de Wit of the course on *Refugees and Migrants in Higher Education*, one by visiting professor Betty Leask on *Internationalization of the Curriculum*, and one by Adrienne Nussbaum, director of the Office of International Students and Scholars at BC, on *Serving International Students*.

The summer course Internationalization of the Curriculum attracted 59 participants from around the world, in particular from the United States, Canada, China, Israel, and Mexico. It was a five-day asynchronous course with a daily thematic discussion platform in which the participants interacted among themselves and with experts from around the world. The course readings included articles and video presentations. This model of collaborative online international learning will be the foundation for future virtual professional development courses of CIHE.

CIHE was pleased to organize on the request of the Council of International Schools (CIS) the 2nd CIS School-University Summit, 16-17 October, 2019, at Boston College.

Due to COVID-19, CIHE had to cancel the one week program for Latin American higher education leaders titled 'Innovation and Internationalization in Higher Education' in collaboration with the Institute of University Management and Leadership (IGLU) of the Inter-American Organization for Higher Education (OUI-IOHE), and also had to cancel the WES-CIHE Summer Institute, both planned for June 2020. As for the WES-CIHE Summer Institute, applicants were provided the opportunity to submit their research papers for publication in a CIHE Perspectives, which is planned for August 2020. CIHE staff was active during the academic year in providing workshops, seminars, guest lectures and conference presentations, and during spring 2020 in offering webinars in acknowledgment of the new mode of work made necessary by the pandemic. CIHE organized three webinars with the International Association of Universities (IAU) in May 2020 on the impact of COVID-19 on international higher education and internationalization, webinars which attracted each over 300 participants from all over the world.

Publications

Our flagship publication, *International Higher Education* (IHE), published five issues in 2019-2020, including its festive issue 100 and a special issue 102 on COVID-19 and international higher education. Also *International Higher Education* shifted in terms of publisher and design. After 25 years of publishing by Boston College with the appreciated support of its university library staff, International Higher Education, as of issue 100, is published by DUZ Verlags- und Medienhaus GmbH in Berlin, Germany, already a partner of CIHE through its inclusion of the *IHE* in its *DUZ Magazine*. International Higher Education also established an International Advisory Board of colleagues and specialists from around the world, who will advise us on our policies and plans moving forward. They also contributed to the content of our Issue 100 which had as theme *Unprecedented Challenges, Significant Possibilities?* That issue also included the winning essay from our contest on that theme, penned by Stephen Thompson. His essay and two additional submissions were also published in our partner publication *University World News.*

International Higher Education continues to be published in Chinese, Portuguese, Russian, Spanish, and Vietnamese thanks to our partners. Further, the three spin-offs of *IHE, Higher Education in Russia and Beyond* (Higher School of Economics), *Higher Education in South-East Asia and Beyond* (Head Foundation), and *Educación Superior en América Latina* (UniNorte), continue to be published.

At the end of 2020 our contribution to Inside Higher Education, *The World View*, ended. *The World View* was a weekly essay on international higher education by authors from all over the world, edited by Research Fellow Liz Reisberg. We regret the decision by Inside Higher Education, as in the current climate information on higher education in the rest of the world is of utmost importance for American readership, but we thanks Inside Higher Education for the collaboration over the past years.

CIHE also published five new books in its series *Global Perspectives on Higher Education* with Brill/Sense, and one book in the Sage Book Series Studies in Higher Education. The books included are direct results of CIHE research with other partners: *Intelligent Internationalization* edited by Kara A. Goodwin and Hans de Wit, *The Global Phenomenon of Family-Owned or Managed Universities* edited by Philip G. Altbach, Edward Choi, Mathew R. Allen, and Hans de Wit, and *Refugees and Higher Education* edited by Lisa Unangst, Hakan Ergin, Araz Khajarian, Tessa DeLaquil, and Hans de Wit, as well as *Trends and Issues in Doctoral Education* edited by Maria Yudkevich, Philip G. Altbach and Hans de Wit. The book *Corruption in Higher Education* edited by Elena Denisova-Schmidt is the result of her research as CIHE Research Fellow.

CIHE also published two new CIHE Perspectives, no. 14 and 15. The former, *Inclusive and Innovative Internationalization of Higher Education,* contained the proceedings of the WES-CIHE Summer Institute 2019, and the latter, *Internationalization of Technical and Technological Institutions of Higher Education in the Caribbean*, is the report of a study with ITLA in the Dominican Republic with the same title. This Perspective has also been published in Spanish.

A new *International Brief for Higher Education Leaders* with the American Council on Education on *Women's Representation in Higher Education Leadership around the World* is in preparation, coordinated by Gerardo Blanco, Rebecca Schendel and Tessa DeLaquil, to be published Spring 2021.

A study on *American Universities in the Middle East* by Pratik Chougule and Hans de Wit, funded by the Schmidt Richardson Foundation, 2019-2021.

A compilation of research by Fulbright New Century Scholars, *The Next Decade: Challenges for Higher Education,* coordinated and edited by Heather Eggins, Anna Smolentseva, Hans de Wit, to be published Spring 2021.

Academic staff including our visiting professor, graduate assistants, research fellows, and visiting scholars of CIHE have also been active in publishing peer reviewed articles, books and book chapters, and commentaries. Our partnership with University World News illustrates our active involvement in the discussion on developments in higher education in the world.

Visiting Professors, Research Fellows and Visiting Scholars

Boston College has provided CIHE with the opportunity to receive a visiting professor who is actively engaged in our teaching and training, research, publications and other activities. We were pleased with the extension of our first visiting professor, Betty Leask, for a second year. During her two years at CIHE she has been a highly appreciated member of our staff and has been actively engaged in the many activities of CIHE, the Department of Educational Leadership and Higher Education, the Lynch School of Education and Human Development and other entities of Boston College. In this Year in Review we pay tribute to her contributions. We are pleased to have in Wendy Green, University of Tasmania, Australia, a successor of Betty Leask. Her expertise on internationalization of teaching and learning, faculty development and student voices, guarantees a good succession to Betty Leask. Due to COVID-19 her visiting professorship will start in January 2021.

We also had–again this year–a good number of visiting scholars at CIHE, who made important contributions to our activities through guest lectures, seminars, and publications. COVID-19 made it impossible for some to join us in the spring, while still others had to return home earlier than anticipated. We will continue to see some restrictions in the fall of 2020, but nevertheless continue to field interest in this program and welcome participants as a valuable part of our community.

The same is true for our group of Research Fellows, actively engaged in our activities. In 2020-2021 we will evaluate the Research Fellowships and discuss their role, composition, and future activities.

Concluding Remarks

The academic year 2019-2020 has been another productive year for CIHE, even under the challenges of COVID-19. We are most excited about the new strategy for CIHE after completing 25 years. We welcome Gerardo Blanco as Associate Professor and Associate Academic Director and look forward to the return of Rebecca Schendel after her maternity leave in her new position as Managing Director of CIHE. Philip Altbach and I will work with Gerardo and Rebecca in our new function as part-time academic directors to set the direction for the coming years , of course along with administrative assistant Salina Kopellas, our graduate assistants, and the rest of our global community. It is with sadness but gratitude that we say goodbye to visiting professor Betty Leask, our three doctoral students/graduate assistants Lisa Unangst, Edward Choi, and Ayenachew Woldgiyorgis, as well as to our M.A. graduate assistant 2020-2021, Ilse Bellido-Richards. They have been, and continue to be in different ways, most valuable contributors to our work and our CIHE community.

Hans de Wit

*Director, Boston College Center for
International Higher Education*

June 2020

Buying the American Mind—Who's Doing It?

Philip G. Altbach

Philip G. Altbach is research professor and founding director of CIHE, altbach@bc.edu. Previously published in the World View blog for Inside Higher Education on December 8, 2019.

A report argues that a foreign power is seeking to sway schools and colleges; give money to companies and universities in order to influence them and get access to American know-how and research; send students and researchers to U.S. institutions to pick up knowledge; and in general to influence the American public. Which country is this bad actor? China? Russia?

No, the subject of this report is Japan. All of this is argued in *Buying the American Mind: Japan's Quest for U.S. Ideas in Science, Economic Policy and the Schools* (Washington, D.C.: Center for Public Integrity, 1991). This report is indicative of the drumbeat of Japan bashing that was taking place during the 1980s and 1990s, when Japan's economy was booming and its technology was innovative and world-class. Remember the Walkman, the first miniaturized tape player now relegated to technology museums? In its time it was cutting-edge technology. Japanese cars were flooding the American market because they were of higher quality than their American counterparts—and had a price advantage as well. The Japanese were busy buying film studios, skyscrapers and other icons on the American landscape. As it turned out, many of these overpriced purchases proved to be quite bad deals. Japanese car makers learned that for political and economic reasons producing their cars in the U.S. was a good idea—Toyota is now the largest "American" auto producer.

Eventually, the Japanese miracle ran out of steam for a variety of complex reasons relating to world markets and especially to conditions in Japan. Japan quickly vanished from the American media as a bad actor and threat to American prosperity.

China as the New "Great Threat"

China is the Japan of the 21st century, and today's media and policy environment magnifies the "cri sis." China is now the world's No. 2 economy after surpassing Japan in 2010. Of course, the realities of the current period are different; the challenges resulting from the "rise of China" for the rest of the world are arguably more fundamental. Globalization in all of its forms has intensified, and China, unlike Japan, is a strategic and military rival to the United States. As Thomas Friedman wrote in his article "World-Shaking News You Are Missing," engagement with China is much better than confrontation, although China presents a variety of challenges to the United States and vice versa. Demonizing China, as America once did to Japan, is a mistake.

Higher Education and Research

A significant part of anti-China rhetoric, and to some extent action, has been in the area of higher education and research. U.S. government investigations of possible espionage by Chinese researchers and students in the United States, nonstop media coverage of purported malfeasance, and reports similar to the one concerning Japan mentioned here are having an effect on U.S.-China educational relations. Some Confucius Institutes at American universities have been closed and joint research projects scrutinized.

In the Japan case decades ago, higher education relations between the U.S. and Japan were affected by broader political and economic issues. A number of U.S. universities established branch campuses in Japan, usually with the assistance of Japanese local and regional governments. Eventually, all but one or two failed, affected by the rigid Japanese regulatory environment, local market forces and the somewhat acrimonious relations between the two countries. In fact, U.S.-Japan higher education relations never really recovered. Japan was one of the top countries

sending students to the U.S. Numbers have steadily declined, and according to Open Doors, Japan is now the ninth sending country, with about 20,000 students in the U.S. Large numbers of Americans never chose to study in Japan, and numbers have remained relatively steady at around 5,000. The Japanese case shows that negativity along with economic and political realities can impact on higher education. In the 2000s, relations between the two countries improved, but it is fair to say that they are still not especially robust.

Are there lessons to be learned from the U.S. history with Japan that may be relevant to China? It is likely that China will be a larger global player in most every respect than Japan in this century -- but it is worth remembering that in the 1980s, Japan was the world's No. 2 economy and in the 1940s, a military power. It is also the case that China is already a more significant scientific power than Japan was, even in its heyday. But it is difficult to predict future trends in China -- U.S.-China higher education and scientific relations have already taken a significant hit from growing tensions -- whether they will improve in the future is unclear.

Students are the Vanguard in the Youth Revolution of 2019

Philip G. Altbach and Thierry M. Luescher

Philip G. Altbach is research professor and founding director of CIHE, altbach@bc.edu. Thierry Luescher is research director of post-school education and training at the Human Sciences Research Council and affiliated associate professor in higher education at the University of the Free State in South Africa tluescher@hsrc.ac.za. Previously published in University World News on December 7, 2019.

In the past several months, massive social unrest has occurred in more than a dozen countries. Among them are Algeria, Bolivia, Britain, Catalonia, Chile, Ecuador, France, Guinea, Haiti, Honduras, Hong Kong, Iraq, Kazakhstan, Lebanon and more. In many cases, these social movements have profoundly shaken the existing system and the end result remains unclear.

While the causes of each of these movements differ, as do the key actors, there do seem to be some common elements. Students have been key in many and have participated in all of them, even when they have not been central.

Immediate and Underlying Causes

Neither the immediate nor the proximate causes of most of the many recent upheavals have been related to university-based issues, such as tuition fees or other campus causes.

The one exception is perhaps Chile, where long-standing demands for the implementation of free tuition promises have intermingled with broader social issues. Indeed, the Chile case is rather typical. The current protest movement was sparked by an increase in metro fares and was initially spearheaded by secondary school and university students.

It then spread far beyond its student base and the fare issue to protests concerning social inequalities (Chile is among the most unequal countries in Latin America), with more than a million people demonstrating in Santiago on 25 October 2019.

In most cases, protest movements were sparked by a specific issue, but soon grew far beyond that issue.

The continuing Hong Kong protests, again involving, on several occasions, more than a million people (one fifth of the total population), started by opposing a proposed extradition law permitting authorities to send people convicted of a crime to mainland China. The protests soon expanded to demands for democracy, a separate Hong Kong identity and, underlying all this, broad discontent with

housing costs and general inequality.

The Iraqi protests, spearheaded by students but soon joined by all segments of society and spreading to major cities in the country, started with issues of corruption and lack of basic services and soon spread to discontent with Iranian influence in the country and other issues.

A common underlying element to virtually all of these protest movements is unhappiness with social inequality, the growing gulf between rich and poor and a feeling that large segments of the population have been 'left out' by neoliberal policies and the insensitivity of the 'political class'.

In this sense, the causes for the current wave of social unrest are not unlike the forces that contributed to the election of Donald Trump as president in the United States or to Brexit in the United Kingdom.

One can look back as well to the movements in North Africa and the Middle East that generated the 'Arab Spring'. The Arab Spring was initially consistently driven by young people, unemployed graduates and students. It reflected a similar discontent with the established and often repressive political order. Widening social inequality and deep pessimism about future job prospects following graduation created a powerful force for activism.

Twenty-First Century Variables

Today's protest movements have several significant characteristics.

They tend to be leaderless – making it difficult for authorities to negotiate with them or even for the movements themselves to present a coherent set of demands or rationales. Their very spontaneity has given them energy as well as unpredictability.

They have typically started very peacefully – although small factions often engage in violence along the periphery of mass demonstrations – and at times they have deteriorated into street battles, with police brutality becoming a factor in escalating, sustaining or repressing protests.

And, of course, social media, an especially powerful force among young people and students, has become the key tool for creating awareness and mobilising and organising movements. Many of the most well-known student movements in the past decade have involved massive online campaigns.

The #FeesMustFall hashtag, which started in South Africa in 2015, is so catchy that it was taken up by student movements in India and Uganda in October and November 2019 to make similar demands. For governments, the power of social media in movements remains a challenge to harness and, in many places, the response has been to slow down the internet or create social media blackouts.

The Role of Students

Students have been key initiators in several of the recent activist movements – Hong Kong and Iraq are good examples. In others, such as the *'gilets jaunes'* (yellow vests) in France, students played no role in the origins of the movement and have not been a key force throughout.

Student involvement has not meant, however, that education-related issues are an important theme, even when students are key participants. And it is fair to say that, unlike in the activist movements of the 1960s, students have not been the central actors in all of the movements, but they have been at least supporting players in most, and have been leaders in some.

The decade since the Great Recession opened with student protests. Indeed, while 2019 has become the international year of street protests, it is students who started taking to the streets protesting against austerity policies and increasing social inequality in the years leading up to the present time.

The trigger then has been attempts by governments to increasingly privatise the cost of higher education as part of their austerity policies. Over the decade, in Bangladesh, Britain, Chile, Germany, India, Italy, Malaysia, Quebec, South Africa, South Korea, Uganda and so forth—on every continent—there have been massive student protests about tuition fees.

An added dimension, and perhaps a precursor of future trends, is the involvement of high school students in activist movements—in a few cases, such as Chile and Hong Kong, in political strug-

gles, but more importantly in growing environmental activism around the world.

What we are witnessing in 2019 may not quite be a student revolution as it was in 1968; it may better be coined a youth (r)evolution. The important role of students as a specific group in the present social movements is, however, undeniable, not least in their calls for social justice and sounding the prelude to the current wave of activism.

From Open Doors to offering Radical Hospitality in HE

Gerardo L. Blanco

Gerardo L Blanco is associate professor of higher education at the University of Connecticut's Neag School of Education in the United States, and the faculty director of Global House, a learning community that brings together US and international students. E-mail: gerardo.blanco@uconn.edu. As of July 2020, he will be associate professor and associate academic director at the Center for International Higher Education at Boston College, United States. Previously published in University World News on January 22, 2020.

New enrollments of international students in the United States decreased in 2018-19. International students already in American colleges and universities often struggle to become full members of their host community. Conversations about these trends often take place around valuable data and statistics but leave out the concepts of empathy and hospitality.

As scholars and practitioners of international higher education we can fret about worrisome trends, or we can open our doors–with actions–to create welcoming spaces for international students and scholars.

New Interntionalization Data

The 2019 *Open Doors* data released in November by the Institute of International Education was a mixed bag. While the total number of international students showed a modest increase, reaching an historical high point, new enrolments of international students fell for a third consecutive year.

Another report titled *Are US HEIs Meeting the Needs of International Students?* by World Education Services indicates that over half of international students do not take part in programs or events at their university and nearly a third lack a social support system on campus. Combined, these reports present a sobering picture of US internationalization at home.

While trustworthy data are necessary for making informed decisions and guide campus-level strategies to reverse the negative trends reported above, *datafication* of internationalization can be disempowering for students, academics and practitioners. Focusing on statistics alone may blur the fact that each data point constitutes an individual with a history.

The Case for Radical Hospitality

In 2016, when the first signs of a chilling effect on internationalization were evident in the United States, Study Group and Temple University released separate videos with the hashtag #YouAreWelcomeHere. These viral videos have inspired other universities to release their own campaigns welcoming international students.

These campaigns have become a social media movement, now coordinated by NAFSA – the largest international education organisation in the US. While they are often heart-warming, it is important to recognize that these are marketing campaigns and, while they promote important values, they are largely tokenistic.

Practitioners and scholars of international education can take these expressions of support and openness several steps further in what I call radical

hospitality. While radicalization often takes on negative associations, radicality merely refers to the root–something deep rather than superficial. Radical hospitality begins with exercising empathy.

In developing these ideas, I have borrowed from the philosopher, transnational academic and prisoner of war Emmanuel Levinas. At a much more personal level, being on the receiving end of radical hospitality as an international student in Maine and as a guest in Bangladesh, China and Ethiopia–to name a few instances– has taught me how to practice hospitality and why it is so necessary in US higher education today.

The Iraqi protests, spearheaded by students but soon joined by all segments of society and spreading

When Open Doors Are Not Enough

Radical empathy is necessary because keeping the door open does not constitute an invitation. It is necessary because once someone is in our home we need to make them feel they are a guest, rather than expecting them to integrate into our routine, as we do with international students.

A conversation about radical empathy is needed because we recognize that the other's presence is indeed a disruption to our everyday life, but not nearly as significant as the disruption to theirs.

The practice of radical hospitality requires us to take a long and hard look at the most vulnerable aspects of the experience of international students and to turn that gaze toward the most vulnerable groups in higher education mobility, which, despite their vast numbers, are often invisible.

There are thousands of displaced, imprisoned and exiled academics, and there are millions of school- and university-aged refugees in the world. It is crucial that, as a higher education system, we move the conversation beyond the stereotypical full-tuition-paying international student and embrace the complexity of academic and student mobility.

Letting our Actions Speak

Conversations about the decline of new international student enrolments often make reference to the current US federal administration and its turn toward isolationism. As is the case with large datasets, the focus on big scale policies can also be disempowering.

While we must remain informed and engaged citizens, we cannot simply wait for the next election. We can immediately start finding students to mentor or scholars to connect with. I have found my work as a mentor in the Scholar Rescue Fund Partnerships for Scholar Advancement truly transformational. After exchanging a few emails, I was paired with two outstanding scholars—one from Turkey and one from Yemen.

I have reconstituted one of my courses next semester as a Scholars at Risk student advocacy seminar. Students at my university will research the case of an imprisoned scholar and develop an advocacy campaign. I hope this will facilitate learning about the practice of empathy.

At a time when the big trends and national policies seem to be against international mobility, it may be appropriate to focus on small actions and on the practice of radical hospitality.

Is International Higher Education Just an Elite Club?

Hakan Ergin

Hakan Ergin is a lecturer at Istanbul University, Turkey, and a former postdoctoral scholar at the Center for International Higher Education, Boston College, United States. E-mail: hakan.ergin1@yahoo.com. Previously published in University World News on November 9, 2019.

"Mobility is still 'king' in most internationalization discussions." – Laura E Rumbley

When I started as an international graduate student at the State University of New York at Binghamton in 2011, the president of the university addressed us during the orientation program for new international students. While expressing his appreciation about our presence there, he told us what most university leaders still think today: "A good university is international". What 'goodness' and 'internationalization' meant left a question mark in my mind at the time.

Four years later in 2015, **Hans de Wit and Fiona Hunter noted** that internationalization is expected to "enhance quality for all" and "make a meaningful contribution to society" in their updated definition of the term.

Such a concept seems hard to disagree with. Nevertheless, as we draw near the end of the second decade of the new millennium, it is difficult to see how international higher education has evolved into a phenomenon which is 'good' and 'meaningful' for everyone.

On the contrary, it has remained a tiny club based on physical mobility which is accessible only to the healthy, wealthy and brainy.

Physical Mobility

Although there are a few exceptions, most mobility programs are designed for people who have the 'ideal' health conditions required to travel abroad. In some cases, host universities may even require international candidates to have a medical report proving that they are healthy enough for registration.

More often than not, there is no specific strategy for attracting disabled people. Even if a disabled international candidate is admitted to a university, the staff at the international office may not be prepared, well-trained or experienced enough to respond to his or her special needs.

Disabled people are not the only group who are ignored by internationalization. Those from low-income backgrounds are also unlikely to benefit. As physical mobility is mostly cast as mobility from a developing country to a more developed one, it is not easy for a typical lower middle-class family to afford it, given also the low value of their local currency.

There are over five million international students worldwide today, the vast majority of whom are sponsored by their 'wealthy' parents.

There are, of course scholarships for healthy but not wealthy candidates. However, as there is more demand than supply, it is often extremely competitive to get one.

For example, last year more than 5,000 students from Istanbul University in Turkey applied for the Erasmus+ mobility program to study for a term in another country in the European Higher Education Area. As available funding was limited, only one 20th of all applicants, who had the highest grade point average and score in the English language test taken at the university, were awarded the scholarship.

This shows that even an established mobility program, which is well-funded by a supranational organisation – the European Union – can only enable mobility for a small group of individuals who are labelled 'brainy' enough by several quantitative academic measures.

Digital Mobility

All of this shows that physical mobility cannot and will not help make an international higher educa-

tion experience accessible to more than a tiny group of individuals who have health-related, monetary or academic privileges.

The good news is that "there is growing recognition that it is both impractical and unwise to focus on mobility as the primary means of developing intercultural awareness", according to a recent blog post by Betty Leask, Elspeth Jones and Hans de Wit.

The bad news is, as they say, "that internationalization is still predominantly perceived in most countries as being primarily about mobility". As it is quite apparent that the dominance of mobility is to continue until an unknown date, should we wait for it to end or strive to make it more accessible? I am in favor of the latter through the medium of digital higher education via distance learning.

The distinctive power of distance learning is that time and place are not important. In my view, this can make international mobility more convenient for three reasons. As digital mobility does not necessitate a visa and other travel bureaucracy, it can make access to an international learning environment more 'practical'.

Moreover, it can make it more 'economically affordable' as it eliminates the need for travel and accommodation abroad. As a result, having an international learning experience can become more 'socially equitable' as it is more accessible compared to physical mobility abroad, which is impractical, costly and academically competitive for the vast majority of students.

Several universities in the world have already noticed the 'bright future' of digital mobility and have begun investing in it. For example, earlier this year Northeastern University in the United States appointed its first 'vice president for digital learning' to better manage digital internationalization at the top level of the university's administration.

By investing in digital internationalization, universities can expect to reach potential learners anywhere in the world in ways that they cannot through traditional routes.

Internationalization So Far: a Success Story?

Despite my criticisms, I should give internationalization of higher education to date due credit. It would not be fair to state that it has been a total disappointment. It has already contributed significantly to peace among nations. A good example is the Erasmus mobility program which has developed mutual understanding across European countries since the Second World War.

However, I do not think that it would be correct to declare internationalization a success story either. We should admit that, as it currently stands, it is old-fashioned. Since the early Sophists' era thousands of years ago, internationalization has been focused on physical mobility.

Not only has the type of mobility remained unchanged, but so too has the social class of those who are mobile. Just as aristocratic families' children were able to study abroad in medieval times, elite families do the same for their children today.

I do recognize that internationalization of higher education does not just mean mobility. Internationalization of immobile individuals through internationalizing the curriculum is a vital topic. In their blog post, Leask, Jones and De Wit remind us of the need to find new ways of becoming international and suggest that internationalization should be more inclusive.

For me the advantages of digital mobility include being able to create more international content and a more international learning environment. In this way, international higher education, which is considered to be a 'common good', can become 'more common' and will not be restricted to the elite club described above.

Nevertheless, I would not want to ignore the difference between learning in a traditional and online classroom. Yet I believe that any opportunity that can make international higher education more inclusive should be employed for the sake of the ideal of internationalization for all.

We should not surrender to the dominance of physical mobility; we must seek to move things forward. Otherwise, the international learning experience will remain a 'good' and 'meaningful' opportunity enjoyed by some, but not all.

The Free-Tuition Movement

Ariane de Gayardon and Andrés Bernasconi

Ariane de Gayardon is senior research associate at the Centre for Global Higher Education, Institute of Education, University College London, UK. E-mail: a.gayardon@ucl.ac.uk. Andrés Bernasconi is professor of education at the Pontificia Universidad Católica de Chile, and director of the Center for Advanced Studies on Educational Justice (CJE). E-mail: abernasconi@uc.cl. Previously published in International Higher Education, No. 100, Winter 2020.

In recent decades, rising costs and massification in higher education have led to an increase in cost sharing, shifting the cost from governments to students. As a result, debates around the financing of higher education have focused on rising tuition fees, the use of student loans, and increasing student debt. In this context, it is surprising that the 2010s have seen a revival of the opposite policy: tuition-free higher education, with political decisions the world over to revert to solely, or dominantly, government-funded higher education.

The Free-Tuition Movement

The recent free tuition movement arguably started in 2011 in Chile, with massive student demonstrations requesting free tuition. This movement was the result of a high student debt burden and a call for the end of the marketization of higher education. The student movement's agenda permeated the presidential election of 2013, which Socialist candidate Michele Bachelet won, largely on the promise of making higher education free for all.

Similar events happened in South Africa in 2015–2016, with the #FeesMustFall movement that led students to the streets. Against the advice of his own experts, President Zuma announced a plan to introduce free tuition in 2017. Other countries followed suit. In 2017, New Zealand elected a prime minister whose electoral platform included free tuition. The Philippines signed free higher education into law in 2017. In 2018, Liberia's president announced the start of free public universities, followed by Mauritius in 2019.

Discussions around tuition-free higher education are also alive in the United States, where it is an issue in many 2020 Democrat candidates' programs, including Bernie Sanders and Elizabeth Warren. The free-tuition movement is therefore an important trend to understand for the future of higher education.

The Rebirth of an Ideology

Amid the cost-sharing trend, a few countries around the world, most with state-welfare ideologies, have maintained free higher education (in public institutions), including, but not limited to, Germany, Norway, Sweden, and most of Latin America. Only recently have countries that used cost sharing decided to reverse and embrace the tenets of free tuition.

In the majority of cases, student discontent seems to have been the reason for the shift to free tuition. This discontent was usually fuelled by equity concerns because of rising tuition fees. In Chile, high tuition fees and student debt were central to the students' claim that higher education was "marketized." As a result, one of the demands of the Chilean movement was better access to higher education for the poorest through free higher education. In South Africa, the #FeesMustFall movement focused on rising fees, but concerns about racism, decolonization, and equity underlied the demands. The Liberia announcement of free tuition also came after student protests over hikes in tuition fees.

From the various governments' perspectives, embracing this bottom-up idea seems to be politically motivated—aimed at gathering votes—rather than based on rigorous analyses of policy options. In Chile and New Zealand, free tuition was an argument on electoral platforms for elections. In Mauritius, the president's declaration happened at the beginning of an election year. In South Africa, the law was announced as President Zuma was mired in scandals. For many politicians, free tuition seems an easy to understand and powerful proposal that guarantees strong popular support.

The Reality about Free Tuition

Free tuition may be good politics, but it might be rather poor policy. It has led many of its supporters to power, while failing to consistently improve equity in higher education. In Chile, the promise of free tuition brought Michele Bachelet to power, but it did not improve participation of the most disadvantaged populations, since enrollment is conditional on prior academic achievements. Indeed, free tuition often benefits mostly high-income groups, while students from poorer backgrounds are kept out of free public institutions. Similarly, free-tuition policies have been linked to underfunding of universities and quality issues.

But the main issue with the current free-tuition movement is the inability of politicians who champion it to make it a sustainable reality. In Chile, only students from the 60 percent poorest households currently receive free-tuition higher education—and only in eligible institutions. Although the idea is to fund free tuition for all, difficult economic conditions have stalled progress. In South Africa, the proposed law also targets the poorest students. In New Zealand, university budgets have been frozen soon after the free-tuition announcement. In an age of massification, sustaining free tuition financially is difficult and scarce government resources need to be better targeted.

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

Targeted Free Tuition

As a result, a new trend has emerged, somewhat accidentally in Chile, but more purposefully in other countries: targeted free tuition, where free higher education is limited to students from poor socioeconomic backgrounds. This solution has been implemented recently in the state of New York, and in Italy, Japan, and South Africa, among others. Targeted free tuition has the political appeal of a free-tuition policy, but with better economic efficiency. It provides financial resources to those who need them most, thus answering to both issues of equity and university funding. The future will tell if this approach succeeds and could be more widely adopted.

Clarion Call to Higher Education

Ellen Hazelkorn

Ellen Hazelkorn was a NAFSA Senior Fellow (2018-2019) and contributed an essay to NAFSA's International Education in a Time of Global Disruption report. The following is an updated and expanded rejoinder to John Hudzik's contribution in the same report on the need to connect the benefits of internationalization to the community while balancing attention to the local and the global. This is an updated version of an article previously published in University World News on October 10, 2019.

Since this piece was originally written in autumn 2019, the Covid-19 pandemic has affected and transformed every aspect of society and the economy around the world. In addition to direct health and medical impacts, no country, business, community, family or individual has been untouched. Mass higher education itself is undergoing an existential crisis; international mobility has come to a standstill. This makes the call for civic engagement more important and timely than ever.

Around the world higher education institutions, academic, researchers and students have been working collaboratively, and with their communities, to respond quickly and effectively to the pandemic and its effects. Global networks of researchers are sharing data and science-based information to identify a vaccine, create tests for antibodies, and test drugs that could be useful for treating Covid-19. Students

are joining faculty and technical teams to design and make personal protective equipment (PPE) for hospitals and care workers, student nurses and doctors are graduating early to work on the front-line, idle campus facilities are providing accommodation, additional hospital beds, being converted into track and trace centres, etc. It is all-hands on deck.

But when the immediacy of the current crisis is over, then what?

Recent years have seen significant and growing attention being given to the role of higher education beyond the campus, and in the communities and regions. The call for greater civic engagement has been asking colleges and universities to rethink their role and responsibilities to the cities and regions in which they are located and to underpin democratic values and active citizenship.

Education Becoming a Dividing Line?

The clarion call to higher education is especially opportune as polls in the United States and the United Kingdom, for example, have shown how support for higher education has become ideologically and politically partisan.

Education and geography, as well as race, ethnicity and gender, are key factors contributing to people's viewpoints. In the 2016 US election, only nine out of 49 counties with public flagship universities favoured Donald Trump over Hilary Clinton. These polarities were amplified in the 2018 midterm and are evident also in early polling for 2020, with the greatest tension between college-educated white women and non-college-educated white men.

Education level was also decisive in the United Kingdom's Brexit vote; 15 of 20 local authority areas with the lowest level of educational attainment voted to leave the European Union, while all 20 with the highest levels voted to remain.

Mobility is another factor influencing people's opinions. People who are less likely to have moved around or have had international experience are more likely to be concerned about the ill-effects of globalization and immigration. Urban-rural divisions have been evident in many countries experiencing a populist backlash against elitism, globalization and internationalization.

Covid-19 isn't partisan but polls continue to show countries divided by geography and culture. Deep inequalities in society have exposed the myth that "we are all in it together". Even the debate about how and when to reopen the economy has become fraught with growing angry reactions against research and "experts".

Higher education is the life-blood of any nation – providing on-going educational and training opportunities for personal and societal success. As an "anchor tenant" it resides at the heart of the research-innovation ecosystem, helping build sustainable communities, whether rural or urban. By virtue of their location, colleges and universities are well-placed to contribute to cultural activity and social life, be a source of advice to business and the community, and a gateway for marketing and attracting investment and mobile talent.

Rethinking Internationalization as Civic Engagement

Internationalization which has been a life-enhancing opportunity for many students and academics is changing utterly (at least for the short-medium term). Borders are being reintroduced and travel is restricted by social distancing measures and compulsory quarantine actions.

While we may consider student and faculty mobility and study abroad programs to be valuable learning and cultural experiences, their importance primarily benefits the higher education community. There are of course spill-over effects in terms of earnings for businesses and society but it is unclear the extent to which the wider community understands or benefits from internationalization.

This is a good time to bring the benefits of internationalization home, and not just to the campus.

How can colleges and universities which benefit from internationalization rethink their priorities to deepen civic engagement and embed social innovation? How can working with cities and regions become a core component of internationalization – increasing opportunities for students and faculty to contribute tangibly to society? How can internationalization be linked directly with the SDGs, aligning

teaching and research in concrete ways?

Over the centuries, universities have served society well. As we are currently experiencing, societies' challenges are so complex they necessitate a well-informed, engaged and internationalised citizenry. We are now being challenged more than ever to recommit to the values of public service and social, cultural and economic engagement.

A Looming Disaster for HE and Brazil's Development

Marcelo Knobel & Fernanda Leal

Marcelo Knobel is rector of the Universidade Estadual de Campinas (UNICAMP) and full professor at the Gleb Wataghin Institute of Physics, UNICAMP, Brazil. E-mail: knobel@ifi.unicamp.br. Fernanda Leal is a PhD candidate at the Universidade do Estado de Santa Catarina (UDESC), Brazil, and a visiting scholar at the Center for International Higher Education (CIHE), Boston College, United States. E-mail: lealf@bc.edu. Previously published in University World News on September 28, 2019.

In Brazil, decisions made by the federal government have historically determined the development of higher education, science, technology and innovation, given its central role in terms of policy, funding and regulation.

Since the 1930s, when the first federal and state universities were created, there has been a prevailing and general understanding among national authorities that the development of a sovereign nation depends on progressive investments in the education of human resources and the promotion of science.

Direct efforts to consolidate a national policy for science date back to the post-war period when the Coordination for the Improvement of Higher Education Personnel (CAPES) and the National Council for Scientific and Technological Development (CNPq) were founded.

Both public universities and funding agencies became fundamental to the country's development, to the extent that today it would be impossible to imagine that Brazil could meet critical national demands of social and economic growth without the participation of these institutions.

Given this context, the recent declarations by President Jair Bolsonaro since assuming office in January 2019 and measures enacted or proposed by his government have caused great concern and created considerable confusion. This article summarises the main events that have taken place and possible implications for the future.

Uncertainties, Controversies and Pushbacks

From January to March 2019, the ministry of education under Ricardo Vélez Rodríguez suffered from an "internal war", resulting in great instability. Vélez Rodríguez asserted that "the idea of university for all people does not exist. Universities should be reserved for an intellectual elite."

This was considered particularly offensive as enrolment in higher education in Brazil is still the privilege of the elite: according to the OECD's *Education at a Glance 2018* report, fewer than 20% of the segment of the population between the ages of 25 and 34 hold a university degree. His attitude also reversed recent attempts to broaden access and democratise public higher education.

In March 2019, a surprising cut of 42% of the budget of the ministry of science, technology, innovation and communication was announced – while the current government reached the presidency promising increased investments in science, technology and innovation from the current 1.5% of gross domestic product to 3%, which would be comparable to the European Union.

This decision also provoked concern because of its harmful consequences for both universities and

society at large. Universities depend on the resources of federally funded public agencies to finance research.

Disrupting the flow of resources will prevent the country from addressing many of its social and economic challenges. In addition, strategic sectors such as health, energy and agriculture will be severely affected if such cuts are not reconsidered.

Public Higher Education Institutions Targeted

In April 2019, the economist Abraham Weintraub replaced Vélez Rodríguez at the ministry of education. Immediately following his appointment, President Bolsonaro announced on Twitter that Minister Weintraub was considering cuts to investments in schools of philosophy and sociology, indicating his preference "to focus on fields that generate an immediate return to the taxpayer such as veterinary medicine, engineering and medicine".

This dismissal of humanities and social sciences reflects the president's ideological position and his hostility towards public universities and academics, which is a threat not only to the operation of these institutions, but also to academic freedom.

A month after taking office, he announced that three federal universities – University of Brasília (UnB), Fluminense Federal University (UFF) and the Federal University of Bahia (UFBA) – would face budget cuts for allegedly promoting turmoil and for poor academic performance. According to Weintraub, "homework needs to be done: scientific publishing, up-to-date assessments, good positions in rankings".

Ironically, these three institutions are among the best in Brazil, according to national rankings measuring teaching quality and international rankings measuring research productivity, raising doubts about the actual motivations behind his decision.

Budget constraints quickly spread to the entire federal system and all federal universities and institutes are facing cuts in their 2019 operational budgets, putting into question their viability to get to the end of the academic year.

In addition to the cuts themselves, what was very disturbing was the effort to minimise public criticism. In a weird attempt to explain the measure, the minister stated that the cut represents "only" 3.5% of the federal higher education budget.

As pensions and salaries cannot be cut, the proposed budget reductions will have an even more significant impact on the daily operations of universities. Given what public higher education institutions represent for Brazil, these cuts effectively "cut the government's own throat".

Additional concern arose in May 2019, when the CAPES agency stopped more than 3,000 scholarships for graduate students without prior notice. The agency stated that these were only cuts to "idle" scholarships, which did not make sense.

One third of those scholarships were restored after protests from the universities. However, in June 2019, CAPES changed the criteria for providing graduate programs with scholarships, which resulted in an additional cut of 2,500 scholarships; and in September, the Government froze another 5,000 scholarships for masters, doctoral and postdoc researchers, as result of a significant reduction in CAPES' annual budget.

Also, from June 2019, concerns were raised about political interventions in the administrative autonomy of public universities. For the first time in two decades, the ministry of education broke with the tradition of approving the appointment of rectors based on who had won an election held by the university community. So far, six federal universities have been affected.

The 'Future-se' Program

In July 2019 the Brazilian Ministry of Education proposed a program called *Future-se* (which can be loosely translated as "Take care of your own future"), a government policy focused on public federal universities and institutes and aimed at "strengthening their autonomy". Three themes – management, governance and entrepreneurship; research and innovation; and internationalization – define the program.

Future-se is intended to encourage the financial autonomy of public federal universities and institutes by means of partnerships with social organiza-

tions, private associations or NGOs that receive a state grant to provide services of relevant public interest, such as health and education.

The rectors of institutions that would be affected by the new policy are seriously concerned about its consequences. Overall, they see *Future-se* as a means for a massive state divestment from public universities that would lead to privatization and threaten the idea of higher education as a public and social good, with undetermined consequences for Brazilian society.

Individual institutions, including the Universidade Federal do Rio de Janeiro, the largest in the country, have joined the broad-based rejection of this policy.

The Forum of Public Higher Education Institutions of Minas Gerais State (IPES-MG), composed of 19 universities and institutes, argues that rectors "had no prior knowledge of the program's content and were not invited to participate in its construction […] Besides, it was launched at a time of great difficulty in respect to the 2019 budget […] Thus, it is hard to talk about the future if the present is still uncertain".

The National Association of Higher Education Institutions' Leaders (ANDIFES), composed of all federal universities and institutes in the country, shared these concerns, emphasizing that, by signing a contract with a social organization, the autonomy of administrative, academic and scientific activities at federal institutions would be deeply affected and that the program would conflict with the autonomy guaranteed by the federal constitution. They concluded that "there is much to debate, much to clarify".

So far, 54% of the 63 federal universities have decided not to support the plan, while the others are still waiting for more information about how it will work.

Implications for Internationalization

Bolsonaro's agenda for higher education will probably affect attempts to internationalize the system through its impact on at least three important national programs: the *Programa de Doutorado Sanduíche no Exterior* (CAPES–PDSE), which funds

international mobility for doctoral researchers; the *Programa Institucional de Internacionalização* (CAPES–PrInt), which supports internationalization at higher education institutions; and the *Programa Idiomas sem Fronteiras* (IsF), which promotes foreign language capacity among university communities.

In the *Future-se program*, the internationalization axis proposed has the objective of "promoting federal higher education institutions abroad and raising their position in international rankings and indices such as the *Times Higher Education* World University Rankings and Web of Science".

Up to this point, the proposals related to this axis have been generic and mean it is difficult to provide a detailed analysis of its intended goals, but the inclusion of internationalization with a policy that aims to encourage universities to raise funds for their own survival and that emphasises international reputation as its main objective signals a complete immersion in an economically oriented paradigm that is highly competitive and tends to reinforce inequalities at all levels.

In a country like Brazil, already marked by historical and profound social inequalities, the risks are even greater. If Future-se is approved, other forms of international integration for higher education aimed at shaping a more inclusive and sustainable future will probably be even more restricted.

In addition, while national government initiatives for internationalization have mostly focused on study in the United States and Europe, individual universities have more broad-based initiatives.

Truths that Need to be Told

Government criticism against Brazilian higher education is not substantiated. For example, the president claims that public higher education institutions are not productive – yet, while they represent only 12.1% of the national system, they are responsible for 95% of national research productivity and their social role goes beyond research to reach Brazilian society in many important ways.

Another unproven assertion is that public universities are populated with 'leftists' and 'Marxists', while these institutions actually reflect broader soci-

ety in terms of political positions.

Finally, even though public universities, traditionally, have been elitist, they have become more democratic in recent years.

For example, a 2018 survey of the socio-economic profile of students at federal higher education institutions shows that 70% of undergraduate students at these institutions come from families with a monthly income of up to BRL1,500 (about US$362).

There are also quotas for graduates of public high schools and minority groups that contribute to diversity and help curb the country's great social inequality.

Although the allegations of the president and his minister of education and the austerity measures they propose are met with public disapproval and attract international attention and protest, we believe that these are just initial steps towards a potential disaster for science and higher education in Brazil.

With specific regard to Future-se, the chances of success of a program that was designed without any discussion with universities or other institutions are remote.

Furthermore, there is a natural apprehension concerning a program launched by a government that has been so critical of public higher education.

The Brazilian higher education community is mature enough to discuss changes in the system and the federal government must concede the importance of including the sector as a partner in the development of national policies, especially considering their socioeconomic and cultural importance for Brazilian society.

The Subordination of Private to Public Universities in Panama

Iván Pacheco

Iván Pacheco is research fellow of the Center for International Higher Education (CIHE) of Boston College; co-founder and President of Synergy E & D. and a lawyer. He also edits ESAL, a biannual journal published in Spanish and Portuguese that addresses current issues in higher education in Latin America. Previously published in the World View blog for Inside Higher Education on September 4, 2019.

Panama's private universities are subordinated to public universities. According to Article 99 of the Constitution "the Official University of the State shall supervise the degrees of private universities officially approved, to guarantee the degrees they use, and shall revalidate those of foreign universities in the cases established by law." This formula was introduced in 1972 and it has already survived four Constitutional reforms.

Normative View

The Constitution's article on supervision of public over private universities has its precedent in Law 11 of 1981 (Organic Law of the University of Panama) and in regulations issued by the same university, including one in 1992 and another one in 2001.

In 2006 Panama's Legislative issued Law 30, by which the National System for Accreditation and Assessment for Improvement of University Education was created. The Consejo Nacional de Acreditación Universitaria de Panamá (CONEAUPA) was also created "as an evaluating and accrediting body, rector of the National System of Evaluation and Accreditation for the Improvement of the Quality of Higher University Education…" (Art. 13).

The Comisión Técnica de Fiscalización (Technical Commission of Control) is also part of the System as the "organism through which the University

of Panama, in coordination with the rest of the official [public] universities, will carry out the supervision and monitoring of the academic development of the private universities, will approve the plans and programs of study and will supervise the fulfillment of the minimum requirements [of quality]... "(Law 52 of 2015, Article 28). The CONEAUPA submits reports to the Ministry of Education that (subsequently) determines sanctions applicable to private universities that are not in compliance the law. The Commission is chaired by the rector of the University of Panama and integrated by the rectors of the other four public universities of Panama.

It is not strange that Latin American constitutions devote a section to higher education. Exceptionally, some constitutions assign public universities a role of supervision over private universities. The Constitution of Bolivia devotes articles 91 to 98 to higher education and says that "For the granting of academic diplomas in all modalities of titles in private universities, examination tribunals shall be formed which shall be composed of full professors, appointed by the public universities, under the conditions established by the law" (Art. 94).

Some Latin American countries have conferred by law certain influence to public universities. In Colombia higher education law awards the National University of Colombia a special organic regime and grants the National Pedagogical University the role of "adviser to the Ministry of National Education in the definition of policies related to the training and improvement of non-university teachers". In several countries public universities have special functions in terms of degree recognition, something that also happens in Panama. Likewise, it is not strange that the creation requirements of public universities are different from those of private universities.

Distrust in private universities (and other private institutions of higher education) is partly explained by the explosion of the educational offer that the region has experienced since the last third of the twentieth century. This explosion was accompanied, in many cases, by low quality supply. In order to address this fact, educational systems evolved and created quality assurance systems that, although imperfect, have contributed to the quality of education and to stimulate its continuing improvement.

Two Assumptions that are not Necessarily True

Panama's constitution's article granting public universities the supervision (fiscalización) of private universities is based on two implicit assumptions: 1) that public universities are intrinsically better than private universities and 2) that public universities have the knowledge and capacity to adequately perform the supervisory function. These assumptions are not necessarily true.

Many countries in the region have private universities that are as good or better than public universities. The Pontifical Catholic University of Chile, the University of the Andes (Colombia), the Technological Institute and of Superior Studies of Monterrey (Mexico) are examples. Subordinating the development of their academic programs to the control of public universities would have been an error and would have affected their ability to develop autonomously.

This does not mean that private universities do not have quality problems that, in some cases, have been serious. When Panama started the application of the rules on quality assurance, many low-quality private universities were exposed and several were closed. The same has happened in other countries, for example, Ecuador and Peru.

However, at present, private universities have established themselves as an alternative. A study by the Research Institute of the Association of Private Universities of Panama (IDIA) showed that between 2014 and 2016, these universities invested $359 million dollars in infrastructure and operation, and generated 6.7 thousand jobs throughout the country. The opinion about the quality of official and private universities in Panama seems to be divided. While some affirm that "Private universities are a fraud," others report "mass migration to private universities" motivated by "technology and better quality of study in the field" as well as more lax admission criteria.

With respect to the second assumption that official universities have the knowledge and oper-

ational capacity to perform the audit function adequately, it is important to emphasize that universities are not inspection bodies; their mission is to teach, conduct research and provide service. These public institutions have neither capacity nor resources to provide appropriate supervision of other (and different types of) institutions.

Conclusion

Many things have changed in Panama since the approval of the 1972 Constitution. The number of public universities has grown from one to five. The number of private universities has increased from one to more than 22. The number of students in university education in 2015 was 156,635 with just over a third (53,822) enrolled in private universities.

Although the concern for the quality of education in private universities was common to several countries since the sixties and seventies, the inclusion of a constitutional article subordinating them to public universities is anchored to the reality of that time. The current international trend towards flexible standards allows institutions to adapt to the in-

creasingly rapid changes in higher education. Allowing one university or the public sector to supervise the private sector introduces too many obstacles to the natural evolution of quality assurance schemes.

By retaining the subordination of an entire sector, Panama limits development and innovation in private higher education by implicitly setting the current public model of the university as the model to emulate.

Of course the private higher education institutions cannot operate without control or regulation but they must be allowed to participate as peers in the process of developing quality standards and developing national strategy for sustainable development. It is not easy to change the Constitution of a country. However, the 1972 Constitution has already undergone four reforms. Perhaps in the fifth reform there is an opportunity to correct this situation.

The Growing Complexities of International Collaboration

Liz Reisberg

Liz Reisberg is a co-editor of The World View. She is an independent consultant in higher education whose work focuses primarily on Latin America. She is also a research fellow at the Center for International Higher Education at Boston College. Previously published in the World View blog for Inside Higher Education on September 19, 2019.

Did anyone really anticipate just how complicated internationalization in higher education was going to be? The idealists among us hoped for that the flow of talent around the globe would lead to multinational collaborations to speed up innovation and the development new knowledge that would address the world's most pressing problems and ulti-

mately improve quality of life everywhere. We certainly underestimated the enduring legacy of political, economic, and military competition and mistrust among nations. Nor had we calculated the resurgence and effect of extremist ideology.

Sadly, there are very real issues that have to be considered with the mobility of students and schol-

ars. Espionage, security, and theft of intellectual property are real problems, but growing paranoia may become an obstacle to scientific and technical advancement when collaboration is constrained by national borders.

Incidents where international students and scholars are suspected (and accused) of posing a risk seem to be increasing with varying degrees of validity. Recent examples include the following.

Perhaps one of the more egregious interventions was the decision of US Immigration to impede Ismail Ajjawi's enrollment as an undergraduate at Harvard and return him to Lebanon after inspecting his social media postings and finding criticism of the US and President Trump—posted not even by Mr. Ajjawi but by others appearing on his mobile phone. (If criticizing President Trump poses a risk to US security, I am expecting a knock on my door any minute.)

Nine Chinese students bound for Arizona State University to enroll as undergraduates in engineering, business and life sciences were turned back at LAX by Customs and Border Protection with no clear explanation.

The FBI is questioning US graduates of Peking University's Yencheng Academy to determine whether they have been recruited to Chinese espionage efforts. One has to wonder how many other scholars returning from abroad will soon be added to the list of people to be interviewed.

A professor at the University of Kansas was indicted in federal court for allegedly failing to disclose a contract with a Chinese University. The professor is accused of receiving federal grant money from the Department of Energy and the National Science Foundation at the same time he was paid by a Chinese research university, a fact that he failed to disclose.

The University of California, Berkeley followed Oxford University in ending collaboration with Huawei after the US Department of Justice brought criminal charges against the company for theft of trade secrets and other violations. The University of Texas Austin is also reviewing its relationship with Huawei, a Chinese company that invests millions in communications technology research worldwide.

MIT has instituted a three-phase review of new international projects for certain countries, currently China, Russia, and Saudi Arabia.

And the Trump government has announced that representatives of the White House Office of Science and Technology Policy will be meeting with scholars and visiting US campuses to discuss the issue of "research security." According to a recent article in The Chronicle of Higher Education, "For scholars, the threat that they could be investigated by the government for their contacts in other countries is real. Already this year, scientists at Emory University and the University of Texas MD Anderson Cancer Center have lost their jobs after the National Institutes of Health wrote letters to their universities highlighting behavior that the agency found suspicious. In May the NIH said it was investigating more than 50 institutions for a range of behavior it saw as questionable."

The threat of being investigated by the White House is likely to have a chilling effect on research collaboration.

Paranoia isn't limited to the US. As indicated above, Oxford is cutting some international ties. The Ministry of Education in Russia has increased its monitoring of interactions between Russian and foreign researchers. Among the features of the new policy is a "recommendation" that Russian scientists ask permission to meet with foreign colleagues at least five days in advance. The Kremlin insists that protection is needed against scientific and industrial espionage.

But there are many reasons for concern. There have been repeated reports by Human Rights Watch about how the Chinese government interferes with academic freedom on campuses outside of China.

Economic espionage and intellectual property theft are not new. The US has indulged in quite a bit of it. In 1787, American agent, Andrew Mitchell, was intercepted by British authorities while trying to smuggle models and drawing of British industrial machines out of the country. Few know that the American Industrial Revolution was in large part built on the theft of intellectual property. The British had developed mill machines establishing their

prominence in the international textile market in the 19th century. In 1810, Francis Cabot Lowell managed to memorize enough of Britain's technology for weaving cloth to duplicate the machinery upon his return to the US. The British attempted to retain industrial design secrets by forbidding the emigration of skilled textile workers. Nevertheless, Samuel Slater, a mill supervisor, managed to sneak out of England and use this "stolen" knowledge to improve the technology to manufacture cotton and contribute to an economic boom in New England.

Today, science and technology have replaced manufacturing in positioning a country in the international economy. The US has led the world in scientific and technical innovation for decades, but this prowess is being challenged. The dilemma facing the US and other developed countries is whether this technology and knowledge should be shared openly. Where should the boundary of "proprietary" and "collaborative" be established? How do we all protect our security and our values in the face of easy mobility and growing reach of national governments?

Yet there are also important gains that result from allowing scientists from multiple nations to share facilities and conduct research together. Con-

sider the potential of collaborations such as the European Organization for Nuclear Research (CERN) project in Switzerland where 28 countries have come together to advance scientific knowledge.

Closing the doors to foreign scholars and foreign investment may hurt us all in the end. MIT, one of the world's leading centers of innovation indicates that 42% of their graduate enrollment is international and 30% of overall enrollment. Foreign-born graduates with doctoral degrees have made a huge contribution to innovation in the US by working at startups but it has become much more difficult for these individuals to remain in the US.

Robert Daly, director of the Wilson Center's Kissinger Institute on China and the United States, warns, "You don't want to send the message to arguably the largest talent pool in the world that they are a despised class in America."

Do we share knowledge, encourage collaboration among researchers and pursue shared objectives or do we limit collaboration in the interest of competitive international positioning and national security? These are complicated issues for complicated times.

European Internationalization and 'Money Matters'

Laura E. Rumbley

Laura E. Rumbley is associate director, knowledge development and research at the European Association for International Education. Previously published in the World View blog for Inside Higher Education on November 3, 2019.

For some time now, concerns have been raised about the ways in which money has become a more central consideration when it comes to internationalization in higher education. It's hard to disagree with this assessment, at least to some extent. It's evident that some countries -- particularly the United States and Australia -- frame the benefits of internationalization in terms of revenue generation for individual institutions or entire national economies. It's visible in the evolution of international education conferences into major trade fairs or industry gatherings. It's apparent in the broad ecosystems of product and service providers that support many different aspects of internationalization activity. There's no question that there is a bustling market for international education in many corners of the world. Recent analysis from Europe adds some new information to this discussion, highlighting nuances and raising new questions.

Seeking a European Perspective

A recent study produced by the European Association for International Education aims to advance this conversation. The "EAIE Barometer (Second Edition): Money Matters" report draws on data provided by 2,317 professionals working on internationalization at nearly 1,300 different higher education institutions in 45 countries across Europe; 80 percent work in public HEIs. Many respondents (54 percent) hail from research universities; 60 percent identify as international office staff; 18 percent identify as faculty; 14 percent as other administrative staff; 5 percent as deputy heads of HEIs.

While the full "EAIE Barometer" survey generated a wide range of data on internationalization practices, priorities, opportunities and challenges, the "Money Matters" study homed in on a small subset of data that offered the possibility to explore whether financial considerations are perceived as barriers to or drivers of internationalization in European higher education. The bottom line? It's complicated. On the one hand, there are a few overarching European trends that the data point to, but at the same time, very distinct national and regional realities across Europe paint a much more nuanced picture. A few choice findings illustrate these complexities.

Financial Benefits as a Goal? For Some

On the face of it, financial benefits are not perceived as a top priority for the vast majority of European HEIs. Indeed, financial benefits were cited as a top-three goal for internationalization by just 12 percent of respondents. Four other objectives were named at significantly higher rates -- to prepare students for a global world (76 percent of respondents mentioned this as a top-three goal); improve the quality of education (a top-three main goal for 65 percent); enhance institutional reputation/competitiveness (53 percent); and improve the quality of research (38 percent).

Interestingly, however, when looking at strictly national-level data, there are some very significant differences in relation to financial benefits as a main goal for internationalization. For example, 42 per-

cent of U.K. respondents considered financial benefits to be a top-three main goal for internationalization, while respondents from countries such as Kazakhstan and the Netherlands were much less likely to cite financial benefits as a top goal at just 2 percent and 6 percent, respectively.

Prioritizing Activities for Revenue Generation? Possibly

One way of ascertaining how or if financial interests might be important to internationalization in European higher education is to consider the activities institutions identify as priorities in their internationalization strategies and the potential of these activities to generate revenue. Here again, we see Europe-wide averages telling one story and national and regional level data telling another.

For example, international student recruitment, clearly an activity with the potential to contribute revenue in some contexts, was selected by 53 percent of all "Barometer" respondents as a top-five priority. Only the mobility of home students was selected more frequently as a top-five priority (68 percent of all respondents). However, only 36 percent of German respondents considered international student recruitment a top-priority activity, while a whopping 85 percent of U.K. respondents indicate that their institutions consider international student recruitment as a top-five priority. Of course, different policies in regard to collecting tuition from international students can explain these disparities, but there is not always a clear connection between priorities and potential revenue. Institutions in the Netherlands can require international students to pay fees, but only 48 percent of Dutch respondents indicated international student recruitment was a top priority. Additional factors are clearly in play.

Internal and External Limitations? A Mixed Picture

"Barometer" respondents were asked to identify the top three internal and external challenges affecting internationalization at their institutions. In both cases "insufficient budget" was cited most frequently. So, money in this sense is clearly on the minds of

European international education professionals. Interestingly, however, budget insufficiency was quite closely followed by a range of some half dozen other issues that respondents considered to be key challenges, including such difficulties as the lack of commitment by colleagues to the internationalization agenda, lack of recognition to individuals by their HEIs for their involvement in internationalization activities, (inter)national competition, national legal barriers, etc.

When it comes to challenges, national-level data are varied, but not as dramatically as was seen in relation to the primacy of financial benefits as a main goal of internationalization. Interestingly, one external financial challenge that is considered highly problematic for some countries and significantly less so for others is that of cost of living. While just 24 percent of all "Barometer" respondents saw high cost of living as a top-three challenge, 60 percent of Finnish respondents saw this as a top-three external challenge, against a mere 3 percent of Slovakian and Spanish respondents registering a concern with this

issue, certainly a reflection of varied costs of housing and maintenance among European countries.

Money Matters? It Depends ...

So, where does all of this leave us? On the one hand, the "Money Matters" report demonstrates that financial considerations are clearly key to internationalization in Europe, but that there are wide variations in perceptions and realities across different national contexts. Europe-level findings may point to general tendencies or orientations, yet we're reminded that this is a complex region, not easily reduced to a single set of findings. It is also clear there is much more to learn about the intersection between financial considerations and internationalization in European higher education. New research involving international education professionals and other sources of information will certainly yield additional insights that will help further our understanding of the ways -- and extent to which -- money matters in international education in Europe today.

Higher Education Equity Policies across the Globe

Jamil Salmi

Jamil Salmi is a global tertiary education expert, a research fellow at the Center for International Higher Education, Boston College, United States, and professor emeritus of higher education policy at Diego Portales University, Chile. E-mail: jsalmi@tertiaryeducation.org. This article was first published in IHE No. 98, Summer 2019.

A recent study sponsored by the Lumina Foundation aims to assess the nature and extent of policy commitments of national governments on addressing inequalities in access to and success in higher education.

Besides reviewing the policies of 71 countries on all continents, the study also analyses the equity promotion policies of relevant multilateral and regional agencies involved in providing policy advice, technical assistance and financial support.

With the exception of a few fragile states recov-

ering from a natural catastrophe or a major political crisis, equity is a priority theme in the higher education agenda of most governments.

This official commitment eflects the fact that young people all over the world are keenly aware that opportunities for professional success and social mobility are directly linked to opportunities in higher education.

Equity, from Principle to Practice

However, beyond official statements about equity, which tend to reflect commonly shared principles of inclusion,

the survey found a wide range of situations when it came to translating these principles into actual policies and interventions.

A number of countries are still only paying lip service to the equity agenda, in the sense that they do not spell out clear equity promotion strategies, define concrete targets to enroll and support students in vulnerable conditions, mobilize sufficient resources targeted to underrepresented groups or put in place actions to help students complete their degrees.

Many countries still adopt a narrow definition of equity target groups. As a result, the existence of equity target groups that suffer from neglect or discrimination does not translate into official recognition and actual compensatory policies.

Minority ethnic groups are the frequent victims of these 'blind spots', as governments may see the recognition of their rights as a threat to the power, prestige or resources of the dominant group.

While most nations focus on the barriers faced by traditional equity target groups, including students from low-income households, women and girls, members of ethnic minorities and students with disabilities, several countries have added non-traditional equity target groups, reflecting the social transformation of these countries:

- Victims of sexual and gender violence;

- Members of the LGBT community;

- Refugees of all kinds (internally and externally displaced people and those who have been deported);

- Children of people affected by historical violence;

- Students with experience of having been in care, including orphans and young people without parental care.

Overall, 11% of the countries surveyed have formulated a comprehensive equity strategy. Another 11% have elaborated a specific policy document for one equity target group: women, people with disabilities or members of indigenous groups.

Many countries' definition of equity policies is still traditional in focus, with a heavy emphasis on financial aid as principal instrument and a tendency to look at access barriers instead of promoting interventions to boost the chances of success of students from disadvantaged backgrounds who are enrolled in higher education institutions.

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

Promising Trends

The survey identified two promising trends. First, a growing number of countries have realized the importance of combining both financial and non-monetary interventions to remove, in a comprehensive way, all barriers faced by students from disadvantaged groups.

The most frequently supported non-monetary programs are affirmative action and reformed admission criteria, outreach and bridge programs and retention programs.

Second, a few governments have begun to complement the direct support offered to students with incentives for the universities themselves as a means of pressuring the latter into taking a more proactive role in improving access and success opportunities.

This is achieved by incorporating an equity indicator into the funding formula, setting up earmarked funds for equity interventions that universities can benefit from, and-or including equity-related criteria in the quality assurance process.

Comprehensiveness and Consistency

The study attempted to compare national equity policies internationally from the viewpoint of comprehensiveness and consistency.

The 71 countries surveyed were classified into four equity policy categories defined in the following way:

- *Emerging:* The country has formulated broad equity policy principles and goals, but has accomplished little in terms of concrete policies, programss and interventions (nine countries);

•*Developing:* The country has put in place the foundations of an equity promotion strategy, but has not defined many policies and programs, is not investing much in this area and has implemented few policies and programs (33 countries);

•*Established:* The country has formulated an equity promotion strategy and has put in place aligned policies, programs and interventions to implement the strategy (23 countries);

•*Advanced:* The country has formulated and implemented a comprehensive equity promotion strategy. Some countries in this category even have a dedicated equity promotion agency (six countries).

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

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

The few nations labelled as 'advanced' show a high degree of consistency over time in terms of comprehensive strategy, policies, goals and targets and alignment between equity goals and the range of instruments – financial and non-monetary – used to promote equity in higher education. Some of them even have a dedicated equity promotion agency.

Most of these countries (Australia, England, Ireland, New Zealand and Scotland) are relatively rich Commonwealth countries with mature higher education systems, which have paid increasing attention to the obstacles to success faced by students from underrepresented groups. The other nation included in the list is Cuba, which, for ideological reasons, has consistently put a great emphasis on equity since the 1959 socialist revolution.

IHE at 100: 25 Years of Evolution in International Higher Education

Rebecca Schendel, Ayenachew A. Woldegiyorgis, and Araz Khajarian

Rebecca Schendel is Assistant Professor of the Practice and Managing Director of the Center for International Higher Education, Boston College. Email:schendel@bc.edu. Ayenachew A. Woldegiyorgis is a PhD graduate of the Center for International Higher Education, Boston College. Email: woldegiy@bc.edu. Araz Khajarian is an MA in International Higher Education graduate of Boston College. Email: khajaria@bc.edu. Previously published in International Higher Education, No. 100, Winter 2020.

The publication of the 100th issue of International Higher Education (IHE) provides a unique opportunity to reflect on the contributions made by the periodical during its first 25 years in operation. In this article, we summarize key findings from a comprehensive analysis of all of the articles included in the first 99 issues of IHE (a grand total of 1,459 individual articles), focusing particularly on our geographic reach, our thematic coverage, and the profile of our contributing authors.

Global in Reach and Authorship

The mission of IHE is to provide informed and insightful analysis of topical issues affecting higher education systems around the world. We have, therefore, always been very concerned with our glob-

al reach, aiming to include contributions from countries that are less frequently covered in the global literature, as well as discussion of the major players on the international stage. Analysis of the first 99 issues demonstrates that we have been successful in achieving this goal, with our 1,459 articles being well distributed across the various world regions. East Asia and the Pacific is the region with the greatest coverage (267 articles), with Europe and Central Asia following closely be-hind (with 253). We have also published more than 100 articles focused on countries in North America (145), sub-Saharan Africa (132), and Latin America and the Caribbean (125). A substantial number of our articles (more than 200) are also best classified as being "global" in their scope, given that they deal with issues of relevance to multiple regions of the world. Although East Asia and the Pacific, Europe and Central Asia, and Latin American and the Caribbean have all been substantial sources of contributions since our founding, there have been some changes in our geographic distribution over the years, with the number of titles on North America declining and the number of contributions from Africa increasing, particularly in the last 10 years. This latter trend is in no small part due to the support for Africa-focused contributions that we have received from the Carnegie Corporation over this period. We have also seen an increase, in recent years, of articles that explicitly compare two or more regions of the world, in relation to a particular topic. However, there is still room for improvement, particularly in the Middle East and North Africa, a region that has only featured in 56 articles, less than 4 percent of our total output. South Asia is also less well represented, with 70 articles published in the first 99 issues.

Perhaps unsurprisingly, the story is less balanced when it comes to specific countries within these broad regions. Certain countries tend to dominate the global literature on higher education, and the pattern is similar in IHE, with, for example, over 30 percent of articles on East Asia and the Pacific focusing on China; 75 percent of articles on South Asia focusing on India; 16 percent of articles on Europe and Central Asia focusing on the United King-dom; 13 percent of articles on sub-Saharan Africa focusing on South Africa; and half of the articles on Latin America and the Caribbean focusing on one of four countries (Brazil, Chile, Argentina, and Mexico). The United States is also our most frequently discussed country, although this dominance was more pronounced in the first years of publication and has declined significantly in recent issues. However, despite the dominance of a small number of countries, it is important to profile one significant contribution of IHE over the years, which is the sheer range of countries represented. Our first 99 issues have included at least some coverage of most countries in the world, with 111 individual countries being explicitly represented in at least one article to date. We have also published a number of articles that are regional in focus and/or that pro-file particular groups of countries (e.g., the "BRICs"—Brazil, Russia, India, and China).

In addition to prioritizing coverage of a broad range of contexts, IHE has long been concerned with the global reach of its authorship. Whenever possible, the editorial team seeks to invite authors to contribute to IHE who themselves live and work in the countries under discussion, so as to avoid some of the clear global imbalances that exist in most international publishing. We have not always been successful in this regard, as evidenced by the fact that nearly 40 percent of our articles were written by an author based in the United States. However, the fact remains that over 60 percent of IHE articles were written by non-US-based authors, with more than 40 contributions coming from each region in the world (and some regions contributing very frequently, e.g., Europe and Central Asia with 296 contributions and East Asia and the Pacific with 176). The trends over time are also generally encouraging, as we have seen a marked rise in contributions from authors based in regions such as South Asia and sub-Saharan Africa in recent years. It is also important to highlight the fact

that our analysis "counted" individuals in terms of their affiliation at the time of writing, so many of the authors counted as "American" are not American of origin but were, rather, contributing when working or studying at a US institution. However, there are also less encouraging trends that must be acknowledged, particularly a dramatic decline in the number of contributions from authors based in the Middle East and North Africa since 2001.

Broad Thematic Coverage, With Some Important Gaps

We also classified each article by primary theme, in order to understand the range of themes discussed in IHE, as well as any trends over time. The first finding in this regard is the broad diversity of themes represented in the first 99 issues. We have published articles on higher education finance; privatization; policy and governance; the academic profession; access and equity; quality and accreditation; rankings and world class universities; research and publication; students and student services; the "third mission"; types/models of university; and North–South relations, as well as a broad range of articles focused on topics that would broadly be classified as " internationalization" (i.e., mobility of students and faculty; internationalization strategies; cross-border and transnational education, etc.).

Many of these themes have been very well represented over the years. Internationalization has been our most popular topic, with 317 titles (over 20 percent) falling in that category, and has also increased quite significantly over the past 10 years. Other themes that have featured in a significant number of contributions include privatization (137), quality and accreditation (120) and finance (105).

Over time, we have seen an increase in articles on access and equity (although this was particularly pronounced between 2006 and 2010, rather than in the most recent decade), on research and publication, and on rankings and world class universities. Other themes, such as the academic profession and finance, have declined in popularity in recent years. Some of these peaks are likely historical in nature (e.g., a spike in articles about globalization

in the years directly after the millennium; a rise in articles focused on the relatively new phenomena of rankings and "world class universities" in the past decade; a much more recent spike in the number of articles focused on the interference of politics in higher education). Others are likely to be due to trends in the broader higher education literature (e.g., the rising focus on access and equity). Others still are due to the activity of particular groups or authors, who have contributed significant numbers of articles on their topic of focus. One clear case of this is the Program for Research on Private Higher Education (based at the University at Albany – State University of New York), which has produced a considerable number of articles for IHE on private higher education over the years. However, not all of the trends can easily be explained, including trends of no change. There has not, for example, been any significant increase in the number of articles focused on higher education finance, despite significant attention devoted to the topics of student financing and the impact of budget austerity in many countries in recent years.

Our thematic analysis also showed some significant gaps. The theme of students and student services, for example, has hardly received any coverage in the first 99 issues (only 12 articles, which represents less than 1 percent of the total). There have also been very few looking at the "third mission" of higher education (35) or at North–South relations (39). These areas represent important topics for our field, so an increased focus in future years would be a welcome development.

An Increasingly Diverse Authorship

The last area of focus for our analysis was the diversity of our authorship. Aside from geographic diversity, which was discussed above, we also investigated the institutional affiliation and gender of our contributing authors.

Although, unsurprisingly, the vast majority of authors are based at educational institutions (generally universities), roughly 25 percent of IHE articles have been written by authors from other kinds of institutions (i.e., nonprofit organizations, higher education associations, government agencies, and

private companies). It is also significant to note that over 20 percent of IHE articles are coauthored. Of these coauthor pairs or groups, more than half represent multiple institution types (for example, one author from a university and one from a government agency). A sizable number of these include at least one author from a nonprofit organization. As a number of single-authored contributions (more than 75) have also been submitted by authors from nonprofits, it is clear that the nonprofit sector has featured substantially in our authorship over the years.

Another interesting trend to note is that the number of female contributors has in-creased over time. In total, roughly 30 percent of the articles submitted by authors with a known gender were authored (or coauthored) by women, and this proportion has grown significantly over the years. There is a regional dimension to this, however, with women being much more highly represented in certain regions than others. Nearly 50 percent of contributions from Europe and Central Asia, for example, come from women, whereas women contributed less than 15 percent of the articles from sub-Saharan Africa.

Conclusion

In summary, we can conclude that IHE has done a remarkable job ensuring that its con-tent has remained both geographically diverse and thematically rich over its first 25 years in operation. It has also provided an important contribution by giving voice to a broad range of scholars, policy-makers, and practitioners working in the field of inter-national higher education, including a sizable number from outside the United States and Western Europe. Indeed, this diversity, both in terms of content and contributing authorship, has increased over time. However, there is more to be done in the future to ensure that we continue to diversify our work, representing countries that are less frequently discussed in the global literature, featuring topics, such as the "third mission," which are crucially important but have received little coverage to date, and encouraging contributions from authors from all regions of the globe. The focus on higher education's contribution to the Sustainable Development Goals in this issue is a promising start.

A Proliferation of Summits – What Role for Universities?

Damtew Teferra

Damtew Teferra is professor of higher education at the University of KwaZulu-Natal, South Africa, and founding director of the International Network for Higher Education in Africa. He is founding editor-in-chief of the International Journal of African Higher Education. Teferra steers the Higher Education Cluster of the African Union's Continental Education Strategy for Africa. He may be reached at teferra@ukzn.ac.za and teferra@bc.edu. Previously published in University World News on November 28, 2019.

Africa has successfully transitioned from the "Hopeless Continent" in 2000 to "Africa Rising – The hopeful continent" in 2011 and later graduated to "Aspiring Africa–The world's fastest-growing continent" in 2013, according to The Economist, one of the most influential magazines in the world. Since then, the continent has been party to a multitude of high-level summits hosted by countries and other regional representative institutions external to the continent.

Some of these gatherings have been organised around the following partnerships: Africa Forum Canada; Forum on China-Africa Cooperation; Africa-France Summit; Germany's G20 Compact with Africa; India-Africa Forum Summit; Japan's Tokyo International Conference on African Development; Korea-Africa Forum for Economic Cooperation; the most recent Russia-Africa Summit; the Turkey-Africa Summit and the US-Africa Summit. To this, one may add other sector-related conventions to the growing enterprise.

The frequency of these meetings underscores the need for Africa to carve its own path as it engages with a multitude of new as well as historical partners in light of its changing status.

Higher Education

This article was prompted by one gathering in particular – a major conference organized by the European and African Union Commissions on higher education.

Under the banner "Investing in People, by Investing in Higher Education and Skills in Africa", the conference took place in Brussels last month and was sponsored by a number of long-established educational organizations in Europe, including the British Council, the German Academic Exchange Service (DAAD), NUFFIC (Dutch organiszation for internationalization in education), Campus France and others.

At this event, the commissioner for human resources, science and technology at the African Union (AU) Commission affirmed the need for equitable partnerships which build on identified needs as stipulated in the Continental Education Strategy for Africa 2016-2025 and Agenda 2063.

The gathering was particularly significant in terms of thwarting the defunct views on African higher education that still exist in some quarters which are incompatible with contemporary discourses. It is important to note that the paradigm shift towards recognizing the true potential of higher education in Africa is yet to be fully embraced by those who continue to read from the outmoded development discourse that undermined African higher education's progress in the recent past.

It is to be recalled that the very architect of the flawed discourse on the value of higher education in Africa, the World Bank, has now been pursuing a fantastically divergent position, declaring African higher education as having the highest rate of return in the world. While such an approach is not without its critiques, its focus on helping to build centers of excellence on the continent is a firm testimony to the key role higher education plays in sustainable development.

Likewise, the recent gathering in Brussels, co-hosted by the AU and EU, holds the potential to assist in pushing forward policy discourses favorable to African higher education in European and US capitals and beyond.

More so, it is anticipated that the European Commission may further expand the scope of the higher education engagement with Africa through more long-term initiatives as mutually agreed by both parties. Such initiatives could also help to advance favorable policies on higher education in African countries themselves, more so in some than others.

It is conceivable that, with an economically stronger, hugely diverse and massively growing higher education sector on the continent, the implications of these interventions may not be as critical as they used to be in the 1970s and 1980s. Yet still, the kind of interventions and where these interventions are made remain potent.

The hosting of such summits on the African continent without the support and tutelage of external agencies remains a rare occasion. It is anticipated that this may change as Africa strives to run its affairs with declining external influence, though the oversized convening power of external agencies may linger for a long while.

Universities as Strategic Institutions

It is now time for Africa to emerge as a primary host – as Africa-China complementing China-Africa, Africa-EU complementing EU-Africa engagements among others – on its turf and its terms, and its agenda. The collective voice of the continent through its strategic institutions such as universities remains paramount.

In Paris in 2005 and in Accra in 2008, two key conventions culminated respectively in major declarations: the Paris Declaration on Aid Effectiveness and the Accra Agenda for Action. The Paris Declaration and the Accra Agenda are founded on five core principles, born out of decades of experience of what works for development, and what doesn't. These principles have gained support across the development community, changing development cooperation paradigms presumably for the better. The

principles include ownership, alignment, harmonization, result-focused and mutual accountability.

As Africa's partnerships with the rest of the world are steadily growing, it is imperative that they are guided by these principles. The role of continental and regional organizations, especially African universities, in pursuing, advancing and advocating for these principles cannot be overemphasized.

I have long resisted the notion of donor-recipient phraseology, on the fervent premise that there is no one donor who is not receiving as there is no one recipient who is not giving.

However, the phraseology continues to dominate the development landscape, presumably because what is considered to be donated or received is inequitably claimed, inappropriately monetized, and unfairly expressed.

Even more so now, this discourse should be completely scrapped given the global reality of massive interdependence and mutual interest in climate, peace, security, healthcare and welfare, among other factors. It is thus paramount that the continent engages with the rest of the world – but on an equal footing – in a discourse that recognizes existing and emerging realities.

Many of us have long advocated for the need to revitalize and establish key institutions in Africa – major universities, particularly flagship universities, think tanks and regional and continental organizations – in the interest of advancing the development of the continent.

It is vital that leaders, especially leaders of these institutions, establish and systematically revitalize departments and centers in the form of Asian studies, Middle East studies, global studies, and so forth that proactively track developments and appropriately articulate relevant interventions and alternative discourses.

The need for strategic and sustainable support predominantly, if not exclusively, from national and continental funding entities, primarily for the complete independence of these entities, cannot be overemphasized.

An Inclusive Courtship

Africa harbors more than half of the world's fast-

est-growing economies. This is clear, and further indication of the future of Africa as a formidable economic, political and strategic force. The systematic and strategic deployment of strong institutions – particularly higher education institutions – in anticipating, supporting, guiding and steering the dialogue, engagement and initiatives vis-à-vis the rest of the world remains key.

To be sure, it is significant that the world is out-competing itself to court the continent typically condemned for the multitude of its challenges with-

out deliberative and commensurate acclaim for its immense potential. It is hoped that the courtship will be mutually beneficial, meaningfully equitable and strategically sustainable.

Higher education institutions must be at the centre of this courtship, both in articulating and developing as well as assessing and critiquing the discourses, policies, strategies and practices underpinning the growing engagements. So far, their role in this exercise has been woefully lacking.

Human Rights Discourse and Refugee Higher Education

Lisa Unangst

Lisa Unangst is a PhD graduate of the Center for International Higher Education, Boston College and incoming post-doctoral student at Centre for Higher Education Governance, Ghent University. Email: unangstl@bc.edu. Previously published in the World View blog for Inside Higher Education on June 23, 2019.

Writings on the manifold contemporary refugee crises and related higher education access issues often reference key international frameworks supporting higher education as a human right. However, the specific documents in question and their guidelines are rarely explored, though indeed examination of those principles makes clear the disjunction with educational practices in every national setting. This piece seeks to briefly make that comparison.

Human Rights Discourse on Higher Education

The equal treatment of migrants (an umbrella term including refugees) in higher education relates to the human rights discourse in several ways, but most of the relevant protections pertain to equal access to educational institutions rather than experience in higher education once enrolled. The right to higher education is enshrined in Article 26 of the Universal Declaration of Human Rights which states that "Higher education shall be equally accessible to all on the basis of merit" (United Nations,

1963). This clear and aspirational statement has yet to be achieved 45 years on, though certainly progress has been made through the massification of higher education or rapid expansion of tertiary enrollment in the traditional age cohort. High tuition costs and insufficient supply of higher education are some of the barriers preventing equal access in the contemporary tertiary landscape.

Second, Article 13 of the ICESC (International Covenant on Economic, Social, and Cultural Rights) is frequently referenced in a discussion of higher education as a human right and has been ratified by 169 countries worldwide. Article 13 reads (in part):

Education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms... education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace (United Nations General Assembly, 1966).

This clearly references the quality of education and thus relates to the issue of concern here: supports for tertiary-level students that enhance educational attainment. Article 13 does not prescribe quality assurance mechanisms, but indeed points toward the promotion of intercultural dialogue and participation (presumably at the highest levels) in free societies and the UN mission, all of which are facilitated by higher education.

Third, the 1960 UNESCO Convention Against Discrimination in Education states, among other things, that the organization "while respecting the diversity of national educational systems, has the duty not only to proscribe any form of discrimination in education but also to promote equality of opportunity and treatment for all in education" (UNESCO General Conference, 1960). Again, this emphasis on equal treatment may be seen as necessitating equal supports for enrolled students.

Finally, the Global Compact on Migration directly addresses the obligations of host or receiving countries to provide skills training and education in their own national settings to all migrants in the context of short, medium and long-term plans for migration policy and integration (United Nations General Assembly, 2018). An emphasis on long term migrant integration indicates the need to facilitate higher education enrollment and attainment of this same population, which institutionalized supports make possible.

Not Just Equal Access, but Equal Treatment

As noted, the existing supranational human rights framework provides strong support for equal higher education access and—less frequently discussed— equal treatment while enrolled in a higher education. However, while much of the contemporary literature on refugees and higher education (admittedly a limited pool) has logically focused on access as a vital first intervention for state and national actors, equal treatment in support of educational attainment has received much less attention. Definitional questions abound: What do we mean by

equal treatment, and how is that similar to and different from scaffolding (a series of stage-appropriate supports that undergird student development moving toward independence, for instance a spectrum of writing support services from intensive individual tutoring to informal peer writing groups)? Are specific "accommodations" needed for refugee students who may speak multiple languages but are newly skilled in the language of instruction in a given context? Do the affinity centers (such as women's centers, Latinx student centers, etc.) increasingly familiar on college and university campuses worldwide need to include "migrant centers", and similarly, are tailored orientation and mentorship programs called for?

Existing human rights frameworks are reinforced by foundational documents of national law. However, contradictions in the practice of equal treatment in higher education are evident in every national case. While the US, for example, offers TRIO programs (federally funded student support and outreach programs targeting marginalized groups including first generation students) there is no comprehensive support model specifically aimed at refugee students at either the secondary school or post-secondary level. Although refugee numbers vary widely among nation-states, 1% of students with a refugee background currently access higher education worldwide (UNHCR), suggesting action in this area is urgently called for on a humanitarian level (as elaborated here). Further, argumentation around refugee higher education as an economic or labor market advantage for the host country has been made by the Brookings Institution and many other organizations.

While I call for comprehensive action at the national level to address the gap between human rights commitments and higher education practice, individual colleges and universities have vital roles to play. Though efforts at online higher education are expanding, educational attainment through those initiatives remains marginal and thus brick and mortar colleges and universities must move towards more robust engagement.

A commitment to active recruitment of students

with a refugee background with attendant outreach and admissions counseling strategies developed would be a first step, with close attention to what and how equal treatment will be provided in any given institutional context. For instance, a student-led initiative at the University of Cincinnati has created an online tour video of campus in 11 languages. Additionally, the University of Buffalo makes available fact sheets to share with applicant family and friends in 16 languages including Burmese and Vietnamese. Additionally, Macquarie University (Australia) operates the LEAP UP Macquarie Mentoring program, which seeks to match current university students with refugee students at the secondary level to help them transition to higher education.

A two-pronged approach incorporating both access and support programs would further the meaningful implementation of human rights discourse; refugee community engagement is within reach and requires the investment of leaders at the institutional, state, and national levels. A legacy of meaningful inclusion and translation of the UN discourse to practice would be a testament to any leader in these various spheres.

Coronavirus: Universities Have Duty of Care to Students

Lizhou Wang

Lizhou Wang is a research assistant and doctoral student at the Center for International Higher Education, Boston College, United States. E-mail: wangliz@bc.edu. Previously published in University World News on February 11, 2010.

The coronavirus outbreak has hit international education mobility at the Lunar New Year, a time of heightened travel within China. Seeking to prevent the spread of the virus, countries have been posting travel restrictions and barring entry to most foreign nationals who have recently visited China, including students and scholars.

Chinese students are the largest international student population in many countries – 389,548 are enrolled in institutions in the United States, 152,591 in Australia and 106,530 in the United Kingdom.

It is still difficult to estimate the global impact of travel for the Lunar New Year holiday, but in Australia alone, more than 100,000 Chinese international students returned home for the celebration and are now unable to return to campus.

Acting with 'Sense'

As the death toll in China rises every day, students on US campuses have been showing signs of fear and anxiety about the possibility of getting infected. Administrators have quickly taken action, cancelling studying abroad programs to China and announcing self-quarantine measures.

Nonetheless, increasing anxiety has sparked xenophobia, Sinophobia and anti-China sentiment towards students of Chinese and Asian descent.

With cases of confirmed infections increasing to over 40,000 at home, Chinese students worldwide are especially cautious, often wearing face masks for self-protection. But they have come under verbal insult or even brutal physical attack for wearing masks in Sheffield, UK, in Berlin, Germany and in New York City.

Many institutions have sent out health warnings to campus students in neutral tones, hoping to counter misinformation and bias and instead disseminate the facts. This overly rational response to the crisis has led to some elite universities facing criticism for insensitivity towards their students as they order students to self-isolate after trips to China or list xenophobia as a "common reaction".

For instance, stranded Chinese students are reported to be feeling deeply upset and "like cash

cows" after Australia's coronavirus travel ban.

Acting with 'Sensitivity'

This is a critical time for faculty, administrators and student affairs professionals to reach out to both international and domestic students who are fearful on campus.

Many of the 928,090 Chinese international students abroad have family, friends and relatives living and working in Wuhan or other cities in mainland China. Many Chinese families have made significant emotional and financial sacrifices to send their children to study overseas.

Each of them may know someone affected by the new coronavirus. It might be someone who works on the frontline as a member of the Chinese medical staff, who is willingly sacrificing his or her health. It might be someone who has been working round the clock on the family and community quarantine measure. In a less risky scenario, it might be someone isolated at home for weeks in self-protection. Cities across the 28 provinces have cut off public transportation partially or completely.

With the development of technology and social media, Chinese international students can diligently monitor current events and be closely connected with their loved ones. However, besides sending masks and supplies to friends and family in China, these students can do little amidst national sadness, grief and uncertainty.

International student mobility and numbers are crucial quantifiable indicators of world institutional reputation, status and revenue. The economic impact of this tragedy cannot be underestimated and international higher education as an export contributes significantly to many OECD countries' economies.

In 2018, international students contributed US$45 billion, US$25.85 billion, US$25.11 billion to the US, UK and Australian economies respectively.

However, instead of concentrating on their potential loss of revenue, universities should be sensitive and compassionate toward their student population at the current time. Christopher Ziguras and Ly Tran have suggested several helpful campus responses, for example, "support structures for starting and continuing Chinese students, including extended academic and welfare support, counselling, special helplines and coronavirus-specific information guidelines".

For those students who are unable to make it to the campus on time for the start of term, specific administrative assistance or deferral regarding class registration, tuition and fee payment, accommodation, visa issues, etc, would relieve much stress, as many mainland China businesses and public transport have shortened their operating hours, making life and travel difficult.

It is essential that campus responses focus on educating the campus community on the facts surrounding this crisis. More importantly, universities should be sensitive in such a calamity and seek to calm fear and anxiety, standing with their students to fight prejudice and bias and creating intellectual and educational spaces that are inclusive and humane.

A Sustainable Way to Engage Africa's Knowledge Diaspora

Ayenachew A. Woldegiyorgis

Ayenachew A Woldegiyorgis is a PhD graduate of the Center for International Higher Education, Boston College, United States. Email: woldegiy@bc.edu. Previously published in University World News on October 26, 2019.

Africa has been moving away from the deficit-oriented narrative regarding its diaspora. The dominant view, which strongly connotes diaspora and citizens abroad with losses to the continent, is gradually giving way to one that appreciates the potential human capital in the diaspora.

This is epitomized in the 2012 Declaration of the Global African Diaspora Summit in Johannesburg, South Africa. Stressing the African diaspora as a potential resource, the declaration envisions it as a "sixth region of the continent" that will substantially contribute to the effective implementation of the development agendas of the African Union.

The shift in language, both in academic literature and in policy discourse – from brain drain to brain circulation, and from return to engagement – is also testimonial to the evidently changing outlook.

These developments are reflected in the increasing number of countries with national policies and strategies to improve engagement with their diaspora. Such initiatives often cascade down to specific ministries and institutions identified as priority areas, with a particular emphasis on highly trained and experienced professionals in their respective fields.

Non-government actors including international organizations such as the United Nations and the World Bank, private foundations like the Carnegie Corporation of New York and a variety of non-profits support organized diaspora engagement efforts in different countries across the continent. However, most initiatives still occur through the efforts of individuals and small groups, often relying on informal connections and networks.

Both of these approaches appear to be prone to a lack of sustainability. The former takes up a considerable amount of resources due to human, operational and overhead costs, and they are often unsustainable once the funding ends.

The latter, often run on a part-time basis and with no clear statutory recognition, struggle to penetrate the bureaucratic and political hurdles and to establish lasting working relationships. Therefore, they are sustainable only insofar as their champions do not reach their frustration threshold.

A recent initiative by Teach and Serve for Africa (TASFA) is attempting to find a way that addresses both aspects of the sustainability problem. The United States based non-profit was established by members of the African diaspora around a year ago. It seeks to take a fresh approach to engaging professionals in the African diaspora with various institutions on the continent.

Understanding Target Groups

A point of departure in TASFA's approach is that it started with a systematic analysis of the diaspora that resulted in a typology with distinct groups. Each group is identified by characteristics related to its conditions in the country of residence, the nature of relationships it has with the country of origin and how that relationship is expressed.

For example in its inaugural initiative, the Ethiopian Diaspora Service Initiative (EDSI), TASFA specifically focused on one of the six groups it identified: the 'Silent Professionals'.

This group represents mid (sometimes early)

career professionals often with advanced degrees, upper middle to high income, and stable but busy personal lives. They are dubbed 'silent' to reflect their limited public engagement in social and political spheres. Unlike some of the other groups, they are rarely represented in the mainstream media, while they also have a light presence on social media. They are understood to be rather inward looking.

Those who belong to this group are seen to be very willing to share their knowledge, experience and professional resources, even at their own cost. They seek the opportunity to give back to society, if it were not for their busy lives and their hatred of dealing with slow bureaucracy.

They do not have the time and the political leverage to navigate the bureaucracy in their country of origin to establish a functioning professional relationship with institutions. When someone takes care of the bureaucratic and administrative hurdles for them, they do not hesitate to spare their limited time to engage productively.

ASFA does exactly that. It works with concerned institutions and government bodies in Africa to make the necessary arrangements so that professionals in the diaspora can directly engage with their counterparts in Africa, without having to deal with the associated bureaucratic and administrative challenges.

This approach is underpinned by the assumption that the African diaspora is not a homogenous group. As such, it departs from the common practice in diaspora engagement that often fails to provide tailored opportunities aligned with the preferences and circumstances of specific groups.

Institutional Capacity and Human Capital

Another important aspect of TASFA's approach is its focus on two major areas that can potentially have lasting impact: building institutions and human capital development.

Through EDSI, for instance, TASFA's volunteer professionals have been helping ministries and government agencies in their efforts to create and strengthen institutional systems.

In addition to providing services to the public and contributing to different projects, diaspora professionals work with their Ethiopian counterparts to create and-or revise guidelines, procedures, standards, institutional information gathering and processing systems, and so on.

In human capital development there have been three streams of activity. The first is the creation of platforms for local professionals and policy-makers to engage in dialogue with diaspora professionals about practical aspects of their work.

Together they try to identify and assess some of the practical challenges and exchange thoughts and experiences so that, drawing lessons from practices in other places, they can chart roadmaps to collaborate in tackling the challenges. To this end, last month TASFA organized a one-day conference in Addis Ababa, followed by two days of multiple breakout sessions in areas of engineering, energy, ICT and health.

The second stream of activities constitutes professional training sessions for technocrats and executive teams working in the public system.

In less than a year since its establishment, TASFA has reached more than 2,700 government employees and university staff in Ethiopia to provide training on project management in different areas. The training generally kicks off with three days of face-to-face interaction followed by online engagement on a platform hosted on TASFA's website, which ultimately ends in certification in project management.

The third aspect of human capital development connects diaspora volunteers with local universities.

In the past, the transfer of learning technologies, training in teaching and research methods and advisory services have generated significant results. Building on those experiences, TASFA has signed a memorandum of understanding with different universities with a specific focus on supporting research and graduate education.

Volunteering

TASFA operates entirely on a voluntary basis. Its EDSI program has mobilized hundreds of professionals, some of them traveling multiple times to Ethiopia over the past year to deliver training ses-

sions and participate in other activities – all at their own cost.

EDSI declared August as "Diaspora Service Month" which brought together more than 50 professionals in various areas to engage with their Ethiopian counterparts.

The assumption, consistent with the characteristics of the specific group targeted, is that professionals with a substantial income and stable career are more motivated by the desire to serve and to give back than other incentives.

The organization of activities along the lines of professions allows volunteers to snowball in their respective areas: not only do they use their professional connections to develop these networks, but they can also easily communicate as they speak the same language.

Overall, the possible implications that other initiatives can draw from TASFA's experiment may be summarized in two points.

One, any diaspora is not a homogenous group. Specificity in targeting African diaspora's professional and intellectual resources is critical to the success of engagement initiatives.

Two, volunteering offers a platform that is appealing to many highly trained diaspora professionals. By cutting operational costs while creating an organized approach to bridge the gap between diaspora and African institutions and professionals, there is more likelihood that any work will be sustainable for the future.

BETTY LEASK, CIHE VISITING PROFESSOR 2018-2020

Over the past two academic years, CIHE has had the pleasure and honor of the presence of Betty Leask as visiting professor, with Betty serving as the first in what we hope will be a succession of visiting professors complementing regular CIHE staff. Betty is a global expert in Internationalization of the Curriculum (IoC) with vast skill and experience as a teacher, scholar, and senior leader in the tertiary sector. She came to us as an international higher education leader in her homeland of Australia, though she has consulted, lectured, and advised worldwide. Betty was previously honored as emeritus professor at La Trobe University in Melbourne, where she also served as Pro Vice-Chancellor of Teaching and Learning. Further, Betty managed the *Journal of Studies in International Education,* the leading academic journal on internationalization of higher education, in her capacity as editor-in-chief for many years.

During the two years Betty Leask has been with CIHE, she has made a strong impression with her teaching skills, her research, consultancy and publications. She taught two courses in the M.A. in International Higher Education, *Global Perspectives on Teaching and Learning* and *Global Perspectives on Student Affairs.* She also co-taught a Field Experience Class and Thesis Seminar, thereby supervising a substantive number of students in formative experiences. Finally, Betty was actively engaged in the professional development programs of CIHE, in particular the WES-CIHE Summer Institute in 2019 and 2020.

In summer term 2020, she is not only teaching a one credit course on *Internationalization of the Curriculum* (which has attracted credit seeking and certificate students from Brazil, Canada, Israel, Mexico, and around the US), but is also offering, upon request, a tailored edition for a large group of teachers and students from the Universidad de Guadalajara. This illustrates her strong international network and reputation.

Students and practitioners enjoy her teaching, not only because of the subject but also thanks to her engaging and interactive teaching skills. Her course evaluations are far above average. She has encouraged and supported graduates of the M.A. in International Higher Education in their job searches and Ph.D. program applications, and several of them have been successful as a result of her recommendations.

Betty also has been an active participant in and supporter for the global engagement strategy of Boston College in the area of IoC. In that capacity, she gave advice to the Center for Teaching Excellent (CTE) on the subject, also forging new pathways in innovative online education, from which Boston College has benefited during the COVID-19 pandemic. She has been a beloved and active member of the faculty of the Department of Educational Leadership and Higher Education.

During her stay at CIHE, Betty Leask has contributed several articles, book chapters, and reports, some of which we include in this tribute in recognition of her work at the Center. She is – and will continue to serve as – a member of the International Advisory Board of our quarterly publication *International Higher Education.*

We thank Betty for her two years of involvement with CIHE. She will continue to be an appreciated member of the CIHE global community and will as of 2020-2021 become a CIHE Research Fellow. We are honored to have had the opportunity to work alongside her and learn from her.

The CIHE Staff

Internationalization in Higher Education for Society

Uwe Brandenburg, Hans de Wit, Elspeth Jones and Betty Leask

Uwe Brandenburg is managing director of the Global Impact Institute and associate professor at Universitat Rovira i Virgili in Spain. Email: uwe.brandenburg@globalimpactinstitute.eu. Hans de Wit is director of the Centre for International Higher Education at Boston College in the United States. Email: dewitj@bc.edu. Elspeth Jones is emerita professor of the internationalization of higher education at Leeds Beckett University in the United Kingdom, and series editor of Internationalization in Higher Education (Routledge). Email: e.jones@leedsbeckett.ac.uk. Betty Leask is emerita professor of internationalization at La Trobe University, Melbourne, Australia, and visiting professor at the Center for International Higher Education, Boston College, United States. Email: leaskb@bc.edu. Previously published in University World News on April 20, 2019.

Xenophobia, radicalization, anti-intellectualism, hate speech, populism, globalization of the labour market, environmental change, global warming. These are only some of the major issues facing societies today. Related topics are the rise of the ultra-right, the Brexit crisis, the retreat to nationalism and trade wars, continued inequalities worldwide, and floods, droughts and other impacts of climate change.

This is epitomized in the 2012 Declaration of the Global African Diaspora Summit in Johannesburg, South Africa. Stressing the African diaspora as a potential resource, the declaration envisions it as a "sixth region of the continent" that will substantially contribute to the effective implementation of the development agendas of the African Union.

All are of both social and academic concern and are vigorously debated across digital, social and traditional print media as well as in academic literature and in universities around the world. This is not surprising given their real and potential economic and social impact.

Meanwhile contemporary approaches to internationalization are focused primarily on debate and discussion of these topics within the academy. While community outreach, social responsibility, social engagement and concepts such as service learning have been present in higher education for decades and in all regions of the globe, internationalization activities have been largely concentrated on the higher education community.

The social responsibility component of internationalization has, to date, rarely been the focus of systemic thinking, conceptualization or strategy in the broad agenda of the internationalization of higher education. This imbalance needs to be addressed because universities also have a contract with and an obligation to wider society.

Limited Social Engagement in Internationalization

Outreach, social responsibility and engagement are an increasing focus in Europe, notes a recent mapping report of the European Union-funded project TEFCE – Towards a European Framework for Community Engagement of Higher Education.

They increasingly involve all activities of a higher education institution (research, and teaching and learning), and all actors (academics, staff, leadership, students and alumni), but compete with internationalization.

The TEFCE report notes: "In the absence of prioritizing engagement over research excellence and internationalization [author's emphasis], many universities have failed to develop the appropriate infrastructures to translate the knowledge they produce into the range of contexts..."

So instead of considering internationalization as one tool to support social engagement and responsibility – locally, nationally and globally – it is seen as a concept that draws resources, focus and

infrastructure away from social engagement.

Other European or EU-funded projects such as ESPRIT are focusing on social engagement, but it is only in one (EUniverCities) that we have found a clear indication that internationalization is seen as a valuable instrument to achieve social goals.

Even the 2017 European Commission communication "A Renewed Agenda for Higher Education", while emphasizing the relevance of social engagement, with a whole section devoted to it, does not elaborate on the power inherent in its main tool for internationalization (Erasmus+) to tackle societal issues addressed in the agenda.

The Erasmus project that carved out a special section on internationalization with regard to social engagement was the IMPI project which, in its toolbox, defines the fifth goal for internationalization as being to "provide service to society and community social engagement" and even suggested 109 indicators for this area.

However, a study showed that only 18.5% of more than 800 users chose any indicators under this goal and in the newest EAIE Barometer only 11% of higher education institutions consider it a goal of internationalization and a meagre 5% prioritise it.

This is despite the fact that the impact study of the European Voluntary Service (whose grantees are students in 61% of cases) showed substantial impact of volunteering abroad for local communities, including student attitudes towards Europe, intercultural learning, awareness of the value of volunteering, developing capacities in local communities and helping to develop civil society.

Making a Meaningful Contribution to Society

This failure to link internationalization to societal issues is even more surprising given that the updated definition of internationalization in the European Parliament study of 2015 makes explicit reference to the need for internationalization to "make a meaningful contribution to society".

Is the situation different in other parts of the world? There is evidence to suggest that social engagement is a stronger component of the mission of higher education in Africa, Latin America and Southeast Asia (for example, Malaysia).

The international network of universities the Talloires Network is active all over the world, working on strengthening the civic roles and social responsibilities of higher education. There are other examples. We conclude that social engagement is more present in policies, missions and processes of universities in emerging and developing regions than in Europe.

Limiting internationalization to the higher education community anywhere in the world is to miss its tremendous opportunities. Our global society and environment are seriously endangered and internationalization has immense potential to help solve major social issues of relevance locally and globally.

But that needs more than a few individual approaches scattered across the world. It needs a systematic understanding of the role of internationalization beyond the walls of higher education. Hence, we suggest it is time to emphasise the need for a stronger focus on "Internationalization in Higher Education for Society", as stressed in the 2015 definition of internationalization.

Firstly, this needs to be seen as the bridge between the concept of internationalization in higher education and university social responsibility or university social engagement. Internationalization activities as well as general social outreach activities have the goal of augmenting higher education competences and improving society, and internationalization can be an accelerator for this.

We need a more systematic approach, though, that leverages existing and new internationalization activities to tackle local and global social issues – including those emphasized in the Sustainable Development Goals of the United Nations – through social engagement.

Underused Potential

The potential is undoubtedly there. Vast numbers of returning outbound as well as inbound students, academic and support staff can not only help to internationalize and 'inter-culturalize' the home campus, but – more importantly – can also engage with the

wider public in the city, region and country.

Service learning abroad; Europa macht Schule (Europe Educates) a program funded by Erasmus+; services for refugees such as at Kiron University in Germany, and for migrant workers, as well as other aspects of engagement with businesses and the wider community, exist – but they are neither systematic nor strategic.

They need to become so in order both to educate citizens of the future in using their knowledge and competence for the good of society and also to incorporate learning from external perspectives into future curricula.

Engagement with wider society should be a prime focus and resource for initiatives concentrating on internationalization of the curriculum at home, and global learning or global citizenship.

While, for instance, EARTH University in Costa Rica, Symbiosis International Deemed University in India and other institutions of higher education in the emerging and developing world seem to be beacons of what this could look like, the majority of examples reach only a limited number of students, academics and staff, and do not link the global to the local.

'Internationalization in Higher Education for Society' needs to be wide-ranging – from mobility to internationalization of the curriculum at home, from students to staff, from research to teaching and learning, from the world to the local community.

It is an all-encompassing concept, one with the potential to drive "comprehensive internationalization" beyond the boundaries of our campuses. "Global learning for all", an important emerging concept in higher education and also emphasized in the 2015 definition of internationalization, must not stay within those boundaries but move beyond them.

In the recent European Commission call for European University Networks, at least two of them – EC2U and U4Society – explicitly stated their focus on society in the context of international higher education.

It is simply not enough to be proud of sending and receiving students and staff and even to look at the effects of this within our higher education institutions. If we are truly interested in preserving our society and our planet in the long run, we need to activate our expertise for the greater good now.

Not only is internationalization not a goal in itself, it is also not just for ourselves: its right of existence is dependent on its ability and willingness to serve society outside the walls of higher education.

We are currently undertaking a study for the German Academic Exchange Service, DAAD, which will conceptualise and visualise the field and also shed light on research conducted so far. We want to identify associations, organisations and other entities that are already engaged in 'Internationalization in Higher Education for Society' so that we can promote and extend this work.

We feel global developments remind us that the time for internationalization as an 'in-house' issue has to be over. We have to take our responsibility to society more seriously. The times, they are a-changing – and so are the foci for internationalization. Examples are welcome.

Defining Internationalization in HE for Society

Uwe Brandenburg, Hans de Wit, Elspeth Jones and Betty Leask

Uwe Brandenburg is managing director of the Global Impact Institute and associate professor at Universitat Rovira i Virgili in Spain. E-mail: uwe.brandenburg@globalimpactinstitute.eu. Hans de Wit is director of the Centre for International Higher Education at Boston College in the United States. E-mail: dewitj@bc.edu. Elspeth Jones is emerita professor of the internationalisation of higher education at Leeds Beckett University in the United Kingdom, and series editor of Internationalization in Higher Education (Routledge). E-mail: e.jones@leedsbeckett.ac.uk. Betty Leask is emerita professor of internationalisation at La Trobe University, Melbourne, Australia, and visiting professor at the Center for International Higher Education, Boston College, United States. E-mail: leaskb@bc.edu. Previously published in University World News on June 29, 2019.

In our recent article in *University World News* we argued that 'Internationalization of Higher Education for Society' (IHES) should become a central part of university agendas over the next decade.

We described IHES as the social responsibility component of internationalization and argued that it "has, to date, rarely been the focus of systemic thinking, conceptualization or strategy in the broad agenda of the internationalization of higher education".

Yet we believe it offers wide-ranging possibilities to drive "comprehensive internationalization" beyond the boundaries of our campuses and has the potential to mutually benefit all stakeholders.

Engaging with the wider society in support of the greater good has long been an important focus for institutions, and can involve students, staff and faculty in a range of initiatives to fulfill the so-called 'third mission' of universities, that is, their contribution to society at large.

However, there is relatively little evidence of this involving the international aspects of a university's work, with institutional internationalization strategies failing to address it in a systematic way.

While clearly there are examples of activities that fit within the description of the general concept of IHES we provided in our last article, we believe that a concise description that encapsulates the distinct characteristics of IHES will be useful in collecting examples of current practice and guiding systemic thinking and strategy in universities.

We propose the following description: 'Internationalization of Higher Education for Society (IHES) explicitly aims to benefit the wider community, at home or abroad, through international or intercultural education, research, service and engagement'.

We arrive at this using the following logic.

The most recent definition of internationalization of higher education emphasizes intentionality and making a meaningful contribution to society: "The *intentional process* of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and *to make a meaningful contribution to society* [authors' emphasis]." (De Wit et al, 2015).

Social engagement is also defined as a process that includes community members in joint activities for mutual benefit.

"[...]A process whereby universities engage with community stakeholders to undertake joint activities that can be mutually beneficial, even if each side benefits in a different way." (Benneworth et al, 2018).

Core Characteristics

On the basis of the above definitions of internationalization of higher education and social engagement, the core characteristics of IHES are as follows.

First, IHES activities will intentionally and purposefully seek to provide benefit to the wider community. Activities will be carefully planned and evaluated and their impact on society will be visible in some way.

An example of this is discussed in the De Wit et al 2017 book, *The Globalization of Internationalization*. A group of rural women entrepreneurs participated in internationalization projects led by Viña del Mar University in the Valparaiso Region of Chile.

The project shows clearly how universities can use their international resources to strengthen social inclusion processes locally, offering mutual benefits and learning for all stakeholders.

Second, IHES will involve the wider community at home or abroad. It may bring the global to the local, or the local to the global, both being equally valuable.

Examples of this include a service learning program involving speech pathology students from La Trobe University in Melbourne, who undertake international clinical placements, conducting assessments and therapeutic interventions in regional Cambodia, and a partnership between the nursing school of the same university whose staff work with Lifepartners Healthcare Indonesia offering continuing professional development programs to Indonesian nursing staff and participating in collaborative research.

In these programs benefits accrue to patients and their families, the wider community in Cambodia and Indonesia, as well as to the university's staff and students through their experiences.

Third, IHES might occur in any of the areas in which a higher education institution is active: education, research and third mission.

For example, IHES activities might involve teaching (for example, lectures to the public); learning (for example, service learning abroad); research (for example, the FameLab program of the British Council); service (for instance, international IT staff supporting local NGOs); or third mission (for instance, supporting the establishment of a technology initiative to improve education for migrants in local communities).

IHES activities might include:

- Individual activities of institutes, departments or individuals within a higher education institution, such as the speech pathology example above; or the physiotherapy program at Leeds Beckett University that offered students the opportunity to work in a spinal rehabilitation clinic in Nepal.

- A suite of activities that are integrated into an institution's internationalization strategy, for example, EARTH University in Costa Rica.

- Activities supported by national bodies and policies, such as programs which support the integration of refugees in, for example, Germany, the United States and Canada. Another example is the *Europa macht Schule* initiative of the DAAD (German Academic Exchange Service), which brings international European exchange students into local classrooms in Germany, introducing pupils to the home country in a structured and supervised project.

From the university's side, IHES might involve academics, administrators, students or combinations of all three groups.

IHES might focus on bringing the community into the higher education institution, for example, in the case of Kiron University which was established to educate refugee students, as well as several other initiatives around the world helping refugees with access to higher education; or by bringing the university into society, such as through lectures by international scholars in public places.

IHES might be focused on widening the perspective of citizens or on supporting the economic development of the region, such as, for example, the Welcome Centre for International Workforce in Göttingen, Germany, which helps companies in the region to attract and retain an international workforce by providing full integration and support services.

Building on Good Practice

All these and many more facets already exist or are possible. Our goal is to build on current good practice by collating examples from around the world of IHES

activities and existing research in the area of IHES.

Do you have something to contribute? Perhaps you organize an IHES activity yourself or you are aware of an existing project? Perhaps you are conducting research on IHES or on IHES projects (for example, a PhD on the effects of an international community outreach programs). Please let us know; we'd love to feature you in our research.

Our immediate goals are to identify and disseminate examples of IHES from all parts of the world, in order to support a more systematic approach to integrating IHES into institutional strategies and ways of thinking.

This is important to the ultimate goal of IHES as we describe it: to ensure that internationalization benefits the wider community, at home and abroad, through international or intercultural education, research, service and engagement.

Your contribution is vital. We would love to hear from you.

Towards New Ways of Becoming and Being International

Hans De Wit and Betty Leask

Hans de Wit is director of the Centre for International Higher Education at Boston College in the United States. E-mail: dewitj@bc.edu. Betty Leask is emerita professor of internationalisation at La Trobe University, Melbourne, Australia, and visiting professor at the Center for International Higher Education, Boston College, United States. E-mail: leaskb@bc.edu.

Higher education internationalization has been on the agendas of national governments and institutional leaders around the world for decades. Recent surveys from the International Association of Universities (IAU) and the European Association for International Education (EAIE) confirm that internationalization remains a key defining factor in national and institutional higher education policies.

At the same time, both surveys make some interesting observations that challenge its direction. Ross Hudson, Anna-Malin Sandström and Laura E. Rumbley, the researchers analyzing the EAIE Barometer, note that, where an institution's primary rationale is increasing the quality of research or education, there is more optimism about the future of internationalization among staff than in institutions reporting financial gains as the primary goal.

And Giorgio Marinoni and Hans de Wit conclude from the IAU Survey that while internationalization is now firmly embedded in strategy documents in the majority of higher education institutions across the world, when it comes to financial resources, monitoring and evaluation of impact, there is need for improvement.

Moreover, they see a risk that internationalization is increasing inequality within and between national and global communities. We wonder therefore, has internationalization lost its way? What is successful internationalization? And how will we know if we have achieved it?

To answer these questions we briefly review the past, consider the present and look to the future.

Defining the Purpose of Internationalization

Jane Knight's 2003 working definition of internationalization as "the process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education" has been widely interpreted.

In her 2014 book International Education Hubs, Knight acknowledged that a weakness of her 2003 definition was that "traditional values associated

with internationalization such as partnerships, collaboration, mutual benefit and exchange are not articulated – only assumed".

The 2015 'updated' definition of internationalization, which built on Knight's 2003 definition, articulates these traditional values in two ways. First, the addition of the word 'intentional' highlights that the process must be carefully planned and strategically focused. Second, the addition of 'in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society' clarifies the underpinning values.

These additions provide a more prescriptive and normative direction to internationalization than the 2003 definition, the openness of which resulted in myths and misconceptions.

And while there have been many calls to return to the foundational values of internationalization, little progress seems to have been made. In today's increasingly polarised world, a neutral position is no longer sufficient, and it is more important than ever to focus on the social values at the centre of internationalization. This requires greater clarity on what internationalization stands for – its purpose and *raison d'etre* – nationally and globally.

Outward-looking

The updated definition, developed as a result of an extensive Delphi study across all regions of the world, signifies a shift from a predominantly institutional focus for internationalization to a more outward-looking purpose.

It answers calls for new approaches to international education that support transformative outcomes of human solidarity across cultures and inequities, to counteract, or at least push back against, monocultural hegemonic worldviews.

It is consistent with the views of scholars such as Christina Escrigas and others, that in the next stage in the evolution of universities, they will work together towards the creation of dynamic and sustainable global communities, focused as much on human values as on the pursuit of material advantage. Internationalization clearly has a crucial part to play in this transition.

As a common good, higher education is both influenced by and contributes to social solidarity and equality.

Fazal Rizvi, professor of global studies in education at the University of Melbourne, Australia, argues that universities should create spaces for students to explore the contours of global interconnectivity and interdependence and link local practices of cultural exchange to the broader processes of globalization.

US philosopher Martha Nussbaum suggests that it is irresponsible to bury our heads in the sand, ignoring the many ways in which we all influence, every day, the lives of distant people.

In theory the added value of internationalization to higher education as a global common good is substantial – the creation of a better world for all through knowledge creation, sharing and the circulation of talent, the promotion of cultural diversity and fostering intercultural understanding and respect.

Approaches to internationalization within institutions are still, however, more focused on internal policies and processes than on people and these bigger issues.

Are Theory and Practice in Step?

Are theory and practice in step? We suggest not. The continued focus of many governments on the international ranking of institutions as a measure of their international success and the emphasis within institutions on measuring success in internationalization by narrow and shallow quantitative measures, such as the percentage of students who are mobile, the number of classes taught in English and the percentage of revenue earned from international sources, are troubling.

Such measures do not demonstrate a commitment to human values, to decreasing inequality locally and globally. They are mostly focused on providing small, and on the whole, elite groups with exclusive opportunities. And while there are examples of universities all over the world that run inclusion programs designed, for example, to attract non-traditional students to study abroad, they rarely reach more than a small number of students.

Collectively, are we not perpetuating and even creating new forms of inequality between institutions, nations and social groups through a continued focus on internationalization strategy and practices focused primarily on a small number of students, an elite group who are mobile, within an elite group who have access to higher education?

Promising Signs?

Developments in internationalization of the curriculum at home in the past 15 years, including graduate attributes focused on developing all students' international and intercultural perspectives and global learning and experience programs that target all students, indicate some change in focus. Many such programs are still, however, more noble ambitions than great leaps forward.

Innovative programs often wither and die when their key champions move on. The epistemological, pedagogical and ontological shifts required for success are substantial. They include changes to the way programs are designed, whose knowledge counts in the curriculum and critical pedagogy nurtured by debate about the values faculty think should underpin assessment, teaching and learning.

Scholars have argued for more than a decade for more cognitive justice in the curriculum, yet there is little evidence that progress is being made. Change of the order required is difficult to achieve and measure and is largely unsupported within institutions.

In a recent blog, we argued, together with Uwe Brandenburg and Elspeth Jones, that higher education institutions need to address international social concerns more directly and systematically within their internationalization agendas.

We suggested this might be done through supporting students and staff to apply their knowledge and skills to the benefit of the wider community, at home and abroad, through partnerships and projects based on human values.

We are gathering examples of projects from around the world. However, they are often on the fringes of institutional agendas, barely visible and frequently driven by individual faculty interests rather than a carefully constructed and supported institutional strategy. They should be central; they deserve more recognition.

Aligning the practice of internationalization with human values and the common global good requires that we first challenge some of our long-held views about what it is to 'be international' as a university, a teacher, a student, a human being. This requires pushing the boundaries of our own and others' thinking, focusing on people and ensuring that they develop and demonstrate the institution's espoused human values.

It also requires new quantitative and qualitative measures. Such measures will seek answers to new questions including: "How are scholars at risk and refugees supported?" and "How many languages are taught and spoken on campus?"

New qualitative measures will also be needed – of the contributions that faculty and students make to the intercultural construction, exchange and application of knowledge and of the impact that student involvement in intercultural service projects has on their learning.

In summary, to move forward faster we must re-conceptualize success, practice our craft differently and move beyond traditional measures that create inequity and strengthen elitism.

We will need to find new measures, because what we measure counts. But first individually and collectively we will need to embrace new ways of 'being' international, and focus on supporting all students to connect to the world in complicated, rich and subtle ways, accepting that our success will not always be measurable in simple terms.

In this time of increasing polarisation and nationalism, it is time to push the personal, practical and theoretical boundaries of internationalization and find new ways of becoming and being international.

Addressing the Crisis in Academic Publishing

Hans De Wit, Phllip G. Altbach and Betty Leask

Hans de Wit is director of the Center for International Higher Education at Boston College. He was the founding Editor of the Journal of Studies in International Education, and is Consulting Editor of Policy Reviews in Higher Education. Philip Altbach is a research professor and was founding director of the Center for International Higher Education at Boston College. He served as editor of the Comparative Education Review and later of the Review of Higher Education. Betty Leask is Emeritus Professor in the Internationalization of Higher Education at La Trobe University, Melbourne, Australia and a Visiting Professor at the Center for International Higher Education at Boston College in 2018-2019. She is also Chief-Editor of the Journal of Studies in International Education. Previously published in the World View blog for Inside Higher Education on November 5, 2018.

Academic journals play an important role in knowledge dissemination. No one knows how many journals there actually are, but several estimates point to around 30,000, with close to 2 million articles published each year. A sizable proportion of these articles will never be read and others will never be cited. Of course, all of the authors will have argued that their research makes a unique and original contribution and advances knowledge in their field.

Many journals have a rejection rate of between 80-90%. Their peer reviewers spend much valuable time, providing critical comments and making suggestions for improvement, not only for the articles that are finally published, but also for thousands that never are. Thus, faculty spend precious hours reviewing articles that will have little or no impact and that represent only a narrow range of national and cultural perspectives.

This situation is not sustainable. The system requires recalibration based on some fundamental, but hitherto overlooked principles. These principles capture core ideas, guide practice, and accommodate a variety of different contexts. They are valuable in guiding the response to the current crisis in academic publishing.

Principle 1: Academic Excellence is not Solely Dependent on the Publication of Disciplinary Research

Ernest L. Boyer mounted a case in his 1990 book, *Scholarship Reconsidered: Priorities for the Professoriate*, that the evaluation of academic work should include all aspects of the responsibilities of the academic profession, not only, or even primarily research. In the State University of New York system, he established the position of *Distinguished Teaching Professor*, to reward faculty members for educational distinction. Boyer also argued that equal recognition be afforded to the research, teaching and service activities of academic staff and for stronger connections between teaching and research. His work resulted in a strong focus on the scholarship of practice in teaching and learning.

Largely as a result of his work, the evaluation of teaching excellence has become much more sophisticated since 1990. Nevertheless, the scholarship of teaching and learning continues to be undervalued and overlooked. Most promotion and tenure systems continue to emphasize research performance in the sciences, including publication in a relatively small number of journals. Governments emphasize research excellence in determining funding allocations to universities to the detriment of teaching excellence. This has driven behavior in universities and academic communities that has contributed to the crisis in academic publishing we see today. Faculty recognize that their advancement depends to a large extent on their success in publishing.

Principle 2: Academic Excellence Thrives on Diversity

Academic excellence, diversity and educational quality are intertwined. Nationally and internationally we need to ensure that universities and systems take into account the students and communities they serve. This requires differentiated academic missions that demonstrate excellence in different ways. University missions are too often driven by external pressures such as rankings. This trend can only be reversed by government agencies and other bodies such as research grant councils and accreditation agencies, working together to value and support diverse academic communities.

Likewise, academic publishing requires diversification. The field remains dominated by a small number of publishing companies in the developed world—mainly in the United States, United Kingdom, The Netherlands, and Germany. Editors and editorial board members are predominantly from the US, European countries and Australia. Diversity is largely ignored.

Open access and open science have not solved problems of access and affordability. The costs of publication have too often been transferred from subscriptions to submissions—from readers to authors. This has led to even greater inequity in publishing, by largely excluding young academics from developing countries who lack access to research grants that might cover submission costs. We need greater clarity around the funding of many open access publications to better understand potential and unintended perverse effects of their financial model.

Blind peer review is at the heart of excellence and quality control in academic publishing and it is important that peers represent diverse scholarly perspectives, including those from the global south. Peer review is too often dominated by scholars in the global north. Journals must pay more attention to diversity on their editorial advisory boards and in their selection of peer reviewers.

Principle 3: Academic Publishing Requires Greater Oversight and Regulation

The academic publishing system has become corrupted. Top journals in all fields have daunting backlogs of articles awaiting review. Hence new commercial publishers have emerged, seeking to capitalize on the situation with little understanding of, or concern for, the quality of what they publish. In recent years there has been a dramatic increase in predatory journals claiming to be publish peer-reviewed content when they do not.

Between this rapidly growing group of predatory journals and the small group of elite quality academic journals is a new group of serious journals seeking to establish themselves with blind peer review as their quality control mechanism. However, it is becoming more difficult to distinguish new, but good journals, from predatory journals. Editors, editorial board members and their academic affiliations are no longer reliable measures as there have been reported cases of high-profile academics being named to boards without their knowledge. Regulation and control mechanisms are required to ensure peer reviewers and authors are not exploited by a growing corrupt and commercial system and so that the academic publishing system supports rather than undermines academic excellence.

Conclusion

The principles described here provide a way forward. Academic excellence requires excellent research and excellent teaching—research-led as well as research-informed teaching. We must find ways to ensure that equal respect, recognition and reward is given to excellence in teaching, research and service by institutional leaders, governments, publishers, university ranking and accreditation schemes.

Quality control can be moved away from publishers and other commercial parties back to the academic community. Predatory journals and publishers will need to be weeded out. The extortionate prices charged by private-sector publishers respected for quality (that was achieved through the free labor of academics) need to be reduced to broad-

en access. The peer review system, the life-blood of the academic quality assurance system, needs to be strengthened through diversity and inclusion. Journal editors need to implement diversity measures to expand participation on boards and peer review teams. The broader academic community needs to hold serious journals accountable for that task.

Professional and academic societies also have an important role to play in ensuring quality in academic publishing. They might encourage the producers of rankings and other influential entities to recognize new high-quality journals.

Finally, it is important to find a mechanism by which systematic training in peer review can be provided to young academics from diverse backgrounds to support a new generation of reviewers.

Forced Internationalization of Higher Education: An Emerging Phenomenon

Hakan Ergin, Hans de Wit, and Betty Leask

Hakan Ergin is a former postdoctoral scholar at the Center for International Higher Education (CIHE), Boston College, US. E-mail: hakan.ergin1@yahoo.com. Hans de Wit is director of CIHE. E-mail: dewitj@bc.edu. Betty Leask is emerita professor of internationalization at La Trobe University, Melbourne, Australia, and a visiting professor at CIHE. E-mail: leaskb@bc.edu. Previously published in International Higher Education, No. 97, Spring 2019.

Today's world is faced with a severe forced migration crisis. The recent *Annual Global Trends Report* by the United Nations High Commissioner for Refugees (UNHCR) indicates that a person becomes a forced migrant every two seconds. The current number of forced migrants worldwide is 68.5 million. These forced migrants include established scholars as well as undergraduate and graduate students whose education has been interrupted by forces outside of their control. They are knocking on the doors of universities in different parts of the world. Some are being heard, others are being ignored. Universities and governments should remember how significantly forced immigrant scholars and students have contributed to national research and development and institutional quality in the past, including, for example, Jewish scholars who fled to the United States from Nazi Germany.

A recent report by the UNHCR, *Left Behind: Refugee Education in Crisis,* reveals that the ratio of refugee youth studying at a university is 1 percent, which is far lower than the global enrollment rate in higher education of 36 percent. It is extremely disappointing that national governments and individual institutions have not acted more quickly to assist the large mass of displaced people in accessing education—in line with Article 26 of the Universal Declaration of Human Rights—thereby recognizing this as a human right. There have been some promising efforts, but these efforts have not been evenly spread across the developed and the developing world. According to the *Annual Global Trends Report* of the UNHCR, 85 percent of the refugees under the UNHCR's mandate, who have been forcibly displaced as a result of conflict, violence, or persecution, are hosted by countries in the developing world. The challenges faced by these countries in responding to a global problem on their doorstep requires further attention, as the case of Turkey illustrates.

Syrian Refugees in Turkish Universities

Currently, Turkey hosts over 3.6 million Syrian refu-

gees, the highest number hosted by any country. As the war in Syria is ongoing, and assuming therefore that it will host Syrian refugees for a long time, the Turkish government has repositioned itself by strategically internationalizing three functions of Turkish universities.

In order to help Syrian refugees access universities as students, the Turkish government has reformed academic and financial admission policies. Universities have been required to admit Syrian refugees without proof of previous academic qualification as "special students," and those who do have proof as "regular students." In addition, Arabic-taught programs have been established at eight universities in southern Turkey, close to the Syrian border. Financial policies have been changed to provide Syrian refugees with government scholarships and exemption from tuition fees paid by other international students. The result has been a dramatic increase in the number of Syrian students enrolled in Turkish universities, from 608 in 2011 to 20,701 in 2018, as reported by the Council of Higher Education (CoHE).

The strategic internationalization efforts of the Turkish government have also targeted potential academics among Syrian refugees. In 2016, an online platform, the Database for International Academics, was established to collect curricula vitae. This resulted in increased numbers of Syrian academics working in Turkey. According to the CoHE, the number of full-time Syrian academics has increased from 292 to 348 in the last three years. In addition, in the same period, masters and doctoral programs admitted 1,492 and 404 Syrian refugees respectively.

The Turkish government has also strategically internationalized the public service function of Turkish universities to ensure that Syrian refugees who are neither potential students nor academics are able to access Turkish universities. This has resulted in some Turkish universities offering a range of free services to Syrian refugees. These services include free Turkish language courses, healthcare, psychological support, and information seminars on crucial topics such as childcare, legal rights of refugees, and employability.

Forced Internationalization

The above illustrates an emerging phenomenon, namely forced internationalization. The above-mentioned reforms in Turkey have simultaneously provided forced migrants with access to higher education and internationalized the policies and functions of universities. So what are the key characteristics of forced internationalization? And what does it offer for the future?

Consistent with the existing definition of internationalization of higher education, forced internationalization is intentional, strategic, and it addresses the three core functions of universities: teaching, research, and service. However, it is different in several ways. It responds to a crisis on the doorstep—in Turkey's case, the forced migration of millions of Syrian people, a significant number of whom look to higher education as a pathway to a better life as students, academics, and/or public service recipients. Whereas in the past, internationalization of higher education has primarily been voluntary and part of a deliberate institutional (and in some cases governmental) policy, this emerging form of internationalization is "forced."

Academically, the diversity and brain gain that refugees bring will enhance the quality of learning, teaching, and research, as do other forms of internationalization. Economically, while forced internationalization is unlikely to be a source of income generation in the short term, history tells us that, in the longer term, the innovative and entrepreneurial contributions forced migrants will make to institutions and countries as skilled migrants are substantial. Socially and culturally, forced migrants have the potential to enrich and strengthen the host society. Politically, forced internationalization is a soft power investment, which may lead to improved future diplomatic relations between the host country and the forced migrants' home countries.

In addition to the traditional four rationales for internationalization, forced internationalization demonstrates a new rationale—a "humanitarian rationale," suggested by Streitwieser and his colleagues in 2018. This rationale recognizes higher education as a public good on a personal level (for

the benefit of individuals in need), at the national level (for the benefit of societies and communities within a country) and internationally (for the benefit of the world).

Beyond any doubt, however, integrating a disadvantaged international group into a higher education system creates uncommon challenges. The host society, especially where access to university is highly competitive, may resist this type of internationalization, regarding the forced migrants as competitors with an unfair advantage. Formulating and passing controversial laws is a legal challenge. Forced migrants often need not only exemption from tuition fees, but also direct financial aid, posing an economic challenge. Administratively, it can also be difficult to assess forced migrants' previous qualifications. Forced migrants need access to information about applying to universities, which creates communication challenges. A language-related obstacle is that most forced migrants lack proficiency in the host country's official language. Forced internationalization is in many ways a race against time, requiring a host country to act swiftly in order to find and support the best talents among the refugee population.

Despite these challenges, we suggest that forced internationalization driven by a humanitarian rationale offers a positive response to forced migration. Applied globally, "forced internationalization" would see governments and universities across the world internationalizing in new ways, in places far away from those affected by crises in geographic terms, but close to them in humanitarian terms.

Towards Inclusive Intercultural Learning for All

Betty Leask, Elspeth Jones and Hans de Wit

Betty Leask is emerita professor of internationalisation at La Trobe University, Melbourne, Australia, and visiting professor at the Center for International Higher Education, Boston College, United States. Email: leaskb@bc.edu. Elspeth Jones is emerita professor of the internationalisation of higher education at Leeds Beckett University, United Kingdom, and series editor of Internationalization in Higher Education (Routledge). Email: e.jones@leedsbeckett.ac.uk. Hans de Wit is director of the Center for International Higher Education at Boston College, US. Email: dewitj@bc.edu. Previously published in University World News on December 7, 2018.

"Study the past if you would define the future," Confucius said.

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

In the past 25 years the drivers for internationalization of higher education have varied according to country and region. For example, recruitment of students in countries such as the United Kingdom and Australia differed from, say, continental Europe, where the emphasis was on credit mobility as part of the home degree.

Drivers, in the first case, were funding cuts to universities and in the second, the availability of significant funding through the Erasmus program to support student and staff mobility. Other drivers have been development cooperation or national policies about incoming migration.

All of these drivers and others have contributed to steady increases in mobility numbers over the past two decades. Today, even countries that in the past were highly critical of others involved in student recruitment for financial gain have become more focused on economic rationales.

At the same time, scholars and students in some parts of the world have felt excluded and disadvantaged by such trends. These voices, more prominent in recent years, are reflected in wider debates on subjects such as decolonization and de-Westernisation of curriculum.

Intercultural Learning

In parallel, a discourse focused on internationalization as international and intercultural learning for all students has emerged.

The term internationalization of the curriculum was coined in the mid-1990s, defined initially by the OECD as being primarily concerned with content, but also with preparing domestic and foreign students for their social and professional lives in an increasingly multicultural local context.

This led to a rather shallow interpretation of both curriculum and internationalization as, for example, double degrees, the study of foreign languages, teaching in the English language and optional international and-or comparative education courses in a program of study.

Towards the end of the 1990s, 'internationalization at home' emerged as a pragmatic response to a local problem. As a new university, Malmö University in Sweden had no international partners and so could not offer mobility programs. Yet, located in a culturally diverse city, they were able to focus on internationalization 'at home', which included connecting students at home with diversity in the local community.

This idea was picked up with enthusiasm by those who saw mobility as having equity issues in that the majority of students would never benefit.

Meanwhile, principally in Australia and the UK, claims from government and university leaders that the presence of international students on campus would internationalize student learning were counterbalanced by evidence showing otherwise.

The concept of 'internationalization of the curriculum' was further developed in response, focusing more sharply on internationalizing the learning outcomes of all students in a program.

The development of international perspectives and intercultural skills was connected with the graduate attributes agenda in Australia, graduate attributes being the so-called 'soft skills' such as communication, problem-solving and team work.

Concurrently, in the United States, internationalization abroad emphasised study abroad as part of the home degree and internationalization at home focused on recruiting international students.

The two approaches were isolated from each other, fragmented and lacking integration and comprehensiveness, even though the notion of 'comprehensive internationalization' emerged in that country, with lip service being paid to it in institutional policies and plans.

Two Models, Similar Outcomes

In other words, both models (short-term mobility and international student recruitment) were inadequate as the primary means of internationalizing learning for all students.

Yet in each case relatively similar responses were stimulated – internationalization at home and internationalization of the curriculum – the former focusing initially on engagement with the local community and the latter on interaction between international and domestic students.

Unsurprisingly, international collaborations between those involved in enacting the two concepts resulted in them developing similar characteristics to the point where, more than two decades on, they have converged and are effectively one and the same.

Both are focused on international and intercultural learning for all students within a program or institution. Both have received some recognition in institutional, national and supranational policies.

Both acknowledge the added value of mobility within a broader learning program focused on the development of international and intercultural learning within core studies. Both have the potential to grow in importance in today's increasingly connected yet divided world.

However, the reality is that internationalization is still predominantly perceived in most countries as being primarily about mobility. The implementation of 'internationalization of the curriculum at home' appears to be struggling to move beyond good intentions and isolated examples of good practice.

We are still far away from any form of internationalization that is inclusive and accessible rather than elitist and exclusive.

The extended definition of internationalization in the European Parliament study, focusing on all students and staff and making a meaningful contribution to society, offers a way forward by placing emphasis on motivation and values-based intentions. However, it still leaves us with the question of how we make this revised definition a reality.

Given today's global political landscape, this task assumes a new sense of urgency, reminding us of the need to shift the focus from input and output towards outcomes.

Inclusion and Intercultural Learning

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

- We must, as scholars and practitioners, not only continue but also escalate our efforts at working together across disciplines, professional areas and national boundaries as well as within universities.

- We must engage more with stakeholder groups beyond the academy, striving towards the common goal of creating a better, more equal and fairer world.

- We must integrate internationalization with other agendas – disciplinary, professional, institutional, national and regional – which are also focused on improving the quality of education and research for all students. Internationalization of the curriculum, teaching, learning and service should not operate in a vacuum.

- We must place emphasis on enhancing the quality of education and research for all students and staff in all parts of the world. This requires integrated policy and strategy as well as cooperation and partnership within and be-

tween institutions across the globe.

Over the past 25 years national and economic policies and realities, as well as ideological positions, including cosmopolitanism, neo-liberalism and neo-colonialism, have influenced the development of internationalization in different ways across and within regions.

Internationalization of higher education can only make a meaningful and lasting contribution to the world if the discourse reflected in the theme of this article, 'working towards inclusive international and intercultural learning for all', means that we become more respectful of diverse contexts, agendas and perspectives on a global scale.

CIHE, Year 2019-2020, Facts and Figures

GRADUATE EDUCATION AND STUDENTS

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

PHD IN HIGHER EDUCATION

Boston College offers the doctorate of philosophy (PhD) degree in Higher Education, designed to prepare experienced practitioners for senior administrative and policy-making posts, and careers in teaching/research in the field of higher education. The program has several specific programmatic foci that permit students to specialize in an area of interest. CIHE hosts, and offers assistantships to, PhD students interested in international and comparative higher education.

In 2019–20, the following individuals were based at the Center as doctoral students, coming from a number of different countries:

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

2. Lisa Unangst (fourth year doctoral student, from USA)

3. Ayenachew A. Woldegiyorgis (fourth year doctoral student, from Ethiopia)

4. Jean Baptiste Diatta (second year doctoral student, from Cote d'Ivoire/Senegal)

5. Lizhou Wang (first year doctoral student, from China)

6. Tessa DeLaquil (first year doctoral student, from USA/India)

In March 2020, three of our doctoral students successfully defended their doctoral theses:

Lisa Unangst – CIHE graduate assistant from 2017-2019 – successfully defended her doctoral thesis, *Migrants, Refugees, and*

"Diversity" at German Universities: A Grounded Theory Analysis. In May, Lisa also received the Mary T. Kinnane Award for Excellence in Higher Education, an honor bestowed annually on a graduating student by the Department of Educational Leadership & Higher Education at Boston College. The award recognizes students who demonstrate both academic excellence and a commitment to service. She also received the Donald J. White Teaching Excellence Award. Lisa has accepted a post-doctoral position at the Centre for Higher Education Governance, Ghent University.

Ayenachew A. Woldegiyorgis - CIHE graduate assistant from 2017-2020 - successfully defended his doctoral thesis, *Engaging with higher education back home: Experiences of Ethiopian academic diaspora in the United States.*

Edward W. Choi-CIHE graduate assistant from 2017-2019 - successfully defended his doctoral thesis, *Family-Owned or -Managed Higher Education Institutions: A Special Kind of Governance.*

In September 2020, a new doctoral student will start as a CIHE graduate assistant, replacing Ayenachew Woldegiyorgis: Maia Gelashvili (Georgia). Jean Baptiste Diatta , Lizhou Wang and Tessa DeLaquil will once again be part of the Center team in the 2020-2021 academic year.

MASTER'S IN INTERNATIONAL HIGHER EDUCATION

Launched in fall 2016, this 30-credit (typically two-year) program is designed to provide participants with a cutting-edge and highly internationalized perspective on higher education policy and practice in a globalized context.

The program is ideally suited for students interested in developing careers in strategic leadership for internationalization of higher education, in policymaking for higher education in international organizations, and related areas. The program is conducted in a hybrid model (comprising both on-site and online courses) and has two tracks, a re-

search and a practitioner track. The practitioner track includes a research-based field experience and a final comprehensive exam. The research track includes a master's thesis, which is supported through a 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 of the practice and CIHE associate director Rebecca Schendel. Masters-level graduate assistant Ilse Bellido-Richards (Colombia) also supported the program's administration in 2019-20.

As of May 2020, twenty-six students have graduated from the Master's program. Ten of these graduated in Spring 2020, two others intend to graduate this summer. Eight of the ten students completed the research track with a thesis, two completed the practitioner track with a comps exam. Of these ten, two are continuing on to a doctoral program in 2020, while others apply the skills and knowledge gained during the course of the program to new professional positions in the field. To date, the program has welcomed students from the USA (14), Armenia/Syria (1), China (6), Japan (2), Mexico (1), Pakistan (1) and Brazil (1). The 14 students from the USA have a diverse cultural and ethnic background.

DUAL DEGREE WITH UNIVERSIDAD DE GUADALAJARA

As of May 2020, we have completed the second full year of our dual degree program with the University of Guadalajara in Mexico. Students on the dual degree program complete 16 credits at Boston College and 17 credits in Mexico, graduating with degrees from both institutions. One student in the dual degree program graduated Spring 2020, by Fall 2020 it is expected that the other five students will graduate, representing a 100% pass rate. They completed their comps exam with Boston College in the Fall 2019 (3) and Spring 2020 (2). In 2029-2020 only one student took part in the dual degree program, she is among the five who will graduate by Fall 202. In 2020-2021 at least two new students will enter the program.

The dual degree program was externally reviewed mid-term by NEASC and did receive a positive review.

The Lynch School signed in the fall of 2019 an agreement with Sophia University in Tokyo, Japan, which would facilitate students of that university in entering the M.A. program in International Higher Education.

CERTIFICATE IN INTERNATIONAL HIGHER EDUCATION

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

In 2019–2020, we awarded two Certificates, both to students from the MA in Higher Education: Stephen Perkins and Naomi Eshleman. There are currently 6 other students in the Certificate Program, of which four are combining it with the MA in Higher Education, and two are external students. One external student did withdraw from the program in 2020.

SUMMER COURSES

In 2019, CIHE organized two summer courses:
Refugees and Higher Education, Lisa Unangst,. Hagan Ergin and Hans de wit

WES-CIHE Summer Institute, Hans de Wit.

In 2020, CIHE will organize three summer courses:
Serving International Students, Adrienne Nussbaum

Refugees and Higher Education, Lisa Unangst and Hans de Wit

Internationalization of the Curriculum, Betty Leask.

These courses can be taken both as one-credit courses or as professional development without credits.

VISITING SCHOLARS AND RESEARCH FELLOWS

VISITING SCHOLARS

Craig Whitsed
Senior Lecturer, School of Education at Curtin University (June 2019)

Carmen América Affigne
Department Head and Associate Professor in the Department of Language and Literature at Universidad Simón Bolívar, Venezuela (2 months, Fall 2019)

Shanton Chang
Research & Teaching Professor at The School of Computing and Information Systems at the University of Melbourne (1 week, Fall 2019

Hakan Ergin
Lecturer in the Department of Foreign Languages, Istanbul University, Turkey (2018-2019, Summer 2019, Fulbright Scholar)

Fernanda Leal
Ph.D. graduate of the State University of Santa Catarina (UDESC), Florianópolis, Brazil and Executive Assistant, International Office - Universidade Federal de Santa Catarina (Brazil) (2018-2020)

Mary MacKenty
PhD candidate in Education at the Universidad Autónoma de Madrid (UAM), Spain. (Spring 2019)

Dan Mao
Assistant professor at School of Education, Shanghai Normal University. (2019-2020)

Hanwen Zhang
Doctoral candidate and Program Officer, Office of International Cooperation and Exchange, Northeast Normal University (China) (1 month, Fall 2019))

RESEARCH FELLOWS

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

Kara A. Godwin
Director of Internationalization at the American Council on Education where she leads the ACE Internationalization Laboratory and global research initiatives. She has been a consultant for clients including Soka University, Duke Kunshan University, Olin College of Engineering, the Norwegian Agency for Development Cooperation, 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).She is President of EAIR (European Higher Education Society), and on the Advisory Board and the Management Committee, Centre for Global Higher Education (CGHE), UCL Institute for Education, in addition to being an International Co-Investigator.

Iván Pacheco
International higher education consultant and researcher in higher education, Executive Director of Synergy E & D, a Startup specializing in connecting colleges and universities with local and national governments to facilitate a wide range of development projects in Latin America and developing countries.

Liz Reisberg
International higher education consultant collaborating with governments, universities, and international donor agencies throughout the world on initiatives to improve the quality and effectiveness of higher education.

Laura Rumbley

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

Jamil Salmi

Global tertiary education expert – in the past 25 years, has provided policy advice to governments and university leaders in about 100 countries in all parts of the world. and former World Bank Tertiary Education Coordinator in the World Bank.

Damtew Teferra

Professor of higher Education and leader of the Higher Education Training and Development (HETD) at the University of Kwazulu-Natal, South Africa, and founding director of the International Network for Higher Education in Africa (INHEA).

Qi Wang

Assistant Professor, Center for World-Class Universities, Graduate School of Education (GSE), Shanghai Jiao Tong University (SJTU), Associate Editor, Journal of International Education.

CIHE PUBLICATIONS SERIES

INTERNATIONAL HIGHER EDUCATION (IHE)

International Higher Education (IHE) is the flagship quarterly publication of the Center for International Higher Education. Launched in 1995, IHE features the contributions of distinguished scholars, policy-makers, and leaders, who are well positioned to offer critical perspectives on higher education worldwide. This publication—which is translated into Chinese, Portuguese, Russian, Spanish, and Vietnamese—presents insightful, informed, and high-quality commentary and analysis on trends and issues of importance to higher education systems, institutions, and stakeholders around the world. Each edition also includes short abstracts of new books and other publications of relevance to the global higher education community. Philip G. Altbach is editor, and Hans de Wit and Rebecca Schendel are associate editors. Hélène Bernot Ullero and Tessa DeLaquil are publication editors, and Salina Kopellas is editorial assistant. As of 2020-2021, Gerardo Blanco will join as associate editor.

After 25 years of in-house publication, International Higher Education has moved to DUZ Academic Publishers in Berlin, Germany. Our 100th issue was the first issue published by DUZ, and we have very much appreciated the new design and other enhanced features that have come with this new ar-rangement. The 100th issue had as theme *Unprecedented Challenges, Significant Possibilities?* The issue included the winning essay from our contest on that theme by Stephen Thompson. His essay and two additional submissions were also published in our partner publication *University World News.*

In 2020, Special Issue 102 of IHE was published on the impact of Covid-19, with contributions from around the world.

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

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

South Africa; *Akiyoshi Yonezawa*, Tohoku University, Japan; *Maria Yudkevich,* National Research University Higher School of Economics, Russia.

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

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 2019–2020:

- No. 14., *Inclusive and Innovative Internationalization of Higher Education: Proceedings of the WES-CIHE Summer Institute June 19-21, 2019*. Rebecca Schendel, Hans de Wit, & Tessa DeLaquil (Eds.) The Boston College Center for International Higher Education.

- No. 15., *Internationalization of Technical and Technological Institutions of Higher Education in the Caribbean*. Hans de Wit, Miguel J. Escala, & Gloria Sànchez Valverde. The Boston College Center for International Higher Education.

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. One new issue Vol 6 No 1 (2019) was published in the Spring of 2020. Two new issues are scheduled to be published in 2020.

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

GLOBAL PERSPECTIVES ON HIGHER EDUCATION

Since 2005, the Center for International Higher Education has collaborated with Sense Publishers/Brill on this book series, which comprises 47 volumes as of 2019-2020. 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.

Five volumes were published in 2019-2020:

- Kara A. Godwin and Hans de Wit (Eds.). (2019). *Intelligent internationalization: The shape of things to come*. Brill|Sense.

- Philip G. Altbach, Edward Choi, Mathew Alan , and Hans de Wit (Eds.). (2020). *Family-owned and managed universities around the world*. Brill|Sense.

- Kyle Long. (2020). *The emergence of the Ameri-*

can university abroad. Brill|Sense.

- Elena Denisova-Schmidt (Ed.). (2020). *Corruption in higher education: Global challenges and responses.* Brill|Sense.

- Lisa Unangst, Hakan Ergin, Araz Khajarian, Tessa DeLaquil and Hans de Wit (Eds.). (2020) *Refugees and higher education: Trans-national perspectives on access, equity, and internationalization.* Brill|Sense.

One new book is scheduled in this series for the coming year, based on contributions from the 2004-2005 New Century Scholars initiative focused on 'Higher Education in the 21st Century: Global Challenge and National Response.' The book will be edited by Heather Eggins, Anna Smolentseva and Hans de Wit, with the working title: The Next Decade, Challenges for Higher Education.

STUDIES IN HIGHER EDUCATION

In 2017, CIHE and the Center for Global Higher Education (CGHE) in London entered in partnership with Sage Publishers India to start a new book series, Studies in Higher Education. The series is edited by Philip G. Altbach, Claire Callender, Hans de Wit, Simon Marginson, and Laura E. Rumbley. The first book was published in the fall of 2018. The second one is in press and will be published in 2020:

- Maria Yudkevich, Philip G. Altbach and Hans de Wit (Eds.). *Doctoral Education at a Global Crossroads.*

INTERNATIONAL BRIEFS FOR HIGHER EDUCATION LEADERS

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

This academic year no new issue has been published, but a new issue for the coming year addresses *Women's Representation in Higher Education Leadership around the World.* The brief will focus particularly on ways in which barriers to promotion and equal treatment are being addressed in different cultural, national and institutional contexts. CIHE staff and affiliates involved with this work include Rebecca Schendel, Gerardo Blanco and Tessa DeLaquil.

CIHE PROJECTS, 2019–2020

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

Thanks to a multi-year grant from the Carnegie Corporation of New York, CIHE in 2019-2020 was able to continue its efforts to help promote research and dialogue about higher education in Africa. We have taken several steps to ensure regular coverage of African higher education issues in *International Higher Education* (IHE) (our quarterly flagship publication)

and to reach more IHE readers and contributors based in Africa. Equally importantly, Carnegie funding has helped support the work of the International Network for Higher Education in Africa (INHEA). INHEA was founded at the Center over a decade ago, but is now formally based at the University of Kwazulu-Natal (UKZN) in Durban, South Africa, under the direction of INHEA's founder, Damtew Teferra. INHEA produces a peer-reviewed journal, *The International Journal of Higher Education in Africa,* as well as an "African Higher Education News"

resource, the "Chronicle of African Higher Education", and an editorial series. INHEA also spearheads the Higher Education Forum on Africa, Asia and Latin America (HEFAALA), which aims to foster discussions and rigorous analyses of higher education issues of regional, trans-regional and international significance.

The Second International HEFAALA Symposium, Internationalization of Higher Education in the New World (Dis)Order, took place July 26-27, 2019 in Addis Ababa, Ethiopia. CIHE Director Hans de Wit gave a keynote at this event and also will contribute to a special HEFAALA issue of the International Journal of Higher Education in Africa, 2020.

The Carnegie Corporation grant for this project will end in 2020. Discussion on a new grant proposal for HEFAALA are in an initial phase.

Family-Owned/Managed Universities: An Unknown Global Phenomenon

This research project, undertaken by CIHE with the participation of Babson College (USA), focuses on the largely unknown, as well as undocumented, phenomenon of family-owned or -managed higher education institutions (FOMHEIs). FOMHEIs can be found in various parts of the world, but are particularly concentrated in certain regional contexts (e.g. Asia and Latin America). This research, the first of its kind, is coordinated by Philip G. Altbach, Hans de Wit and graduate assistant Edward W. Choi, with support from the Center for Family Owned Business at Babson College, under the direction of Professor Matthew Allen. The findings of this project as a book, comprising institutional and national case studies, a literature review and a concluding chapter, was published by the end of 2019.

International Student Mobility and Recruitment

In partnership with the Institute of Education of the Higher School of Economics (HES) in Moscow, CIHE is executing a study on global trends and strategic choices on international student mobility and

recruitment with specific focus on implications for Russian Higher Education. The project will result in a comparative study and policy paper. From the CIHE side, the project is led by its director Hans de Wit, with the support of doctoral student Lizhou Wang.

Refugees in Higher Education

CIHE is involved in several research projects on refugees in higher education. Graduate assistant Lisa Unangst, CIHE Director Hans de Wit and Visiting Scholar Hakan Ergin have contributed several articles and book chapters on this theme and collaborated to deliver a one credit summer course on the topic in May/June 2019, and the first two will do so again, June 2020. These three CIHE representatives, together with graduate assistants Araz Khajarian and Tessa DeLaquil, have edited a book in the Brill/Sense Series on *Refugees and Higher Education*, with contributions from faculty, students, alumni and visiting scholars of Boston College.

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

This project, organized in partnership with the Inter-American Organization for Higher Education (OUI-IOHE) and ITLA (the Instituto Tecnológico de Las Américas in the Dominican Republic), involved a survey and workshop for 35 technological institutions in the region and culminated in the development of twelve institutional case studies. Hans de Wit is the lead researcher on the topic from CIHE. The project resulted in a report published both in English and Spanish as a CIHE Perspectives, and was presented at the CAIE Conference in Bogota in October 2019.

Internationalization of Medical Education in the U.S.

A study by Betty Leask, Edward Choi, Lisa Unangst,and Hans de Wit, in partnership with Anette Wu, Columbia University Irving Medical Center, resulting in a peer reviewed article submission (in revision), spring 2020.

American Universities in the Middle East

A study by Pratik Chougule and Hans de Wit, funded by the Schmidt Richardson Foundation, 2019-2021. This study will result in a report and book in 2021.

The Next Decade: Challenges for Higher Education

This project looks for a compilation of research by Fulbright New Century Scholars, from the 2004-2005 New Century Scholars initiative focused on 'Higher Education in the 21st Century: Global Challenge and National Response," coordinated and edited by Heather Eggins, Anna Smolentseva, Hans de Wit, to be published Spring 2021.

National Policies for Internationalization of K-12 and Tertiary Education

In cooperation with UNESCO for G-20, Philip Altbach and Hans de Wit. did a study on national policies for K-12 and Tertiary Education internationalization. The report has been completed and submitted spring 2020. The report will be published in the Fall of 2020.

Non-State Actors in Higher Education

Also in cooperation with UNESCO, Philip Altbach and Hans de Wit with support of Ayenachew Woldegyiorgis, graduate from our doctoral program will do a study on Non-State Actors in Higher Education. This report will be completed fall 2020.

Internationalization of Higher Education in the Global South

Hans de Wit in cooperation with Juliet Thondhlana, Evelyn Chiyevo Garwe, Jocelyne Gacel-Ávila, Futao Huang, and Wondwosen Tamrat, did a study on internationalization in the Global South. this will result in a book to be published at the start of 2021.

PROFESSIONAL DEVELOPMENT PROGRAMS AND DELEGATIONS, 2019–2020

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

In this academic year, CIHE welcomed delegations from China and Australia. These visits typically comprised a day-long or half-day program of lectures and presentations.

In 2019–2020, as a result of the COVID-19 pandemic, we conducted only the following two professional development activities.

Australian Catholic University: October 3-4, 2019

A one day training program for a delegation of the Australian Catholic University, in cooperation with the Center for Teaching Excellence.

CIS School-University Summit: October 16-17, 2019

CIHE organized on the request of the Council of International Schools (CIS) the 2nd CIS School-University Summit, 16-17 October, at Boston College. 20 changemakers from schools and universities did meet with CIS to focus on the international education agenda. From the CIHE side participated visiting professor Betty Leask and CIHE Director Hans de Wit, while also Lauri Johnson, Educational Leadership, was actively involved.

Cancelled: June 10-12, 2020: World Education Services (WES)-CIHE Summer Institute

Due to the COVID-19 situation and given the con-

tinued uncertainty around health risks, World Education Services (WES) and the Boston College Center for International Higher Education (CIHE) decided to cancel the 2020 WES-CIHE Summer Institute. In order to keep the spirit of the event alive, the CIHE is publishing approved final papers in a special issue of CIHE Perspectives.

Postponed: IGLU Workshop

For the third year, CIHE was planning to organize a five-day professional development program, in partnership with the Instituto de Gestión y Liderazgo Universitario (IGLU) of the Inter-American Organization for Higher Education (OUI-IOHE), focused on "Innovation and Internationalization in Higher Education". Due to COVID-19, we had to cancel the program, but hope to organize it again in 2021.

CIHE SEMINAR/WEBINAR SERIES, 2019-2020

- Pankaj Jalote, Distinguished Professor and Founding Director of IIIT-Delhi. *Indian Research Universities & Global Rankings.* (September 15, 2019).

- Shanton Chang, Visiting Scholar, Associate Professor, School of Computing and Information Systems at University of Melbourne. *Digital Journeys and International Students: Understanding the Digital Pathways of International Students.* (October 21, 2019).

- Carmen América Affigne, Visiting Scholar, Department Head and Associate Professor in the Department of Language and Literature at Universidad Simón Bolívar. *Emergency education in Venezuela: The role of Catholic education and public universities in addressing the contemporary crisis.* (November 19, 2020).

- Dan Mao, Visiting Scholar, Assistant professor at School of Education, Shanghai Normal University. *The dynamic of university research evaluation system and its impact on academic profession in China.* (December 10, 2020).

- Hans de Wit, Director of CIHE, & Lisa Unangst, Ph.D. candidate. *CIHE Seminar/Book launch: "Refugees and Higher Education: Trans-national perspectives on access, equity and internationalization".* (January 21, 2020).

- Betty Leask, CIHE Visiting Professor Ayenachew Woldegiyorgis, Lisa Unangst, and Jean Baptiste Diatta (Ph.D. Candidates and Student). *(De)constructing and Re-imagining Internationalized Curricula: Case studies from the US and Ethiopia.* (February 11, 2020).

- Jean Baptiste Diatta, Ph.D. Student, *Catholic HEIs in francophone West Africa: Challenges and opportunities.* (April 21, 2020).

- Wen Wen, Associate Professor of Education, *Tsinghua University. Finding the way: is there a Chinese 'idea of university'?* (May 5, 2020).

RESEARCH ACTIVITIES OF MASTERS STUDENTS, 2019-2020

MASTER THESES

This year, eight of the Masters students in International Higher Education completed theses as part of their program., as well as one student from the dual degree program with the Universidad de Guadalajara.

The nine thesis titles and abstracts are listed below.

Marva Antoine. "Comprehensive Internationalization: A Dynamic Approach to Transformative Practice at the Centro Universitario de los Valles."
CUValles has no intentional, integrated institutional pathway to comprehensive internationalization. Consequently, the primary purpose of this transformative inquiry is to analyze how comprehensive in-

ternationalization might be achieved at CUValles: a constituent of a decentralized, multi-campus University Network. Interviews with 12 key informants and official document analysis were the means of data collection. Findings indicate the disarticulated presence of all comprehensive internationalization as characterized by ACE, (2017). Comprehensive internationalization might be achieved at CUValles through a context savvy application of de Wit's Internationalization Cycle (2002), integrated from an "Inter-Campus Research Institute for International Higher Education".

Motunrola Bolumole. "Racism and the Wellbeing of Black Students Studying Abroad."
Race plays a significant role in shaping the experiences of Black students who study abroad. Unlike their White peers, Black students are likely to encounter racism abroad, which a small body of research has documented. However, these studies say little about the short- and long- term effects of these experiences. This study is located in this gap in the research and examines how racism experienced while studying abroad can affect the wellbeing of Black students.

In-depth interviews were conducted with 8 participants. Results revealed that the racism Black students encounter abroad can cause significant stress. When Black students lack adequate resources to cope with this stress, their wellbeing is threatened. Recommendations for study abroad offices and administrators for reducing and limiting the incidences and impact of racism experienced by Black students studying abroad are made.

Austen Carpenter. "Social Media Habits of Study Abroad Students."
When students study abroad, they are undergoing a number of identity changes from acculturation, to the expansion of their social network, to a narrative identity change. With social media, students have more opportunity and reach than ever to share these changes. This research is focused on how study abroad students' social media habits change during their time abroad as they are experiencing their own identity changes, and how these changes impact the stories they are sharing about their identity online. A mixed methods study was

conducted to examine these two research questions, changes in posts habits, and changes in storytelling. This research found that studying abroad does disrupt posting habits once students go abroad as well as upon a student's return home, although this disruption (increase in posting, decreases in posting) looks different for everyone. Students also use different platforms to connect with different audiences and social networks, prompting their content to alter across platforms. Students are more likely to post highlights of their experiences, rather than daily life, creating social media narratives that are not representative of their time abroad, but this may be influenced by the posting trends found within their personal social networks. This points to a gap between what students are experiencing and what they are sharing and may have implications on impending study abroad students who consume what students currently or formerly abroad are posting. There may be a way for daily life to be represented abroad, but this research shows it is not on permanent social media platforms.

Courtney Hartzell. "Using A University Network to Advance Internationalization of the Curriculum: A Case Study."
Universities around the world are increasingly adopting internationalization strategies, which call attention to intentionality in using the curriculum and regional networks as ways to achieve university agendas. Internationalization of the Curriculum (IoC) endeavors are typically led by a select group of individuals within a single university, and often struggle to gain diverse wide-spread support within the university community (Leask, 2013). However, university networks, which demand interconnectivity, have been argued to "constitute the core of internationalisation," and present varied academic opportunities for engagement that expand channels of information sharing and knowledge creation (de Wit & Callan, 1995, p.89). Therefore, university networks have unexplored potential in providing unique learning opportunities for member institutions' faculty and staff in internationalizing their curricula, while also advancing their institution's internation-

alization agenda. Through a framework of network theories, professional learning theory, and an internationalization of the curriculum conceptual framework, this study investigated faculty and staff engagement with one network, and how their engagement has influenced conceptualizations of internationalization of the curriculum.

Drawing from semi-structured interviews with fourteen members of faculty and staff from two of five universities in a European university network, the results demonstrate that this network supports faculty and staff in contextualizing and conceptualizing internationalization. The analysis points to the differences in conceptualizations of IoC, depending on the level of faculty and staff engagement with the network. The diverse representation of faculty and staff at network events created significant interactions where individuals were able to validate and share their experiences and expertise related to internationalizing curriculum, as well as critically examine their own approaches and university policies. Faculty and staff engagement with the network resulted in mature conceptualizations of internationalizing curriculum, and contributed to a greater adaptability to working in changing, intercultural environments.

The study suggests that engagement in this network is conducive to the internationalization of one's academic Self, and to fostering a greater sense of regional camaraderie (Sanderson, 2008). Finally, the results of this study demonstrate one university network's ability to engage an increasing mass of reflective faculty and staff that are aware of internationalization and its implications for their learning environments. The contributions of this study are significant for university leaders, scholars, and practitioners, and especially those working in the nuanced intersection of internationalizing curricula and university networks.

Araz Khajarian. "Context-Relativity in Organizational Culture: The Case of the American University of Madaba."
Organizational culture was originally addressed in

the management literature in the late 1970s (e.g. Pettigrew, 1979; Deal & Kennedy, 1982). Scholars have later on extended the discussion to include higher education institutions (e.g. Tierney, 2008). However, the majority of the literature on organizational culture in higher education is based on institutions that follow and are placed within the Western model. Despite the lack of direct evidence, it is fair to suspect that there is a relationship between the culture of an organization and its national/regional context. This study investigates the nature of that relationship and provides real world examples through an in-depth case study on the American University of Madaba (AUM).

In evaluating AUM's organizational culture, this study explores the institution's organizational identity and its organizational design (the sum of the two, in this study, constitutes the culture of the organization). The data suggests that AUM's organizational identity holographically (Albert & Whetten, 2004) brings together four different identity pieces: American, Catholic, Jordanian, and not-for-profit. The study concludes that the institution's focus on its American identity and partial neglect in incorporating its other identity pieces into its organizational design with equal weight lead to a misalignment between its espoused, attributed, shared and aspirational organizational values (Broune & Jenkins, 2013), which ultimately leads to a misalignment between its organizational identity and its organizational design, resulting in what would be generally considered an unhealthy organizational culture (Gulua, 2018). In AUM's case, this misalignment causes an amended combination of what the literature presents as an expectation gap and a dislocation gap in organizational values (Broune & Jenkins, 2013). However, context-relativity (a crucial concept in this study), with its historical, economic, political, socio-cultural and colonial components, is highly impactful in studying the relationship between AUM's organizational culture and its national/regional context and impacts our understanding of the initial findings.

This study reveals that there is a strong conception

in the Middle East that American higher education = good quality (but good quality does not necessarily equal American). Therefore, in the light of context-relativity, AUM's organizational gaps and the misalignment between its identity and design is not a matter of unauthenticity, but rather lack of options. Being an American institution in the Middle East comes with a market advantage; therefore, such an approach is a way for AUM to survive in a world where global power dynamics carry strong preconceptions about the quality of American higher education. By being American "enough" to maintain its market advantage and being Jordanian "enough" to keep the peace with their students and staff and the surrounding community, AUM, as a young higher education institution, is finding a way to survive and advance its quality in the process.

Samantha Lee. "LGBTQ+ Identity Shifts Abroad and the Need for Re-entry Support."
When students return from studying abroad, they go through the process of reentry, where unexpected stressors can create challenges for students. This process might be even more difficult for students who identify as LGBTQ+, who may take the opportunity to explore their LGBTQ+ identity in a new space and may have to go through a process of 'coming out' or choosing to 'go back into the closet' upon returning home. Because of these unique experiences, students who identify as LBGTQ+ may require additional support upon return to their home communities and campus. This thesis research focused on pinpointing LGBTQ+ student identity shifts abroad and how that affected students' return to campus. A mixed methods study was conducted in order to further look into this issue. This research has found that LGBTQ+ students identified different needs from their peers throughout the study abroad process, and some needs were unmet upon returning to campus. Additionally, advisors saw a need for some additional support for LGBTQ+ students upon re-entry but there may be complications in providing resources. One student who did report having an identity shift in her sexual orientation because she was in a different cultural setting and discussed having issues with her mental health upon her return to her home campus. There are many factors that influenced her experience, but it is important for advisors to understand the experiences of their LGBTQ+ students when studying abroad in order to offer the appropriate support through all stages.

Elizabeth J. Orr. "Mission Agreement and Mission Consistency at the University of Central Asia: A Developmental Mission in a Global Marketplace."
The University of Central Asia (UCA) has three campuses in remote, mountainous communities in Tajikistan, Kyrgyzstan, and Kazakhstan. This reflects the regional, developmental mission of the institution. The ways in which UCA's mission are understood, interpreted, and operationalized by internal stakeholders underscore the impact of a developmental mission on the university. An assessment of mission agreement at UCA reveals the extent to which its developmental mission is embraced. The activities that enhance or inhibit the operationalization of UCA's mission, or mission consistency, reflect institutional priorities, some of which compete with UCA's developmental mission and are driven by pressures from the global higher education marketplace.

Octavio Seijas. "Mental Health Support Services for International Students in Japanese Universities: A Multiple-case Study of Five Universities in Japan."
This study looks at how services for mental health, a growing crisis on college campuses worldwide, are being provided and promoted to international students, a portion of the student body that faces additional mental health challenges, in Japan, a country where the culture historically stigmatizes mental health. Using the theories of comprehensive internationalization and cross-cultural adjustment to guide a series of semi-structured interviews, data was collected from international office members, counseling office members, and professors of higher education from five Japanese universities and compiled into five case studies which were then categorically and comparatively analyzed. The study found international offices provided a variety of services and activities aimed at easing cross-cultural adjustment but could improve collaboration with

counseling offices. Counseling offices were found to be lacking specialized services and promotion to international students. Furthermore, although perceptions of mental health are improving, advocacy was found to be near non-existent.

FIELD EXPERIENCES

Four of our Masters students also completed applied research projects for placement organizations in the Boston area and beyond. The report titles and abstracts follow:

Adam Agostinelli. "Part 1: The Selection Process for International Assistants; Part 2: International Students who Remained in the U.S. Post-COVID19."
Part 1: The OISS will be drastically reformatting their 40-year long process for selecting mentors, or IAs, during the following semester because of a recent trend of poorly performing IAs. IAs are undergraduate students who voluntarily make a one-year commitment to serve as mentors to incoming international freshmen at BC, and this program has consistently been a central feature of the OISS. Specifically, this research involves collecting data from two different sources: (1) Outside the institution- Research outside the institution entailed evaluating support systems that other universities utilize by researching their websites and contacting their administrators. (2) Within the institution - This entails following the newly implemented selection process at BC throughout the spring semester. Overall, this report will serve as a future reference for innovating the IA program.

Part 2: When BC cancelled all on-campus academics and activities on March 11th the OISS selection process for IAs was put on hold. As the first part of the project was cut-short due to the pandemic, the new plan was to interview some ISs who were still living alone, on or off campus, in order to get a feel for how they were doing and how the OISS could potentially help them during this difficult time. This project highlights findings from three interviews with ISs still living on or off campus during the Coronavirus pandemic. The goal of the interviews was to get a feel for how they are doing and to see if there is any way that the OISS or BC can address their concerns or improve their situations.

Naomi Eshleman. "Slater International Center at Wellesley College."
The purpose of this project was to help the Slater International Center by learning more about what international students need and want Slater to do for them. A spring 2019 poll sent out by Slater found that "International students at Wellesley would like better intercultural understanding between themselves and domestic students." This project also serves to provide Slater with further understanding of what international and domestic understanding looks like and potential ways to improve. Wellesley international students face different challenges than the average international student, because Wellesley is not the average higher education institution. Unlike other institutions, students do not have any obvious challenge with the facilitation of the English language and how that impacts schoolwork or relationships, and in general, they do not have an issue forming friendships with domestic students and international students outside of their own country or region. The greatest challenge for Wellesley's international students is the high amount of pressure to fit within the confines of an aggressively liberal college.

Naomi Eshleman. "Slater International Center at Wellesley College."
The purpose of this project was to help the Slater International Center by learning more about what international students need and want Slater to do for them. A spring 2019 poll sent out by Slater found that "International students at Wellesley would like better intercultural understanding between themselves and domestic students." This project also serves to provide Slater with further understanding of what international and domestic understanding looks like and potential ways to improve. Wellesley international students face different challenges than the average international student, because Wellesley is not the average higher education institution. Unlike other institutions, students do not have any obvious challenge with the facilitation of the English

language and how that impacts schoolwork or relationships, and in general, they do not have an issue forming friendships with domestic students and international students outside of their own country or region. The greatest challenge for Wellesley's international students is the high amount of pressure to fit within the confines of an aggressively liberal college.

Increasing meaningful exposure and understanding of international students' identities will likely lead to less intolerance of differing viewpoints. Likewise, providing educational opportunities for first year students to learn about issues in the LGBTQ+ community in a safe and empathetic setting could lessen incidences of microaggressions and the public criticism that may follow. Additionally, increasing collaborations with as many domestic student groups as possible could provide more opportunities for increased understanding between domestic and international students. Nevertheless, worrying about taking up space, while trying to find belonging can be a challenge even among the Slater community. It is also recommended to increase cross-cultural or regional interaction as much as possible within Slater, while maintaining safe regional communities as well.

Stephen Perkins. "Becoming an Eagle: International Student Involvement in Student Organizations at Boston College."
Research has shown that an effective way to foster a sense of belonging on campus amongst college students is through involvement in campus programs and co-curricular activities. In this study, we aim to examine the campus involvement of international students at Boston College. This study looked at all four areas of OSI, this report will mostly take a broader view on international student involvement in all OSI (and campus) programming. Based on the information collected in this study and outlined in the previous section, Boston College should consider implementing measures to address the existing barriers discouraging international students from getting involved on campus. It is clear that student involvement in co-curricular programs can lead

to many positive outcomes for students and it is important that Boston College do everything in its power to create an environment where international (and all) students feel comfortable participating in campus programs.

Recommendations include to implement elements of cultural competence training into meetings, interactions, and/or trainings with students involved in OSI programs; provide more information about involvement at International Student Orientation; continue efforts to make OSI Staff more visible and approachable; don't overlook Spring outreach and sophomore year outreach efforts; continue to look for opportunities to provide meaningful cross-cultural interaction; make international student issues more of a priority; make students more aware of the international student experience; and for staff and faculty to show interest in other cultures and empower international students whenever possible.

María Guadalupe Vázquez Niño. "Faculty Perspectives on Global Citizenship Development through Internationalization at Home Strategy 'Be Global', at University of Guadalajara High Schools."
A project at University of Guadalajara (UdeG) (a public university located in the state of Jalisco, Mexico) that could be seen as one of the different efforts that this institution has made to educate 'global citizens' is 'Be Global' (Ser Global). Be Global is part of one of the most ambitious internationalization projects of the Foreign Languages Institutional Program office (FLIP) at University of Guadalajara. Its purpose is to help the transition of UdeG high schools to bilingual education. Professors of different subjects and students work together on projects focused on intercultural awareness. The methodology employed in Be Global is known as pheno-CLIL. This means that students develop multidisciplinary projects using the English language. Be Global currently takes the form of an elective course that students from 3rd to 6th semester can choose to take. The purpose of this study is to present the faculty perspectives teaching at Be Global about to what extent they think students can gain global citizenship competencies through this course.

According to both instruments' results the survey and the interview, teachers of Be Global consider that this course has a strong link with the development of global citizenship competencies, and although no consensus was found in their definitions of GC, it is important to highlight that their approaches are very close to the OECD's (2018) Global Competence Framework, in a sense that all teachers have talked about values, skills, attitudes, and knowledge that students have gotten through Be Global, and that are related with exploring global issues, appreciating cultural diversity, taking action for collective well-being, and interacting effectively with people from different parts of the world. It will be necessary to develop an evaluation instrument to get to know if students also agree with these teachers' perspectives. Moreover, some recommendations that could be made according to this study are based on 4 aspects: (1) defining a concept for global citizenship, (2) evaluating, (3) expanding, and (4) keep improving.

ACTIVITIES OF GRADUATE ASSISTANTS, 2019-2020

Staff and graduate assistants/doctoral and Masters students have been engaged in numerous activities in line with the work of the Center and their own career paths. Activities in the 2019–20 period are summarized below:

EDWARD W. CHOI

Doctoral Dissertation Title & Abstract
Family-Owned or -Managed Higher Education Institutions: A Special Kind of Governance
Publications
The family ownership context has been investigated across many business settings, within the manufacturing, trade, and services industries. The consensus among scholars has been that families that own and operate firms act in self-serving ways and frame organizational problems and make decisions with the primary goal of satisfying the family's affective needs, i.e., preserve or augment what is referred to as socioemotional wealth. However, the theoretical reasoning of socioemotional wealth theory may fall apart in traditional university settings, where self-serving behaviors may lead to (pronounced) agency conflict. Universities have been long understood for their politicized governance environs in which multiple stakeholder groups have representation in decision-making. Within this reality, families involved in higher education management may be challenged to act self-servingly and protect or enhance certain socioemotional wealth. They may need to act in altruistic ways to avoid agency conflict. I investigate whether this is the case through a single, critical case study approach conducted at one family-owned or -managed university in India. I rely on what Yin (2003) refers to as "rival explanation as patterns" to test socioemotional theory relative to a rival theoretical framework. I ask the important question of whether this rival theory can address the limitations of socioemotional wealth theory when applied to the higher education context. As expected, findings generally suggest that where socioemotional wealth theory fails to capture family decision-making behaviors, the rival theory is relevant. This finding is important to consider and has several implications to theory, practice, and future research. Importantly, the findings support that current family-owned business theorizing is not enough to capture family decision-making behaviors in the context of traditional university settings.

Edited Volumes

Altbach, P. G., **Choi, E.**, Allen, M., & de Wit, H., (Eds.). (2020). *The global phenomenon of family-owned or managed universities.* Brill | Sense.

Cristiano, C., **Choi, E.**, & Woldegiyorgis, A., (Eds.). (Forthcoming). '*Early modern' education: Global perspectives beyond Europe.* Brill | Sense.

Nuno Teixeira, P., Shin, J. C., (Eds. in Chief), Amaral, A., Bernasconi, A., Magalhaes, A.M., Kehm, B.M., Stensaker, B., **Choi, E.**, Balbachevsky, E., Hunter, F., Goastellec, G., Mohamedbhai, G., de Wit, H., Välimaa, J., Rumbley, L., Unangst, L., Klemencic, M., Langa, P., Yang, R., Nokkala, T. (Eds.). (2020). *Encyclopedia of International Higher Education Systems and Institutions.* Springer.

Articles and Book Chapters

Allen, M., & **Choi, E.** (2020). Family involvement in university management. In Altbach, P. G., Choi, E., Allen, M., & de Wit, H., (Eds.), *The global phenomenon of family-owned or managed universities* (pp. 29-41). Brill | Sense.

Choi, E. (2020). Family-owned universities and colleges: A dark future of speculation. In Altbach, P.G. , **Choi, E.**, Allen M., & de Wit, H., (Eds.), The global phenomenon of family-owned or managed universities (pp.182-197). Brill | Sense.

Choi, E., Allen, M., de Wit, H., & Altbach, P.G. (2020). A model of family-based higher education management: Challenges and opportunities. In Altbach, P.G. , Choi, E., Allen M., & de Wit, H., (Eds.), *The global phenomenon of family-owned or managed universities* (pp. 257-280). Brill | Sense

Choi. E., & Hwang, S. (Forthcoming). Education in Premodern Korea: Commitment, Resiliency, and Change. In Cristiano, C., **Choi, E.**, & Woldegiyorgis, A., (Eds.), *'Early modern' education: Global perspectives beyond Europe.* Brill | Sense.

Choi. E. (2019). The eroding relevance of private universities in South Korea. *CIHE Perspectives,* no. 13.

Choi, E., Khajarian, A., Unangst, L., & Woldegiyorgis, A. (2019). Intelligent internationalization, online learning, and interculturality. In Godwin, K. & de Wit, H., (Eds.) *Intelligent internationalization: The shape of things to come.* (pp. 144-151). Brill | Sense.

Wu, A., Leask, B., **Choi, E.**, Unangst, L, & de Wit, H. (Under review). Internationalization of medical education in U.S. medical schools: Current approaches and future possibilities. *Medical Science Educator.*

LISA UNANGST

Doctoral Dissertation Title & Abstract

Migrants, Refugees, and "Diversity" at German Universities: A Grounded Theory Analysis
The current displacement crisis in the German context has focused scholarly attention on refugee student access to higher education. However, much less research has attended to supports at higher education institutions (HEIs) for enrolled migrant and refugee students. In fact, education research in the German setting rarely focuses on students from any migrant background, though these students comprise between 20-25% of all German tertiary enrollment. This study uses Constructivist Grounded Theory and a postcolonial lens to analyze "equal opportunity" plans and programs at 32 German HEIs across all 16 federal states (Charmaz, 2014). Data sources include the "equal opportunity plan" unique to each HEI (Gleichstellungsplan) and interviews with "equal opportunity office" (Gleichstellungsbüro) faculty and staff. Key findings include a bureaucratization and numerification of diversity in the German case, as well as an almost exclusive focus on diversity as gender. This dissertation offers a potentially transferable theoretical model, which may be relevant in national settings with increasingly diverse student populations, histories of colonial possession or fantasy, or primarily public higher education systems (Bhabha, 1994; El-Tayeb, 2016; Kilomba, 2008; Said, 1978).

Refereed Journal Articles

Leal, F., **Unangst, L.** & de Wit, H. (Under Review). Internationalization aimed at global social justice: Brazilian university initiatives to integrate refugees and displaced populations. *ETD - Educação Temática Digital.*

Wu, A., Leask, B., Choi, E., **Unangst, L.** & de Wit, H. (Under Review). Internationalization of medical education in U.S. medical schools – a literature review of recently published articles. *Medical Science Educator.*

Unangst, L., Casellas Connors, I., Borg, N., & Barone, N. (Under Review). Diversities at U.S. colleges and universities: Online diversity statements at institutions employing Chief Diversity Officers. *American Journal of Education.*

Unangst, L. & Crea, T. (2020). Higher education for refugees: A need for intersectional research.

Comparative Education Review. doi: 10.1086/708190

Unangst, L. & de Wit, H. (2020). Non-profit organizations, collaborations, and displaced student support in Canada and the USA: A comparative case study. *Higher Education Policy.* doi:10.1057/s41307-020-00182-1

Unangst, L. & Barone, N. (2019). Operationalizing "internationalization" in the community college sector: Textual analysis of institutional internationalization plans. *Journal for the Study of Postsecondary and Tertiary Education, 4,* 177-196. doi: 10.28945/4435

Unangst, L. (2019). Refugees in the German tertiary system: Implications and recommendations for policy change. *Policy Reviews in Higher Education, 3*(2), 144-166. doi:10.1080/23322969.2019.1643254

Book chapters

Unangst, L. (In Press). Human rights discourse and the U.S. education landscape: Refugee-specific activity at colleges and universities in Idaho and Maine. In Unangst, L., Ergin, H., Khajarian, A., DeLaquil, T. & de Wit, H. (Eds.), *Refugees and higher education: Transnational perspectives on access, equity and internationalization.* Leiden: Brill Sense.

Evans, K. & Unangst, L. (In Press). The K-12 to university pipeline: Refugee student access to higher education. In Unangst, L., Ergin, H., Khajarian, A. and de Wit, H. (Eds.), *Refugees and higher education: Transnational perspectives on access, equity and internationalization.* Leiden: Brill Sense.

Unangst, L. (In Press). The German case: An analysis of refugee student supports in higher education using quantitative textual analysis. In Bhabha, Jacqueline, Giles, Wenona & Mahomed, Faraaz (Eds.), *A better future: The role of higher education for displaced and marginalized people.* Cambridge: Cambridge University Press.

Unangst, L. (In Press). Immigration and higher education. In David, Miriam and Amey, Marilyn et al. (Eds.), *The SAGE encyclopedia of higher education.* Thousand Oaks: Sage.

Unangst, L. (In Press). German higher education for refugees. In Ludeman, Roger et al. (Eds.), *Student Affairs and Services in Higher Education: Global Foundations, Issues and Best Practice (3rd ed.).* Paris: UNESCO.

Unangst, L. & Rumbley, L. (2019). U.S. international alumni affairs: Pressing questions for an emerging field. In Godwin, Kara A. & de Wit, Hans (Eds.), *Intelligent internationalization: The shape of things to come.* Leiden: Brill Sense. doi: 10.1163/9789004418912

Choi, E., Khajarian, A., Unangst, L. & Woldegiyorgis, A. (2019). Intelligent internationalization, online learning, and interculturality. In Godwin, Kara A. & de Wit, Hans (Eds.), *Intelligent internationalization: The shape of things to come.* Leiden: Brill Sense. doi: 10.1163/9789004418912

Unangst, L. & de Wit, H. (2019). Refugees in the German tertiary sector: Mapping service gaps at research universities. In Arar, Khalid et al. (Eds.), *Higher education challenges for migrant and refugee students in a global world* (pp. 183-202). Bern: Peter Lang. doi: 10.3726/b14486

Edited Volumes

Unangst, L., Ergin, H., Khajarian, A. & de Wit, H. (Eds.). (In Press). *Refugees and higher education: Transnational perspectives on access, equity and internationalization.* Leiden: Brill Sense.

Other Publications

Unangst, L. (2019, June 23). Human rights discourse and refugee higher education [Inside Higher Ed blog post]. Retrieved from www.insidehighered.com/blogs/world-view/human-rights-discourse-and-refugee-higher-education

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

Orr, E., Unangst, L. & de Wit, H. (2019). The long and problematic road towards a European Uni-

versity. *University World News*. Retrieved from www.universityworldnews.com/post. php?story=20190404102239861

Invited Presentations

Unangst, L. (2019). Prospective and enrolled refugee student support: American universities and institutional leadership in comparative context. Huffington Ecumenical Institute, Loyola Marymount University, Los Angeles, CA.

Sparks, E., **Unangst, L.** & Boatman, A. (2019). Academic conference proposals: A Lynch School of Education panel discussion.

Rutledge, M., Michalcyk, S., Olins, H., Hateshorne, J., Harper, M. & **Unangst, L.** (2019). McNair Scholars Program: Research & Graduate School workshop.

Conference Presentations.

Unangst, L. & Borg, N. (Forthcoming: 2020). Leveraging natural language processing techniques to interrogate discourses of diversity & racism: Institutional diversity statements. Paper presentation at the American Educational Research Association annual conference, San Francisco, CA.

Unangst, L. (Forthcoming: 2020). Historical modes of refugee student support: A case study of Smith College. Roundtable presentation at the American Educational Research Association annual conference, San Francisco, CA.

Leask, B., **Unangst, L.** & Diatta, J.B. (2019). (De)constructing internationalized curricula: Medical education and diasporic networks as case studies. Interactive symposium at the Council on International Higher Education pre-conference at the Association for the Study of Higher Education annual conference, Portland, OR.

Unangst, L. & Evans, K. (2019). Refugee students: K-12 to college pipeline and implications for practice. Interactive session at the NAFSA Region XI annual conference, Worcester, MA.

Unangst, L. & Barone, N. (2019). Operationalizing "internationalization" in the community college sector: Quantitative textual analysis of institutional internationalization plans. Paper presentation at the Center for International Higher Education-World Education Services summer institute, Chestnut Hill, MA.

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

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

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

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

Honors

Mary T. Kinnane Award for Excellence in Higher Education 2020
Donald J. White Teaching Excellence Award 2020
Ruth Landes Memorial Research Fund Dissertation Completion Grant 2019-20
Smith College Madeleine L'Engle Travel Research Fellowship 2019

AYENACHEW A. WOLDEGIYORGIS

Doctoral Dissertation Title & Abstract

Engaging with Higher Education Back Home: Experiences of Ethiopian Academic Diaspora in the United States

Ethiopia has long been affected by the out flow of its educated citizens. In major host countries, like the United States, the Ethiopian diaspora constitutes a considerable number of highly educated professionals, including those who work in academic and research institutions. Meanwhile, the fast-growing Ethiopian higher education severely suffers from lack of highly qualified faculty.

In recent years members of the Ethiopian academic diaspora have been engaged in various initiatives towards supporting the emerging Ethiopian higher education. Yet, these initiatives have been fragmented, individually carried out, and challenged by the lack of a systemic approach, among other things. Further, there are only few studies examining diaspora engagement in the Ethiopian context, much less specific to higher education. The purpose of this research is, therefore, to offer deeper insight into the formation and implementation of transnational engagement initiatives by the Ethiopian academic diaspora. The research explores the motivation for and the modalities of engagement, as well as the enabling and challenging factors.

This study employs phenomenological approach and Bourdieu's Theory of Practice as a lens to analyze data from in-depth interviews with 16 Ethiopian diaspora academics in the US. The research departs from previous works by examining the issues from the perspectives of those who have first-hand experience of the phenomenon. Its findings reveal that transnational engagement among academic diaspora is shaped by complex and multi-layer personal, institutional and broader environmental factors, which transcend common considerations in addressing brain drain.

Publications and Commentaries

Woldegiyorgis, A. A. (In press). Doctoral education in Sub Saharan Africa: A survey. In M. Yudkevich, P. Altbach and H. DeWit (Eds.), *Trends and Issues in Doctoral Education Worldwide: An International Research Inquiry.*

Woldegiyorgis, A. A., Rudakov, V., Rozhkova, K., & Melnyk, D. (In press). Doctoral Education Across the World: A Literature Review. In M. Yudkevich, P. Altbach and H. DeWit (Eds.), *Trends and Issues in Doctoral Education Worldwide: An International Research Inquiry.*

Woldegiyorgis, A. A. (forthcoming). Governance structures of the Ethiopian higher education. *Policy Reviews in Higher Education.* Under revision.

Woldegiyorgis, A. A., Proctor, D., & De Wit, H. (forthcoming). Internationalization of Research. In D. Deardorff, et al (Eds.), *Sage Handbook of International Higher Education* (2nd ed). Publication work.

Woldegiyorgis, A. A. (2020). Higher Education for Refugees in Ethiopia. In L. Unangst, H. De Wit, H. Ergin, T. DeLaquil and A. Khajarian (Eds.) *Refugees and Higher Education: Transnational Perspectives on Access, Equity, and Internationalization.* Brill|Sense.

Woldegiyorgis, A. A. (2020). Engaging with higher education back home: Experiences of African academic diaspora in the US. *Journal of Comparative & International Higher Education, 11*(Winter), 206-208. https://doi.org/10.32674/jcihe.v11iWinter.1545

Schendel, R., **Woldegiyorgis, A. A.**, Khajarian, A. (2020). IHE at 100: 25 years of evolution in International Higher Education. *International Higher Education, 100* (winter), 39-42.

Choi, E., Kahajarian, A., Unangst, L., & **Woldegiyorgis, A. A.** (2019). Intelligent Internationalization, Online Learning, and Interculturality. In K. Godwin & H. De Wit (Eds.), *Intelligent Internationalization: The Shape of Things to Come* (pp. 144-151). Leiden/Boston: Brill|Sense.

Woldegiyorgis, A. A. (2019). Engaging the Ethiopian knowledge diaspora. International Higher Education, 99(Fall), 23-25. DOI: https://doi.org/10.6017/ihe.2019.99.11665

Woldegiyorgis, A. A. (2019). Making the Case for an Ethiopian National Research Council. In R. Schendel, et al (Eds.), The Boston College Center

for I*nternational Higher Education, Year in Review, 2018-2019* (pp. 51-53). CIHE Perspective No.13. Boston: CIHE.

De Wit, H., Rumbley, L., Craciun, D., Mihut, G., & **Woldegiyorgis, A. A.** (2019). *International Mapping of National Tertiary Education Internationalization Strategies and Plans* (NTEISPs). CIHE Perspective No. 12. Boston: CIHE

Woldegiyorgis, A. A. (2019, October 26). A sustainable way to engage Africa's knowledge diaspora. *University World News.* Available on: https://www.universityworldnews.com/post.php?story=20191021084530634

Woldegiyorgis, A. A. (2019, July 9). Improving research productivity in Ethiopia – carrot or stick? *The World View, Inside Higher Education.* Available on: https://www.insidehighered.com/blogs/world-view/improving-research-productivity-ethiopia-%E2%80%94-carrot-or-stick

Presentations and Invited Talks

Leask, B., **Woldegiyorgis, A. A.**, Unangst,L., & Diatta, J.B. (2019). *(De)constructing internationalized curricula: Medical education and diasporic networks as case studies.* A panel on the 44th Annual ASHE Conference (Council for International Higher Education [CIHE] pre-conference forum). November 13-14, 2019. Portland, Oregon, USA.

Woldegiyorgis, A. A. (2019). *Complementing Human Capital through Diaspora Engagement: Alternatives for Ethiopia.* Presented at "Bring Minds Together Bridge the Gap" a global conference by International Conference of Interdisciplinary Research Studies (ICIRS) and Teach and Serve for Africa (TASFA), August 1-3, African Union Hall, Addis Ababa, Ethiopia.

Woldegiyorgis, A. A. (2019). *Diaspora engagement for internationalization of African higher education: Are challenges of public institutions opportunities for the private sector? Presented at the 17th International Conference on Private Higher Education in Africa,* July 25-27, Organized by St. Mary's University,

Ethiopian Aviation Academy, Addis Ababa, Ethiopia.

Woldegiyorgis, A. A., Schendel, R., & Diatta, J.B. (2019). *How Can We Make Higher Education in Africa More Innovative and Inclusive?* A panel discussion on the 2019 WES-CIHE Summer Institute: Inclusive and Innovative Internationalization of Higher Education. June 19 – 21, 2019. Chestnut Hill, USA.

Woldegiyorgis, A. A. (2019). *Higher education in Ethiopia: an introductory overview and current developments.* Center for International Higher Education. April 17, Boston College, Chestnut Hill, MA, USA.

JEAN BAPTISTE DIATTA

Publications

Diatta, J. B. (2019). How can we make higher education in Africa more innovative and inclusive? In R., Schendel, H., de Wit, & T., DeLaquil (Eds.), Inclusive and innovative internationalization of higher education: Proceedings of the WES-CIHE Summer Institute June 19-21, 2019 (pp. 5-7). CIHE Perspective No.14. Boston: CIHE.

Diatta, J. B. (2019). The place of learning outcomes in accreditation within the EHEA. In R. Schendel, et al (Eds.), *The Boston College Center for International Higher Education, Year in Review, 2018-2019* (pp. 19-21). CIHE Perspective No.13. Boston: CIHE.

LIZHOU WANG

Publications

Wang, L. (February 11, 2020). Coronavirus: Universities have duty of care to students. *University World News.* https://www.universityworldnews.com/post.php?story=20200211074804247

TESSA DELAQUIL

Books/Book chapters

DeLaquil, T. (2020). Towards human rights and hu-

man dignity for the stateless in higher education: Denied access to higher education for Rohingya refugees in Bangladesh. In L., Unangst, H., Ergin, A., Khajarian, T., DeLaquil, & H., de Wit (Eds.), *Refugees and higher education: Transnational perspectives on access, equity and internationalization.* Brill Sense.

Unangst, L., Ergin, H., Khajarian, A. **DeLaquil, T.** & de Wit, H. (Eds.). (2020). *Refugees and higher education: Transnational perspectives on access, equity and internationalization.* Brill Sense.

Reports/Articles in Reports

DeLaquil, T. (2019). Inclusive internationalization is innovative internationalization: Purpose-driven higher education against inequity in society. In R., Schendel, H., de Wit, & T., DeLaquil (Eds.), *Inclusive and innovative internationalization of higher education: Proceedings of the WES-CIHE Summer Institute June 19-21, 2019* (pp. 5-7). CIHE Perspectives No. 14. Boston College Center for International Higher Education.

Schendel, R., de Wit, H., & **DeLaquil, T.** (Eds.) (2019). *Inclusive and innovative internationalization of higher education: Proceedings of the WES-CIHE Summer Institute June 19-21, 2019.* CIHE Perspectives No. 14. Boston College Center for International Higher Education.

Schendel, R., Unangst, L., Diatta, J., **DeLaquil, T.** & de Wit, H. (Eds.). (2019). *The Boston College Center for International Higher Education, Year in Review: 2018-2019.* CIHE Perspectives No. 13. Boston College Center for International Higher Education.

Campus Presentations

DeLaquil, T. (2020, January 21). Towards human rights for the stateless in higher education. CIHE Book Launch for *Refugees and Higher Education.*

OVERVIEW OF FACULTY ACTIVITY, 2019-2020

HANS DE WIT

Director of the Center for International Higher Education (CIHE) at Boston College. Professor of the Practice in International Higher Education at the Department of Educational Leadership and Higher Education of the Lynch School of Education and Human Development, Boston College. Program director, Master of Arts in International Higher Education.

Awards

• IAU Senior Fellow, International Association of Universities, 2019.

Editorial Positions

• Founding Editor *Journal of Studies in International Education,* Sage Publications, Association for Studies in International Education, Los Angeles, USA. Editor 1997-2013.

• Consulting Editor of the journal *Policy Reviews in Higher Education* (SRHE).

• Member of the Editorial Board of '*Educación Superior en América Latina'* (UniNorte/CEPPE PUC de Chile/SEMESP Brazil).

• Associate Editor of *International Higher Education.*

• Co-editor book series Global Perspectives in Higher Education (Sense Publishers).

• Co-editor SAGE Studies in Higher Education (SAGE).

• Member of the Editorial Board of *International Journal of African Higher Education,* INHEA/AAU.

• Editorial Advisory Board Higher Education Governance and Policy (HEGP).

- Member of the Editorial Board and Scientific Committee of the Fourth Edition of the Bologna Process Researchers' Conference, Bucharest, January, 2020.

- Co-Editor Handbook on international Higher Education AIEA/Stylus.

Teaching

- Fall 2019, ELHE 7603 Internationalization of Higher Education
- Spring Spring 2020, ELHE 7603, Internationalization of Higher Education
- Spring 2020, ELHE 7778, Thesis project.
- Summer 2019 and 2020, Refugees and Migrants, with Lisa Unangst

PhD Supervision (completed)

Chair Defense Committee, Lisa Unangst, LSOE, Boston College: *Migrants, refugees, and "diversity" at German universities: a grounded theory analysis.*

Chair Defense Committee, Ayenachew Woldegiyorgis, LSOE, Boston College: *Engaging with Higher Education Back Home: Experiences of Ethiopian Academic Diaspora in the United States.*

Chair Defense Committee, Edward Choi, LSOE, Boston College: *Family-owned or -managed Higher Education Institutions: A Special Kind of Governance.*

Outside Boston College

Co-Supervisor Marcel H. Van der Poel, *Developing Intercultural Competence of Faculty and Staff Members,* University of Groningen, The Netherlands, Defense, July 9, 2020.

External Reader Thesis Ann Hubard, *Education Abroad & Employability,* at CHEI, Università Cattolica Sacro Cuore, Milan, Italy, Defense, December 13, 2019.

External Committee Member doctoral thesis, Dan Ferguson, Oregon State University: *The Impact of Geo-political Trends on US Higher Education Cross-border Partnerships with Non-US Educational Institutions.* Defense, May 1, 2020.

Member doctoral advisory committee Melissa Laufer, Dep. Sociology, Ghent University. Defense, June 8, 2020.

PhD Supervision (in process)

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

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

Co-Supervisor doctoral thesis Liudmila Pliner, Russia, at CHEI, Università Cattolica Sacro Cuore, Milan, started in 2017.

Co-Supervisor doctoral thesis Dan Wood, USA, at CHEI, Università Cattolica Sacro Cuore, Milan, started in 2019.

Co-supervisor Aparajita Dutta, Leiden University, The Netherlands, started in 2018.

Advisory Boards

- Member of the Editorial Board and Scientific Committee of the Fourth Edition of the Bologna Process Researchers' Conference, Bucharest, January, 2020.

- Member of the Student Advisory Board of the Universidad de Monterrey, Mexico, 2018-

- Member of the UNESP CapesprInt committee, UNESP, São Paulo, Brazil, 2018-

- Member of the International Expert Board of RUDN, People's Friendship University, Moscow, 2016-

- Member of the Scientific Committee of the 'Centre for Higher Education Internationalisation' (CHEI) at the Università Cattolica Sacro Cuore, Milan, Italy, 2016-

- Member of the Advisory Board of Universidad Cooperativa de Colombia, Medellin, 2015-2019

- Member of the International Advisory Board of Stenden University, Leeuwarden, 2013-

- Member of the International Advisory Board of Gottingen University, Germany, 2013-

Research, Consultancy and Training

- Together with Philip Altbach, UNESCO G-20 reports on Internationalization of education, K-12 and Tertiary Education.

- Together with Philip Altbach and Ayenachew Woldeyiorgis, UNESCO report on Non-State Actors in Higher Education.

- Chair of the UNA Europa Review Panel for EU-niQ, a quality assurance review project coordinated by the Flemish Ministry of Education and Training and NVAO in the context of the European Universities Initiative (EUI), 2020.

- Expert member workshop 'Zwischenevaluation der HRK-EXPERTISE Internationalisierungsinstrumente', German Rectors Conference, February 2020.

- Project leader study 'International Student Recruitment', cooperation between Institute of Education Higher School of Economics and CIHE, 2019-2020.

- Member of the IAU Advisory committee for the 5th IAU Global Survey on Internationalization of Higher Education (2017-2019).

- Project leader together with Miguel Escala, Internationalization of Technical and Technological Institutes in the Caribbean. ITLA, Santo Domingo, 2019.

Publications 2019-2020

Peer Reviewed Articles

- de Wit, H. (2019). Internationalization in Higher Education: A critical review. Pp. 9-17. Special Issue: Internationalization of higher Education. *SFU Educational Review, 12* (3).

- Adriana Pérez Encinas, Jesús Rodríguez Pomeda and Hans de Wit. (2020). Factors influencing student mobility: a comparative European study. *Studies in Higher Education.*

- Lisa Unangst and Hans de Wit. (2020). Non-profit organizations, collaborations, and refugee student support in Canada and the United States: a comparative case study. *Higher Education Policy,*

- Giorgio Marinoni, Madeleine Green, Eva Egon-Polak and Hans de Wit. (2020). Global Trends in Internationalisation: The 5th Global Survey of the International Association of Universities. In *Internationalisation of Higher Education.* DUZ/IAU

- Hans de Wit and Philip G. Altbach. (Forthcoming) The Impact of Covid-19 on the Internationalization of Higher Education, Revolutionary or not? In *Internationalisation of Higher Education.* DUZ/IAU

Hans de Wit. (2020). Internationalization of Higher Education. *Journal of International Students, 10*(1), i-iv. https://doi.org/10.32674/jis.v10i1.1893

Hans de Wit. (2020). Editorial. *Policy Reviews in Higher Education.* Issue 1, Volume 4.

Books and Book Chapters

- Philip G. Altbach, Edward Choi, Matthew Allen, and Hans de Wit (Eds.). (2019). *The Global Phenomenon of Family-Owned or Managed Universities.* Rotterdam, Brill Sense Publishers.

- Edward Choi, Matthew Allen, Hans de Wit and Philip G. Altbach. (2019). Family Owned or Managed Universities—Challenges and Opportunities.

- Hans de Wit. (2019). Internacionalização na Educação Superior: Complexidade e Posibilidades na Universidade Ibero-Americana. Chapter 4, page 87-110, in Marília Morosini e Luisa Cerdeira (Eds.), Educação Superior em Contex-

tos Emergentes: Complexidade e Posibilidades na Universidade Ibero-Americana. EDUCA, Lisbon.

- Hans de Wit, Miguel J. Escala, and Gloria Sánchez Valverde. (2019). Internationalization of Technical and Technological Institutions of higher Education in the Caribbean. CIHE Perspectives No. 15. Internacionalización de Institutos Tecnicos y Tecnologicos de Educación Superior en el Caribbe. CIHE Perspectives 15A. Boston College Center for International Higher Education.

- Rebecca Schendel, Hans de Wit, and Tessa DeLaquil. (2019). *Inclusive and Innovative Internationalization of Higher Education: Proceedings of the WES-CIHE Summer Institute June 19-21, 2019, Boston College*. CIHE Perspectives No. 14. Boston College Center for International Higher Education, and World Education Services.

- Hans de Wit, Laura E. Rumbley, Daniela Craciun, Georgiana Mihut, and Ayenachew Woldegiyorgis. (2019). *International Mapping of National Tertiary Education Internationalization Strategies and Plans (NTEISPs)*. CIHE Perspectives no. 12. Boston College Center for International Higher Education, and World Bank.

- Rebecca Schendel, Lisa Unangst, Jean Baptiste Diatta, Tessa DeLaquil, and Hans de Wit (Eds.): 2019. *The Boston College Center for International Higher Education, Year in Review, 2018-2019*. CIHE Perspectives no. 13. Boston College Center for International Higher Education.

- Fiona Hunter, Elspeth Jones y Hans de Wit. (2019). Buenas Prácticas en la formación de recursos humanos para la internacionalización. En Jocelyne Gacel-Ávila (Coordinadora), *Buenas practices de internacionalización universitaria en América Latina y el Caribe*. Pp. 197-218. Universidad de Guadalajara/RIESAL, Guadalajara

- Thondhlana Juliet, Garwe Evelyn C., Hans de Wit, Jocelyne Gacel-Avila, Futao Huang and Wondwosen Tamarat. (Eds.).(2021, Forthcoming). *The Bloomsbury Handbook of the internationalization of higher education in the Global South*. Bloomsbury.

- Thondhlana Juliet, Garwe Evelyn C., & Hans de Wit. *Introduction.* Includes the following three chapters:

- Thondhlana Juliet, Garwe Evelyn C., & Hans de Wit. Salient issues of internationalization in the global south, concluding observations.

- Hans de Wit, Laura E. Rumbley, Daniela Craciun, Georgiana Mihut and Ayenachew Woldegiyorgis. International Mapping of National Tertiary Education Internationalization Strategies and Plans (NTEISPs).

- Lisa Unangst, Hakan Ergin, Tessa DeLaquil, Araz Khajarian and Hans de Wit. (2020). *Refugees and Higher Education: Transnational Perspectives on Access, Equity, and Higher Education*. Rotterdam, Brill/Sense Publishers.

- Maria Yudkevich, Philip G. Altbach, and Hans de Wit (Eds.). (2020). Trends and Issues in Doctoral Education: A Global Perspective. Studies in International Higher Education. New Delhi, Sage Publishers.

- Maria Yudkevich, Philip G. Altbach, and Hans de Wit. Preface. Includes the following two chapters:

- Maria Yudkevich, Philip G. Altbach, Hans de Wit, and Victor Rudakov. Conclusion, Doctoral Education Worldwide: Key Trends and Realities.

- Betty Leask, Craig Whitsed, Hans de Wit and Jos Beelen. (2020). Faculty Engagement: Moving Beyond a Discourse of Disengagement. In Ogden, A.C., Streitwieser, B. & Van Mol, C. (eds, 2020). *Education Abroad. Bridging Scholarship and Practice*. New York: Routledge.

- Elena Denisova-Schmidt, Hans de Wit and Xiaofeng Wan. (2020). Ethical Concerns on the Use of Agents in International Student Recruitment. In Elena Denisova (Editor), *Corruption in Higher Education, Global Challenges and Responses*. Global Perspectives on Higher Education, Volume: 46, Brill/Sense, Rotterdam.

Essays, Comments/Blogs

- Hans de Wit. (2019). *Dutch cuts to Internationalization send the wrong message*. The World View, Inside Higher Education, July 22, 2019.

- Hans de Wit and Betty Leask. (2019). *Towards new ways of becoming and being international*. University World News, 27 July, 2019, issue 562

- Hans de Wit. (2019). *We must end coercion in internationalisation in Africa*. University World News, 07 September 2019, issue 565.

- Hakan Ergin and Hans de Wit. (2019). *Religion as a Driver for forced Internationalization*. International Higher Education, Number 99, Fall 2019, pp. 9-10.

- Hans de Wit. (2019). *Is U.S. International Education Building a Wall?* The World View, Inside Higher Education, 30 October, 2019.

- Hans de Wit. (2019). *Internationalisation – No such thing as a neutral definition*. University World News, 06 October 2019, issue 569.

- Hans de Wit and Miguel J Escala. (2019). *Internationalisation of TTIs in the Caribbean*. University World News, 16 November 2019, issue 575.

- Philip G. Altbach and Hans de Wit. (2019). *The dilemma of English-Medium Instruction in International Higher Education*. World Education News & Review. November 29, 2019.

- Hans de Wit. (2019). *The Long Road Ahead. The Internationalisation Research Agenda*. Pp. 38-40. FORUM Winter 2019. EAIE.

- Philip G. Altbach and Hans de Wit. (2020). *The Dilemma of English*. International Higher Education, no. 100, Winter 2020, pp. 28-30.

- Hans de Wit and Miguel J. Escala. (2020). *Internacionalización de Instituciones Técnicas y Tecnológicas de Educación Superior en el Caribe*. Pp. 29-33. ESAL -Revista de Educación Superior en América Latina, ESAL7, Enero-Junio 2020.

- Hans de Wit and Philip G Altbach. (2020).*Time to cut international education's carbon footprint*. University World News, 11 January 2020, issue 580.

- Philip G. Altbach and Hans de Wit. (2020). *Branch campuses do not blossom*. Times Higher Education, Opinion, 20 February 2020, p. 29.

- Hans de Wit. (2020). *La internacionalización de las Instituciones de Educación Superior*. In La internacionalización de la Universidad pública; retos y tendencias. Universidad Nacional Autónoma de México (UNAM).

- Philip G. Altbach and Hans de Wit. (2020). COVID-19: *The internationalization revolution that isn't*. University World News, 15 March 2020, issue 589. Also published in International Higher Education, Special Issue 102, 2020, p. 16-18. Also published as *El impacto del coronavirus en la educación superior,* Nexos, 26 de Marzo, 2020, Mexico, https://educacion.nexos.com.mx/

- Philip G Altbach and Hans de Wit. (2020) *Post pandemic outlook for HE is bleakest for the poorest*. University World News, 04 April 2020, issue 592. Also published in International Higher Education, Special Issue 102, 2020, p. 3-5.

- Philip G. Altbach and Hans de Wit. *Rethinking the Relevance of International Branch Campuses*. International Higher Education, no. 101, Spring 2020, pp. 14-16.

- Gerardo Blanco and Hans de Wit. (2020). *The Response of International Higher Education Associations to Covid-19*. International Higher Education, Special Issue 102, 2020, p. 11-12.

- Philip Altbach and Hans de Wit. (2020). *Are we at a transformative moment for online learning?* University World News, 02 May 2020, issue 596.

- Hans de Wit. (2020). The end or revival of internationalization post Covid-19? University World News, 23 May 2020, issue 599.

Reports

- Uwe Brandenburg, Hans de Wit, Elspeth Jones, Betty Leask and Antje Drobner. (2020). Internationalization in Higher Education for Society (IHES), concept, current research and examples of good practice (DAAD Studies). Bonn: DAAD.

Presentations

Keynotes

- *Internationalization of Higher Education in the World Today – Critical Perspectives.* 17th International Conference on Private Higher Education in Africa, July 25-27. Addis Ababa, July 25, 2019.

- *Internationalization of Higher Education: Global Realities and Perspectives.* Higher Education Forum for Africa, Asia and Latin America, Second International Symposium, Internationalization of Higher Education in the New world (Dis)Order, July 26-27, Addis Ababa, July 26, 2019.

- *Principales Tendencias en Educación Superior alrededor del Mundo.* Opening Academic Year Postgraduate Programs, Centro Universitario de Ciencias Económico Administrativas (CUCEA), Universidad de Gudalajara, Mexico, 13 August, 2019

- *Internationalization of Higher Education: Global and at Home.* Keynote at the Conference 'Living Values of the University in Globalizing World' on the occasion of the 60th anniversary of RUDN, People's Friendship University, Moscow, February 6, 2020

- Keynote virtual conference *International Education Climate Action Summit for the Americas. May 20, 2020.*

Other Addresses (selected

- *Internationalization in Higher Education: national and institutional policies and approaches.* Workshop Segundo Seminario Académico de Educación Superior Internacional, CUCEA, Universidad de Guadalajara, Mexico, 14 August, 2019.

- *Conversations About Internationalization,* Dialogue and Concluding remarks Leadership Retreat, University of Maryland Baltimore Campus, UMBC, August 21, 2019

- *Internationalization of Higher Education, global context and challenges in a time of social, economic and political constraints.* Presentation to the representatives of the Graduate Programs involved with the UNESP Capes-PrInt program and the rest of the academic community of UNESP, Sao Paulo, August 22, 2019.

- Joint presentation with Francisco Marmolejo (World Bank), *International Mapping of National Tertiary Education Strategies and Plans (NTEIPs).* Center for Higher Education Internationalization (CHEI), UCSC, Milan, September 20, 2019.

- *Internationalization in Higher Education, global context and challenges in a time of social, economic and political constraints.* Presentation at Workshop Global, European and German Trends in Internationalisation of Higher Education, Universität Göttingen, 24 September 2019.

- *Workshop Export Strategies for Higher Education,* Institute of Education, National Research University Higher School of Economics, Moscow, September 25, 2019.

- *International Higher Education in a challenging global environment: threats, needs and opportunities.* Lecture at RUDN, People's Friendship University, Moscow, September 27, 2019.

- *Globalización, nuevas tecnologias y educación superior.* Keynote at Foro Humanismo en lka Era Digital, Fundación Universitaria del Área Andina, Bogota, Octubre 22, 2019.

- *International Partnerships: Strengthening Hubs.* Expert Panel Presentation, Conference of the

Americas on International Education (CAEI), Bogota, October 23, 2019.

- *Internationalization of Higher Education for Society, Moving back from Competition to Co-operation.* Commitment to Internationalization Lecture, The University of Iowa, November 7, 2019.

- *La Dimension Internacional de la Investigación y la Innovación.* Conferencia Doctorado en investigación e innovación educactiva de la Facultad de Filosofía y Letras, BUAP, Puebla, Mexico, November 13, 2019.

- *Global Engagement (internationalization) and the local mission of universities.* Moderator/Chair IAU 2019 conference session, Transforming Higher Education for the Future, Puebla, Mexico, November 14, 2019.

- *Internationalization of higher education for the next decade, challenges and opportunities.* Introduction and co-chair section 1, Bologna Process Researchers Conference 'Agenda for the Future', Bucharest, January 29-31, 2020.

- *The Internationalization of Higher Education.* Presentation at the Institute of Education, University of Lisbon, February 14, 2020.

- *Rethinking comprehensive internationalization for the next generation.* AIEA Conference, Washington DC, February 17, 2020.

Webinars

- Proyecciones y Perspectivas de la Internacionalización de la Educación Superior en la nueva realidad 'Post-crisis'. Webinar panelist, Interamerican Organization for Higher Education (OUI/IOHE), April 15, 2020.

- Ranepa Online Expert Talk, Implications of Covid-19 on International Higher Education, with Vladimir Mau, Rector, RANEPA; Sergey Myasoyedov, Vice-Rector, Director of IBS, RANEPA; Philip Altbach, Founder-directorCIHE. May 1, 2020, online.

- Moderator of three webinars on the impact of Covid-19 on Global Higher Education (May 5), Higher Education in the Global South (May 12) and Internationalization of Higher Education

(May 17), IAU in cooperation with CIHE, May 2020.

- Panel, presenter in a webinar Online Speaker Series: The End or Revival of International Higher Education? Center for Studies in Higher Education, University of Berkley, May 7, 2020.

- Panelist, Webinar AMPEI, Retos y oportunidades para la Internacionalización de la Educación Superior. Análisis de contexto global hacia la nueva realidad de Internacionalización de la Educación Superior Latinoamericana. Mayo 19, 2020.

- Panelist, Webinar Symbiosis International (Deemed) University. The Way Forward: What the new world will need for successful Internationalisation? June 11, 2020.

- Panelist, Webinar International Association of Universities (IAU. 1st IAU Global Survey on the Impact of COVID-19. June 9, 2020.

REBECCA SCHENDEL

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

Publications 2019-2020

Book Chapters

- de Wit, H. Altbach, P. G. & Schendel, R. (2020). Series Preface. In L., Unangst, H., Ergin, A., Khajarian, T., DeLaquil, & H., de Wit (Eds.), Refugees and higher education: Transnational perspectives on access, equity and internationalization. Brill Sense.

Editorials & Commentary

- Schendel, R., Woldegiyorgis, A. and Khajarian, A. 'IHE at 100: 25 Years of Evolution in International Higher Education.' *International Higher Education,* 100: 39-42.

Reports

- Schendel, R., de Wit, H., & DeLaquil, T. (Eds.) (2019). *Inclusive and innovative internationalization of higher education: Proceedings of the*

WES-CIHE Summer Institute June 19-21, 2019. CIHE Perspectives No. 14. Boston College Center for International Higher Education.

- Schendel, R., Unangst, L., Diatta, J., DeLaquil, T. & de Wit, H. (Eds.). (2019). *The Boston College Center for International Higher Education, Year in Review: 2018-2019.* CIHE Perspectives No. 13. Boston College Center for International Higher Education.

Presentations, Guest Lectures, and Conference Sessions

- Woldegiyorgis, A. A., Schendel, R., & Diatta, J.B. (2019). How Can We Make Higher Education in Africa More Innovative and Inclusive? A panel discussion on the 2019 WES-CIHE Summer Institute: Inclusive and Innovative Internationalization of Higher Education. June 19 – 21, 2019. Chestnut Hill, USA.

Funded Research & Consultancy

- "Building capacity for critical thinking enhancement in African Higher Education." McCowan, Rolleston, Adu-Yeboah & Omingo; Funding: ESRC-DFID: £492,362. Consultant.

Graduate Courses

- Field Experience for MA in International Higher Education Students (Instructor of record: Spring 2020)
- Global & Comparative Systems of Higher Education (Instructor of record: Fall 2019; Guest lecturer: Fall 2017)
- Thesis Seminar for MA in International Higher Education Students (Instructor of record: Fall 2019)

Professional Memberships & Affiliations

- Advisor to the Transforming Universities for a Changing Climate project, administered by University College London (Since 2020)
- Consultant to the Transforming Employability

for Social Change in East Africa project, administered by INASP (UK) (Since 2018)

Service to Profession

- External examiner of doctoral theses, University of Otago (New Zealand) (Since 2019)

Awards
- Nominated for 'Excellence in Personal Tutoring' category. UCL Student Choice Awards (2019)

BETTY LEASK

Visiting Professor in International Higher Education, Centre for Higher Education Internationalisation (CIHE, 2018-2020) and Professor Emerita, Internationalization of Higher Education, Office of the Deputy Vice-Chancellor, La Trobe University, Australia

Professional Service

- Honorary Visiting Fellow, Centre for Higher Education Internationalisation (CHEI) 15 February 2013-present *Università Cattolica del Sacre Cuore* Milan
- Member: Advisory Committee for the 4th and 5th IAU (International Association of Universities) Global Survey https://www.iau-aiu.net/Global-survey-on-Internationalization
- Member: External Advisory Board on Internationalisation, Georg-August-Universität Göttingen, Germany

Editorial Positions
- Editor-in Chief: *Journal of Studies in International Education* Thousand Oaks: SAGE, January 2014 – present http://jsi.sagepub.com/ and Co-editor of Journal of Studies in International Education Thousand Oaks: SAGE (with Professor Hans de Wit, University of Applied Sciences, Amsterdam) 2011 – 2013

PhD Supervision (in process)

Marantz Gal, A. PhD 'Universita Cattolica del Sacro Cuore, Milano. 'Internationalisation of the curriculum in an Israeli Teachers' College' Principal Supervisor. Completed 2019.

Huisman, Jerome. PhD 'Universita Cattolica del Sacro Cuore, Milano. Co-supervisor with Professor Christopher Ziguras, RMIT University Melbourne. Commenced September 2017.

Borkovic, S. PhD La Trobe University. 'Global Citizenship in the Allied Health Education: 'Preparing occupational therapy professionals for current and future practice with diverse people in diverse communities'. Co-supervisor with Professor Tracy Fortune, La Trobe University. Commenced March 2018.

Publications 2019-2020

Book Chapters

- Leask, B. & Green, W. (2020 forthcoming) 'Curriculum Integration: Maximizing the Impact of Education Abroad for All Students' Chapter 11 in Ogden, A.C., Streitwieser, B., & Van Mol, C. Education Abroad: Bridging Scholarship and Practice, pp131-140. Routledge.

- Leask, B. Whitsed, C., de Wit, H. and Beelen, J. (2020 forthcoming) 'Faculty Engagement: Moving Beyond a Discourse of Disengagement' Chapter 12 in Ogden, A.C., Streitwieser, B., & Van Mol, C. Education Abroad: Bridging Scholarship and Practice, pp141-152. Routledge.

- Leask, B. (2020) 'Global Learning for All: What Does it Take to Shift a Paradigm?' Chapter 12 in Godwin, K. and de Wit, H. (eds) Intelligent Internationalization: The Shape of Things to Come. Stylus, Virginia.

Refereed Journal Articles

- Leask, B. (2020) How can we extend the boundaries of our knowing? International Higher Education #100, Winter 2020, pp 30-32.

Funded Research and Consultancy Reports

- Brandenburg, U., de Wit, H., Jones, E., Leask, B. & Drobner, A. (2020). Internationalisation in Higher Education for Society (IHES). Concept, current research and examples of good practice (DAAD Studies). Bonn: DAAD.

Short Articles, Commentary, and Critique

- Leask, B & Green, W. (2020) Is the pandemic a watershed for internationalisation? University World News, 2 May, 2020. https://www.universityworldnews.com/post.php?story=20200501141641136

- Brandenburg, U., de Wit, H.; Jones, E., Leask, B. (2019). Defining internationalisation in HE for society. In University World News, 29 June, 2019.

Keynote Addresses

- 2 May, 2019, Leask, B & de Wit, H. Internationalisation in Higher Education – Universities Past, Present and Future: Pushing the Boundaries Barker Centre, Harvard University,

PHILIP ALTBACH

Research professor and founding director of the Center for International Higher Education, Boston College.

Editorial Positions

- Editor, *International Higher Education,* 1995-current.

- Series Editor, Global Perspectives on Higher Education, Sense/Brill Publishers, 2000-current.

Professional membership

- International member of the Committee on the Competitiveness of Russian Universities, appointed by the Russian Prime Minister, 2014-current.

- Member of the international advisory council of the Higher School of Economics, Moscow, Russia (2014-present) and the Lahore University of Management Science, Pakistan (2017-current)

Publications

Books

- Altbach, Philip G., Edward Choi, Mathew Allen, and Hans deWit, eds. The Global Phenomenon of Family-Owned or Managed Universities, Leiden, Netherlands: Brill, 2020

- Maria Yudkevich, Philip G. Altbach, and Hans de Wit (Eds.). (2020). Trends and Issues in Doctoral Education: A Global Perspective. Studies in International Higher Education. New Delhi, Sage Publishers.

Articles and chapters

- Hans de Wit and Philip G. Altbach. (Forthcoming) The Impact of Covid-19 on the Internationalization of Higher Education, Revolutionary or not? In *Internationalisation of Higher Education*. DUZ/IAU

- (with E. Choi, M. Allen, and H. deWit) A Model of Family-Based Higher Education Management—Challenges and Opportunities in P. Altbach, et al. (Eds.) *The Global Phenomenon of Family-Owned or Managed Universities,* Leiden: Brill, 2020, 257-279

- "Universities: Family Style" in P. Altbach, et al (Eds.) The Global Phenomenon of Family-Owned or Managed Universities, Leiden: Brill, 2020, 3-8.

- Philip G. Altbach, Hans de Wit and Rebecca Schendel. Series Preface. In Hans de Wit, Tessa DeLaquil, Hakan Ergin, Araz Khajarian and Lisa Unangst. Refugees and Higher Education: Trans-national Perspectives on Access, Equity, and Internationalization.

- Maria Yudkevich, Philip G. Altbach, and Hans de Wit. Preface. Trends and Issues in Doctoral Education: A Global Perspective. Studies in International Higher Education. New Delhi, Sage Publishers.

- Maria Yudkevich, Philip G. Altbach, Hans de Wit, and Victor Rudakov. Conclusion, Doctoral Education Worldwide: Key Trends and Realities. Trends and Issues in Doctoral Education: A Global Perspective. Studies in International Higher Education. New Delhi, Sage Publishers.

- Philip G. Altbach. 2019. Edward Shils: Defender of the University. Pp. 202-211 in *The Calling of Social Thought: Rediscovering the Work of Edward Shils.* Edited by Christopher Adair-Toteff and Stephen Turner. Manchester, UK: Manchester University Press.

- Philip G. Altbach. "World-Class Universities and Higher Education Differentiation: The Necessity of Systems," in Y. Wu, Q. Wang, and N. C. Liu, eds. World Class Universities. Rotterdam: Brill/Sense, 2019. Pp 56-69.

- Altbach G. P. (2019). *Kitlesel Yükseköğretimin Mantığı in Kurtoğlu, M. eds. Neoliberalizm, Bilgi ve Üniversiteler: Eleştirel Yükseköğretim Araştırmalarına Giriş. Notabene Yayınları. İstanbul. p. 171-190*

Reportage

- (with Hans deWit) "Covid-19: The Internationalization Revolution that Isn't," University World News (14 March 2020)

- (with Hans de Wit) "Branch Campuses do Not Blossom," *Times Higher Education* (Feb, 20, 2020), p. 29

- (with Hans de Wit) "Time to Cut International Education's Carbon Footprint," *University World News*, (January 11, 2020)

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

- (With Hans deWit) "Too Much Academic Research is Being Published," *International Higher Education,* No 96 (Winter, 2019)

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

- Philip Altbach and Eldho Mathews, "It's Time to Act: Not Do More Research" *The Hindu* (Chennai, India), July 1, 2019.

- (with Liz Reisberg) "The Trend of Academic Isolationism in the United States," *Inside Higher Education* (November 14, 2019).

- (with Hans deWit) "The Dilemma of English-Medium Instruction in International Higher Education *WENR World Education News and Reviews* (November 19, 2019)

- Philip Altbach and Eldho Mathews. "Competing for the Best" *The Hindu,* (April 27, 2019)

- "Passing the Baton," *Nature* 574 (24 October 2019), S60.
- (with Pankaj Jalote) "Forget the Top 100 List," *The Print* (New Delhi). (Nov, 19, 2019).
- (with T. Luescher "Students Are in the Vanguard in the Youth Revolution of 2019," *University World News* (December 7, 2019).

Other

- Regular contributor of articles to the *Times Higher Education* (UK). *Japan Times, Christian Science Monitor, Times of India, Melinio* (Mexico City), *The Hindu* (India), *South China Morning Post* (Hong Kong) and other newspapers. Book reviews have appeared in such publications as *Harvard Educational Review, Higher Education Policy, American Political Science Review, Comparative Education Review, Journal of Higher Education, Higher Education, Review of Higher Education* and other publications.

The Boston College Center for International Higher Education (CIHE)

At the forefront of international higher education.

Subscribe
International Higher Education
https://www.internationalhighereducation.net/

Explore
Master of Arts in International Higher Education
https://www.bc.edu/content/bc-web/schools/lynch-school/sites/cihe/teaching-training/teaching-training1.html

Evolve
Graduate Certificate in International Higher Education
https://www.bc.edu/content/bc-web/schools/lynch-school/sites/cihe/teaching-training/teaching-training1.html

Participate

Consider writing for one of our publications:
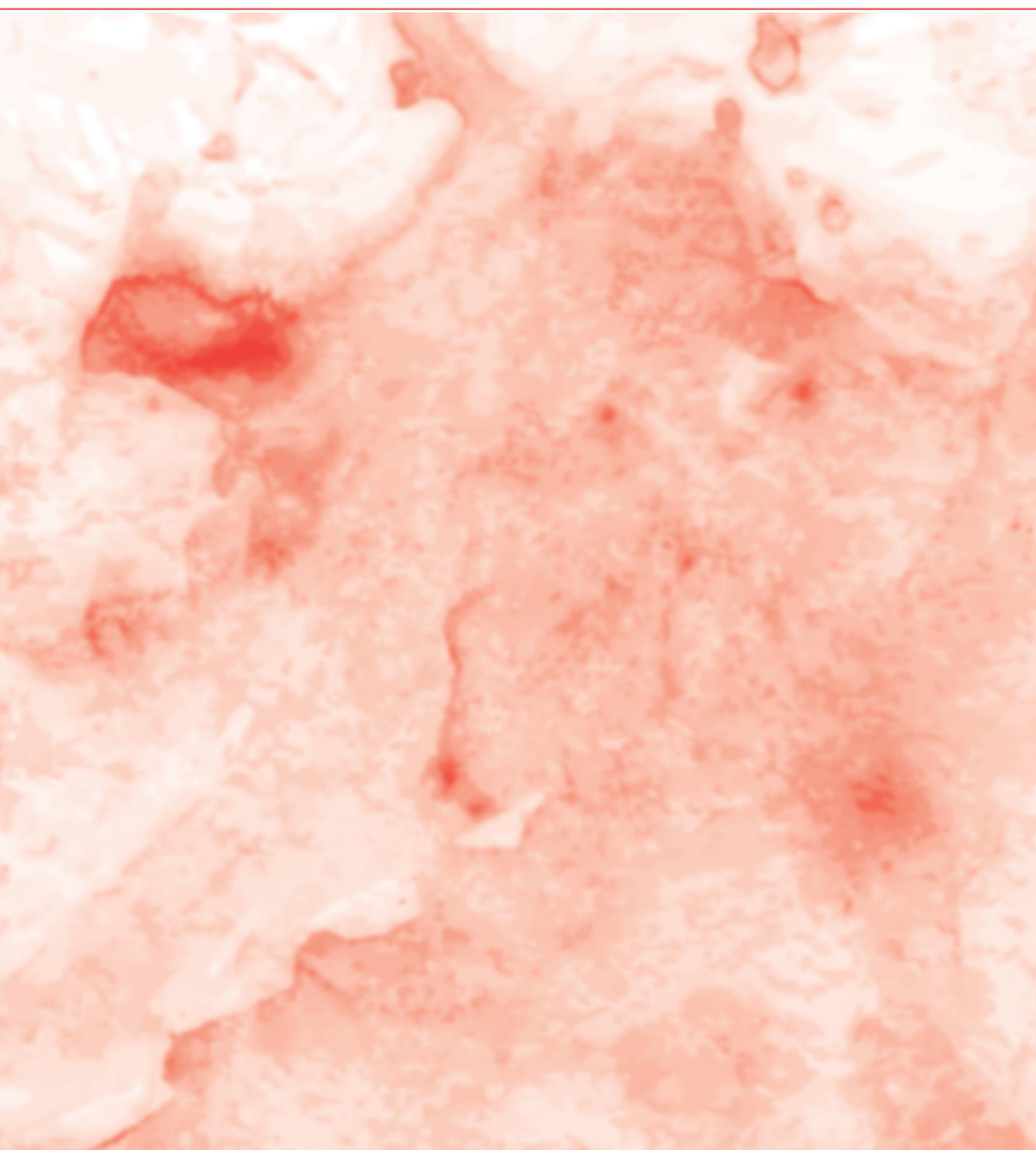
International Higher Education
https://www.internationalhighereducation.net/

Educación Superior en América Latina
http://rcientificas.uninorte.edu.co/index.php/esal/

CENTER FOR
INTERNATIONAL
HIGHER
EDUCATION
BOSTON COLLEGE