

GLOBALIZATION



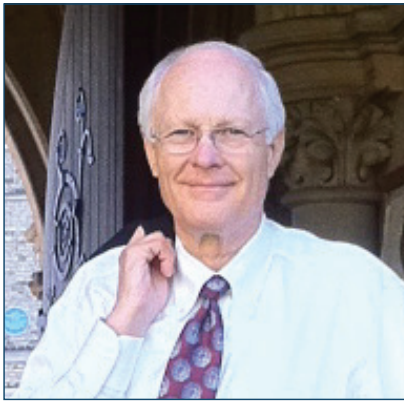
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Randy Best on the Globalization of Higher Education

Our team at Academic Partnerships is committed to innovation and sustainability in American higher education, and we spend a lot of time thinking about game-changing ideas that will increase access and achieve affordability. We are focused on the globalization and export of U.S. post-secondary education because of the profound impact it can have on the future of our higher education system and countless global citizens.

An estimated 600 million of our global citizens are potential higher education consumers, but only a third of them are enrolled in college. More than 90 percent of the unserved are in emerging economies. These millions of potential students aspire to U.S. university brands, and they will pay for an affordable high-quality education if it is made accessible. They want to be full citizens of the 21st century and to improve conditions for their families and their countries. But to contribute to the future, they must have a post-secondary education.

Our universities now have the technology to take their programs to scale with undiminished quality and to serve millions around the world, and we believe that doing so will have significant benefits for both the universities themselves and the students who for the first time ever will have access to the opportunities higher education provides.

Indeed, no greater contribution could be made to raising standards of living and global prosperity than making higher education more accessible. Exporting higher education on a global scale

could be America's greatest contribution to the 21st century, while simultaneously providing a self-sustaining economic model for our universities here at home.

It is with these benefits in mind that we recently launched the AP Specializations initiative, which allows partner institutions to offer a new credential that represents a concentration of relevant knowledge in high-demand fields of global interest to people all over the world. We believe the initiative will significantly increase post-secondary enrollment, resulting in untold benefits for U.S. universities and citizens everywhere.

We are pleased that the initiative has been embraced so broadly. As Specializations roll out rapidly on a global basis, we will continue working to advance the globalization movement for American higher education.

Thank you for participating in the important discussion around this game-changing opportunity.

Best wishes,

A handwritten signature in black ink that reads "Randy Best". The signature is fluid and cursive.

Chairman and CEO, Academic Partnerships



For more information, please visit
www.academicpartnerships.com

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INTRODUCTION

Higher education is increasingly a global enterprise, in just about every facet of what colleges and universities do.

In the digital era, results of research are shared worldwide and down the hall in about the same time. Developments in one country can reverberate elsewhere – in ways that were once unthinkable.

More and more American colleges recruit foreign students (and notably foreign undergraduates, not just the graduate students who have been a force on American campuses since World War II). These colleges seek not only to diversify student bodies, but to benefit from the tuition revenue paid by these students (many of whom wouldn't have been recruited but for their ability to pay). Indeed, colleges' financial strategies – at public and private institutions alike -- are based on having certain percentages of international students.

At the same time, many American colleges and universities are looking for ways to increase the global understanding of their students. A small number of institutions are setting up full campuses abroad. At some colleges, the emphasis is on encouraging more students to study abroad. At others, the focus is on curricular shifts.

Online education has added new twists, as the MOOC movement has attracted foreign students (who typically outnumber Americans), prompting consideration in other countries of how to respond to American-led MOOCs. Meanwhile, other colleges view MOOCs and other forms of online education as a way to attract more talent to American campuses.

The articles that follow in this compilation explore some of the opportunities and challenges raised by the globalization of higher education. These issues will continue to be crucial to Inside Higher Ed. Please send your reactions or suggestions for future coverage to editor@insidehighered.com



CLAYTON CHRISTENSEN

Professor, Harvard Business School
Senior Advisor, Academic Partnerships

A New Model: Academic Partnerships' Specializations

By Dr. Clayton Christensen

If higher education is to become accessible to all 21st-century global citizens who need it, rethinking the current model is imperative. In today's Knowledge Economy, a post-secondary credential is rapidly becoming a necessity, like food and shelter. However, most agree that traditional degrees take too long and cost too much. This necessitates a new credential based on global standards, one that provides proof of competency and can be provided to millions around the world affordably and in their native languages.

Academic Partnerships' (AP) Specializations are an innovation in knowledge delivery that optimizes time and minimizes cost. This new and highly efficient global credential could become a common currency for cross-border post-secondary education and a game-changer for traditional higher education.

AP Specializations are granted by top-quality universities and are a concentration of relevant knowledge on an accelerated track aligned with the lifestyle and expectations of 21st-century higher education consumers. People pursue them to gain applicable knowledge and to reach a level of competency previously attainable only through a much greater commitment of time and resources.

The integrity of AP Specializations is based on the expertise of their course authors, the reputation of the institutions that grant them, and the content's alignment with the market. By having outstanding professors from top institutions distill and contextualize knowledge, AP Specializations provide students what they need to know to advance in their lives.

Unlike other types of credentials, AP Specializations are on-demand and range from entry level knowledge to advanced 21st-century fields such as nanotechnology, robotics, and biotech. AP Specializations, which are comprised of three progressive certificates, are 100 percent online and can be earned in nine months. Test security is provided through a verification system that authenticates the user.

The retention rates of AP Specializations are expected to be in the mid-80s, mirroring the current levels in the online degree programs represented by Academic Partnerships. Their tuition is indexed to the per capita income in individual regions of the world and students are permitted to pay by course, making them an affordable, accessible, and highly sought after credential.

AP Specializations are a new model for increasing access that paves the way for global growth in higher education enrollment, particularly in developing markets. The model enables the best universities in the United States to take their quality to scale and export their content around the world for the first time. The benefits to the institutions that grant them could be considerable at a critical time in their history, while at the same time bringing equality in opportunity to more global citizens than ever before. I am energized by this prospect and believe that AP Specializations are an especially promising innovation. I hope you agree.

“ ”

The integrity of AP Specializations is based on the expertise of their course authors, the reputation of the institutions that grant them, and the content's alignment with the market.

Recruiting Foreign Students



Brazil Scholarship Program Grows

By Elizabeth Redden

More than 4,000 Brazilian undergraduates are on U.S. campuses on government scholarships.

You may be hearing more Portuguese in the hallways on your campus.

More than 4,000 Brazilian undergraduates will be studying at universities in the United States in fall 2013 through the Brazil Scientific Mobility Undergraduate Program (formerly called Science Without Borders), a more than twofold increase over the previous year. The scholarship program, launched by the Brazilian government in 2011, has quickly become an important source of international students -- and revenue -- for many American universities.

“When the government of Brazil

first started talking about this program maybe three or four years ago, there was a strong desire to get the flow of students to the United States healthy again,” said Tom Farrell, vice provost for global engagement for the University of Nebraska system. Nebraska’s Lincoln campus cracks the top three in terms of the total number of Brazilian students hosted through the Scientific Mobility program. According to numbers provided by the Institute of International Education, which administers the program in the U.S., the University of Nebraska at Lincoln has hosted a total of 91 Brazilian students (this includes students who

are newly enrolled in fall 2013). The Omaha campus has also hosted 27 Brazilian students through the scholarship program and the Kearney campus will enroll its first group of 23 Brazilian students in its English as a second language program this fall.

“I think this is strategically important for both countries, so I really appreciate the way the Brazilians are managing and developing this talent pool,” Farrell said.

The scholarship program funds a year of overseas study for Brazilian undergraduates, primarily in STEM (science, technology, engineering and mathematics) fields. The top fields of study are civil, mechanical, electrical and industrial engineering, followed by computer science, chemical engineering, architecture, computer engineering, environmental science and engineering, and biomedical science and public health. About 60 percent of the scholarship recipients have completed a summer internship either at a company or in a university research lab.

New in 2013-14, the scholarship will also fund six months of intensive English study over and above an academic year. Of the 3,913 new Brazilian students enrolling at U.S. universities in the fall of 2013, 2,681 are starting out in intensive English programs while the remaining 1,232 have been placed directly into academic programs. In addition to the new matriculants, 440 scholarship

students who started in the spring semester will be continuing their studies.

Nationwide, for the fall 2012 cohort, 56.9 percent of students had a grade point average of 3.5 or higher, 28.5 percent were in the 3.0-3.49 range, 10 percent in the 2.5-2.99 range, 3.1 percent in the 2.0-2.49 range, and 0.8 percent had G.P.A.s below 2.0. Another 0.7 percent – about 10 students – did not respond to the survey.

A survey of 531 scholarship recipients who studied in the U.S. from spring 2012 until spring 2013 yielded 429 responses; asked whether they were satisfied, over all, with their U.S. host institution, 79 percent of students said yes. Another 15 percent said no; 6 percent did not respond to the question. To date, a total of

348 universities in the U.S. have hosted Brazilian students through the Scientific Mobility program, either for academic or pre-academic English programs or both.

The Brazilian government has a goal of sending 100,000 undergraduate and graduate students abroad through the scholarship program in order to enhance the country's competitiveness in STEM fields. Although other top destination countries include France and the United Kingdom, the U.S. hosts the largest numbers of Brazilian undergraduates.

"It is certainly the most exciting activity between Brazil and the United States at the moment that promises to create longer-term linkages between universities in the U.S. and universities in Brazil," said Edward Monks, the

director of academic and experiential learning at IIE.

American universities have increasingly been turning to Brazilian universities with an eye toward forming partnerships. Brazil is one of four countries -- along with China, India and Turkey -- on which the University of Nebraska system has placed a strategic focus.

Beth Greenwood, associate dean of the Center for International Education at the University of California at Davis Extension, said the program "really has contributed to the globalization of UC Davis."

"Looking at the goals of this university and looking at the goals of the Science Without Borders initiative, I think it's been a very successful match." ■

Paying a Premium

By Elizabeth Redden

Graduate students at a Canadian university question the use of commissioned agents and whether prospective international students are being steered into "premium tuition" programs that are not the best academic fit.

A group of former students who failed out of a graduate computer engineering program in Canada that predominantly enrolls Chinese students have complained that the program was exploitative. The program is one of four graduate engineering programs at Newfoundland's Memorial University that requires the bulk of the cost to

be paid in an upfront, nonrefundable "premium tuition fee" rather than on a semesterly basis.

The four programs -- in computer engineering, engineering management, environmental systems engineering, and oil and gas engineering -- are course-based (meaning they do not require a thesis) and are pricey by Memorial's standards (if not

American ones), varying in total cost between CDN \$16,000 and CDN \$20,000 for domestic students and CDN \$22,000 and CDN \$26,000 for international students. The computer engineering program is the most expensive: international students pay a nonrefundable "premium" fee of just over CDN \$20,000 with the remainder of their CDN \$26,000 total tuition to be paid in semesterly installments.

By contrast most other graduate programs at Memorial cost less than CDN \$6,000.

The students' allegations of inequity speak to the possibility of a backlash against institutions that are perceived -- fairly or not -- as recruiting overseas students for primarily pecuniary

purposes. Their cause has been taken up by the university's Graduate Students' Union, which has raised concerns about the preparedness of some students in the program and Memorial's use of commissioned agents.

"This is a systemic problem from what we perceive as poor instructional planning but also a disregard for the well-being of some of these students," said Joey Donnelly, a master's student in folklore and president of Memorial's Graduate Students' Union. Donnelly raised the question of whether the university's contract with an agency to recruit in China for just these four, more expensive programs has resulted in students being steered toward programs that are not the best academic fit. The use of commissioned agents has been controversial in the U.S., at least, where there are concerns about how to protect the interests of students when they are being guided by agents who represent a limited menu of programs or institutions and have a financial stake in which university a student chooses to attend.

"It keeps you up at night, to wonder would these students have been able to succeed had they known about other programs [at Memorial]," Donnelly said. "Sure, they could have applied to these other programs, but when they were in contact with the agent they were led to believe that these were the signature, premium programs at the university and they were really only sold these four particular programs. I just think that's the wrong model for



our university to take."

"It's a concern that in China in particular, where we're focusing some of these efforts, that students are seen as an easy way to make money," Donnelly said.

Inside Higher Ed spoke with half a dozen international students who have failed out of the master of applied science in computer engineering program. Three said they approached administrators about withdrawing or transferring to another program at Memorial in their first semester but were dissuaded by a more than CDN \$20,000 sunk cost.

Memorial stresses that its total CDN \$26,000 tuition rate is a bargain for a graduate computer engineering program and maintains that the complaints are coming from a small group of disaffected students who failed to meet the program's high standards. "The vast majority of our students are success stories," said Greg Naterer, dean of the Faculty of Engineering and Applied Science at Memorial.

Since the program's inception in 2004, administrators said, 94 students, or 80 percent, have graduated; 20

students, or 17 percent, have been terminated from the program; and another 3 percent have transferred or withdrawn. Thirty-three students are currently enrolled.

About 95 percent of the students come from China, with the remainder coming from other foreign countries. There is not a single Canadian student enrolled in the master of applied science in computer engineering program.

"There is a market in China for this particular program in computer engineering," said Naterer. The university contracts with Can-Zhong International Education Consulting Services, which, according to its president, Frank Wang, works with more than 200 agencies in China to recruit for more than 30 professional master's programs at 10 Canadian universities. Chinese parents and students are "overwhelmed by the information" available on university websites, Wang said via e-mail, explaining that they tend to use recruiting agencies to find "a best fit program for their study. Therefore a recruiting adviser is also assisting students to select a proper academic

program for them based on their qualification, interest, financial budget, career plan, countries they [are] interested in etc.”

The only graduate programs at Memorial that Can-Zhong and its partners recruit for are the engineering programs charging premium fees, including the computer engineering program. Memorial officials declined to disclose the commission the university pays the agent per student enrolled.

“With a population of 1.3 billion in China, and hundreds of universities there, it’s really difficult and impractical for us to do all of the recruitment ourselves, so this is one of the reasons that we use an agent,” Naterer said, noting that agents merely pre-screen and refer applicants and do not make admissions decisions on the university’s behalf.

Naterer also defends the fee structure, saying that the CDN \$20,000 premium fee is necessary in order to pay for the additional faculty needed to deliver the course-based program, which has a heavier course load than a thesis-based master’s program. Furthermore, he said that the premium fee is nonrefundable because the university has to commit resources to the program based on student enrollment. “Once they register and they are in the program, there is a nonrefundable component, because we need to make an investment in the delivery of the programs,” he said.

“Universities don’t refund tuition for

students who have failed,” said Noreen Golfman, Memorial’s dean of graduate studies. “It’s not the way it works. I understand this is a higher-than-usual premium fee, but that’s the risk the students take. Fortunately we have an astonishingly high success rate in the program. I think you’ve been hearing from students who failed, which is unfortunate. But our success story is a much cheerier one. All of our students understand the risk involved, but they and their families are obviously committed to them receiving a first-class Canadian education.”

Memorial has posted an article on its engineering department website touting the success of the four course-based engineering programs and quoting two contented graduates.

Of those students who were not successful, several told *Inside Higher Ed* they were surprised to be placed into undergraduate courses upon arriving at Memorial, courses in which they struggled. (For their part, Memorial administrators said the decision to place students with gaps in their academic records into undergraduate courses -- at no additional cost to them -- reflects a commitment to student success, not the opposite.) Some students who started in the spring semester said they were unable to take the prerequisites they needed before starting advanced classes. All are frustrated that though they failed out of the program after one or two semesters, they were required to pay nearly the whole cost of the three-

four-semester program upfront.

“It’s like they just want to make money on us,” said Meng Zhao, who was terminated from the program and is now getting a second bachelor’s degree in computer science from Simon Fraser University, in British Columbia. Although Zhao holds a bachelor’s in engineering from a Chinese university, he said he focused on photo-electronics as an undergraduate and entered the computer engineering program at Memorial without any knowledge of computer programming language. He was among the students who wished to transfer to another course of study after one semester but was told he would have to pay the balance of his premium tuition fee -- all CDN \$20,000 -- first. Feeling stuck, Zhao stayed in the program, and failed out.

Shuwen Pan successfully completed the computer engineering program in 2012 and is now working as a developer at a software company in Halifax. But even though she counts as a success story she said that if she could do it again she would more thoroughly research programs on her own rather than relying on an agent’s advice. The program at Memorial, she said, was not what she expected. She wishes she’d known about the possibility of thesis-based master’s programs, which at Memorial don’t come with the premium fee tacked on.

“Next time,” she said, “I will do more research about the school and about the program before I attend it.” ■

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The Future Grad Students

By Scott Jaschik

New data illustrate gaps by race and nationality in GRE scores, and differences between graduate population of Americans and non-Americans.

Test-takers who took the GRE in 2012-13 were more likely to be a bit younger and a bit more science-oriented than those who took the exam the year before. And in the quantitative portion of the exam, in particular, foreign talent appears to be outpacing American.

These are some of the findings in the latest “Snapshot” of GRE test-takers, released in November 2013 by the Educational Testing Service.

While not everyone who takes the GRE applies to graduate school, and not every graduate program requires the GRE, the statistics provide numerous hints on the population that

will be enrolling or seeking to enroll in graduate school – both in master’s and doctoral programs.

In 2012-13, likely a result of the continued tough job market for new college graduates, the percentage of GRE test-takers who are 18-22 years old increased to 37 percent, from 34 percent the year before.

Another notable shift was that those who identified a degree in natural sciences as their intended field of study was up to 32 percent, from 27 percent the year before. The next most popular fields were engineering and social sciences (at 13 percent each), and humanities and education (at 6

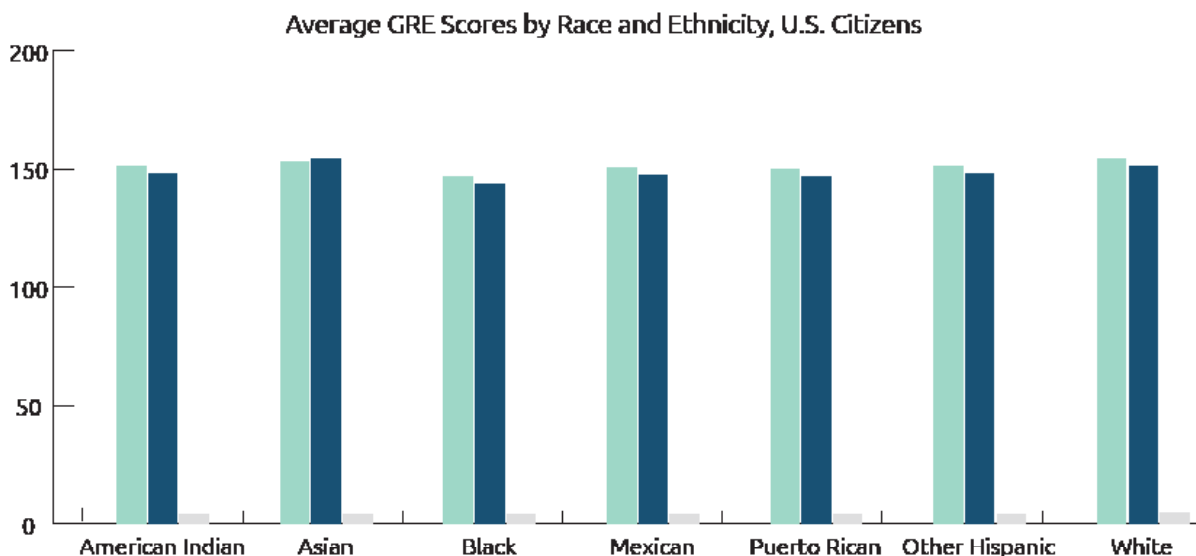
percent each). Note: 25 percent were either in “other” fields or had not yet decided.

As is the case with most standardized testing, the GRE total scores for the year reveal significant gaps by race and ethnicity among American test-takers.

The GRE report demonstrates the continued importance of the foreign student population to American graduate education. Non-U.S. citizens represent about one-third of all GRE test-takers.

In key ways, the data show differences between the American and non-American population – and particularly the population from Asia, which accounts for the countries sending the most students to graduate programs in the U.S. For example, 58 percent of GRE test-takers in the United States are women, and 62 percent of test-takers in Asia are men.

The GRE analysis also includes average scores by test-takers’ home



countries. The data show many countries outpacing the United States, especially in the quantitative category. But the data should be viewed with some caution. In many parts of the world, it would only be the absolute top students who would aspire to come to the United States for graduate education, while the American cohort includes students with a range of academic records. Nonetheless, the figures illustrate why, in certain fields, foreign talent has become so crucial to graduate programs.

The data show numerous countries besting the U.S. significantly in the quantitative category that may be key for science and technology programs. The U.S. average is 149.9, far below the averages for China (163.4), Taiwan (160.4) and many other countries. The United States does better, compared to most other countries, in the verbal and writing sections, not surprising given that those growing up in an English-language educational system would be at an advantage. But this advantage doesn't hold for all countries. Germany tops the U.S. in two GRE categories -- and ties in writing. And when it comes to countries where students would have been educated in English, the U.S. isn't necessarily superior. Canada and Britain have averages well above the U.S. in all three GRE categories.

While ETS released data from many countries not included below, the table that follows includes all of the countries in which at least 1,000 people took the GRE in 2012-13. ■

COUNTRY	NO. OF TEST TAKERS	VERBAL	QUANTITATIVE	WRITING
Bangladesh	1,664	145.7	155.8	2.9
Brazil	1,430	149.8	151.3	3.0
Britain	1,559	157.2	153.1	4.3
Canada	5,510	156.0	153.8	4.2
China	42,357	146.6	163.4	2.9
Colombia	1,294	148.6	150.2	3.0
France	1,269	153.7	156.9	3.4
Germany	1,555	153.6	155.9	3.8
Ghana	1,255	145.9	146.8	3.1
India	56,782	144.7	154.3	2.9
Iran	6,326	142.4	157.4	2.9
Japan	1,374	145.1	156.6	3.0
Korea (South)	4,870	148.3	158.8	3.1
Mexico	2,499	148.9	149.1	3.1
Nepal	1,556	145.5	154.8	3.0
Nigeria	2,932	146.8	147.6	3.1
Pakistan	1,955	148.7	153.5	3.4
Russia	1,101	148.3	155.7	3.1
Saudi Arabia	4,288	137.8	142.4	2.1
Taiwan	2,742	145.3	160.4	2.8
Turkey	2,713	144.5	158.5	2.9
United States	337,782	152.9	149.9	3.8

The figures show numerous countries besting the U.S. significantly in the quantitative category that may be key for science and technology programs.

Foreign Student Safety in Spotlight

By Elizabeth Redden

Kerry says Japanese students are deterred by fears of gun violence. Chinese and Saudi Arabian students are among victims of Boston bombings. Does growth in international student population come despite concerns on safety?

Professionals in international education have long had to counter stereotypical depictions of the U.S. as a crime-ridden, pistol-packing kind of place, but in 2013 issues surrounding perceptions of international student safety have been especially prominent: not only was Secretary of State John Kerry quoted as saying that prospective Japanese students are deterred by fears of gun violence, but one international student died, and at least three others were injured, as a result of the Boston Marathon bombings.

Boston University has been left mourning Lu Lingzi, a graduate student in mathematics and statistics who was described by *The New York Times* as “a woman whose aspirations took her from a rust-belt hometown, Shenyang, to Beijing and then the United States.” One other Chinese student was injured, as were two Saudi Arabian students, one of whom was initially misidentified by some media outlets as a suspect, leading a Saudi embassy official to tell *The Boston Globe*, “We’re concerned about the backlash against students based on a false story.” (Officials at the Saudi Embassy did not respond to requests for comment.)

The numbers of Chinese and Saudi students in the U.S. have grown dramatically in recent years, fueled by a hunger for U.S. education on the part of China’s growing middle class, on

the one hand, and a generous Saudi government scholarship program, on the other. But while the overall number of international students in the U.S. is growing, this may be in some cases despite concerns about safety. An October 2012 report from the British Council shows something of a mixed picture in regard to international students’ perceptions of safety in the U.S.: students rated the U.S. in the top five in terms of both the safest and



Lu Lingzi

the least-safe countries in which to study abroad. This divided opinion “is no doubt a product of [the country’s] size, diverse urban and rural nature, and the national celebrity status generated by its media, television, and sports industries and afforded to it by countries around the world,” the report states.

Although students in the survey deemed the risk of terrorist attacks in the U.S. to be comparatively low, they

did cite concerns about the prevalence of guns.

In regard to Secretary Kerry’s comment, Chris Nyland, a professor of management at Australia’s Monash University who studies international student safety and security, said he was not surprised by it, as his own interviews with 200 international students in Australia have shown that while they nearly always rate Australia as being safer than their home country, this is not the case for students from Singapore and Japan, who seem to be especially sensitive to the threat of crime. (That said, and as the *Washington Post* Fact-Checker columnist pointed out, other explanations for the decline in the number of international students from Japan include the country’s aging population and global economic factors.)

The British Council report suggests that student safety is climbing on the list of international students’ concerns, from No. 17 of 19 in 2007 to No 5 in 2012. Attacks on international students in the U.S. are apt to become international incidents, as was the case with the murder of two Chinese graduate students at the University of Southern California last year. However, Nyland said the impact of the Boston Marathon bombings on international students’ decisions will likely be marginal, particularly given the lure of Boston’s colleges. Drawing again from his own interview research, this time with Chinese parents -- who are more focused on issues of safety than are their children -- he said that in the end the quality of institutions tends to trump safety concerns.

“Of all the hubs in the world, Boston is where it’s all at.” ■

Study Abroad



Sinking Down Roots

By Elizabeth Redden

St. Lawrence University's longstanding program in Kenya provides a model of what study abroad can look like when it's seen as a two-way street and when it is deeply embedded in a campus culture.

Francis Chachu Ganya grew up in a nomadic, Oromo-speaking community in the arid northern reaches of Kenya along the Ethiopian border. It would seem unlikely that he would ever have even heard of St. Lawrence University, a private liberal arts college with about 2,400 undergraduates in New York State.

But students on St. Lawrence's longstanding study abroad program in Kenya visited his community every spring and fall, and Ganya – then a fifth- to seventh-grader in possession of a schoolboy's knowledge of English – earned some token cash as their

translator. When he heard of a student from a neighboring county earning a scholarship to St. Lawrence, Ganya approached Paul Robinson, then the director of the St. Lawrence Kenya Semester Program, and said he would like to go to St. Lawrence, too.

It would seem a long shot, to say the least. Ganya attended a remote, rural school without enough teachers and is the first person in his family to obtain any formal schooling at all. But Robinson, who had interviewed Ganya's father for his dissertation, knew of the family's commitment to the boy's education. He told the

young Ganya that he would have to finish high school and earn excellent grades. And when Ganya did just this – earning good enough scores to get into Kenya's Moi University – Robinson invited him to spend a year on St. Lawrence's study abroad campus in suburban Nairobi, improving his English and preparing to take the SATs and formally apply.

Ganya is now one of four St. Lawrence alumni serving in Kenya's National Assembly, representing his home region. A fifth St. Lawrence alumnus is Kenya's Secretary of Water, Environment and Natural Resources.

In study abroad there is a lot of talk of “transformation” and “reciprocity,” but an examination of some of the tangible outcomes and impacts of St. Lawrence's nearly 40-year-old semester abroad program in Kenya provides an opportunity to go beyond the rhetoric. St. Lawrence's roots in Kenya are nearly as old as the country itself: the university offered its first January term trip to Kenya in 1972, nine years after the country achieved independence, and in 1974 the university began its semesterlong program, based on a five-acre gated campus in the Nairobi suburb of Karen. In 1984, St. Lawrence began offering scholarships for Kenyan students; it currently awards two full scholarships a year (so there are eight Kenyan scholarship recipients on campus at any one time). Since 1992, St. Lawrence has also offered a two-

year Swahili teaching fellowship for graduate students from Kenya.

St. Lawrence boasts of a significant number of alumni who can draw a straight line between their study abroad experience in Kenya and their eventual career paths, and the program serves as the cornerstone of an interdisciplinary African studies program of greater robustness than is typical for a liberal arts college. African studies is consistently among the top five minors at St. Lawrence in terms of popularity. Nationally, only 5 percent of students who study abroad venture to Africa, but in 2012-13, 80 St. Lawrence students went to Africa on university-sponsored programs, in a year when there were 519 graduating seniors. In addition to the Kenya Semester Program, St. Lawrence offers summer programs in Kenya and Ethiopia, and its France program includes an excursion to Senegal.

“To me the interesting aspect to all this is what you can do if you are willing to really sink down roots and think about intercultural study as not just a laundry list of options that you offer students for a semester away somewhere else in the world but instead really think of intercultural programs as a two-way street and a chance to make a really deep commitment between institutions and between cultures and the kinds of ripple effects that can have over a long period of time,” said Karl Schonberg, a professor of government and associate dean of international and intercultural studies at St. Lawrence.

About 2,000 students have

participated in the St. Lawrence Kenya Semester Program since its inception, about 600 of whom are from institutions other than St. Lawrence. A 2012 article in the *St. Lawrence University Magazine* identified more than a dozen alumni of the Kenya Semester program who have founded NGOs or have senior positions in organizations focused on development, education, environment, or health in Africa.

Alumni of St. Lawrence’s Kenya program (but not necessarily of the university) include a mother-daughter pair who founded Ajiri Tea, which aims to employ women in Western Kenya and pay for school fees for orphans with the profits from tea sales; Ned Breslin, CEO of Water for People; Kathleen Fitzgerald, vice president for conservation strategy for the African Wildlife Foundation; Chris Bunting, who with his good friend Ganya co-founded the Northern Kenya Fund, a volunteer-run scholarship-granting organization; and Chris Coons, a U.S. senator from Delaware and chair of the Foreign Relations Subcommittee on African Affairs.

“Many alumni, including one U.S. senator, professionals working with the World Bank, international NGOs, businesses, and in many other capacities, are today directly or indirectly engaged in ongoing commitments to addressing the challenges of global inequalities, poverty, and misunderstanding,” said Robinson, who directed the Kenya program from 1979 until 1999.

Kathleen Colson founded the BOMA Project, which provides grants,

mentoring and training for very poor women launching micro-enterprises in northern Kenya. “The first time I ever flew on a plane I was 21 years old and I flew to Africa with St. Lawrence,” said Colson, a member of the class of 1979. “That experience gave me the confidence to travel in a challenging developing country context. It gave me survival skills and endurance skills that help me to do the work I’m doing now. I work in a very tough place. It’s a conflict zone. There’s extreme heat and lots of extreme poverty. I don’t think I would have been prepared to take on the work that we do at BOMA without the Kenya Semester experience, especially the experiential part of it.”

The core course for the Kenya Semester Program takes as its theme “Culture, Environment and Development of East Africa”; the program consists of a combination of classroom study in Nairobi (including a Swahili course), field study in locations across Kenya and Tanzania, and independent study. Students have a one-week homestay with a rural family as well as a three-week homestay in Nairobi. For the independent study, they disperse to intern with host organizations throughout the region: “It can be anything from working with grassroots organizations to children’s programs to wildlife conservation to government offices to health institutions,” said Wairimu Ndirangu, the administrative director and one of two professors leading the Kenya Semester Program.

Several people interviewed for this

article said their independent study projects led to something larger. Matthew Meyer, a Brown University graduate who attended the St. Lawrence Kenya Semester Program in fall 1992, interned with a shelter for older homeless youths. “What I found working with homeless youth was they just wanted jobs,” Meyer said. “I was at the time 20 years old, very socialistic – ‘capitalism is bad’ – but what these guys really wanted was a capitalistic system that worked. They just wanted a job so they could make a decent wage. I felt like rather than a donor-based program, if we could create an avenue through which they could work and use their creative hands and minds to make a decent living, that’s all they really want.” He left Kenya with the idea already in mind for Ecosandals, a business owned and operated by Nairobi residents that manufactures sandals from discarded automobile tires.

For his independent study, Matt

Carotenuto collected oral histories for the Organization of Instituted African Churches, taking the Western Kenya town of Maseno as his home base: “I still actually go back to that same community for my own research today,” said Carotenuto, a participant in the spring 1998 program and now an associate professor of history at St. Lawrence.

Carotenuto is organizing a reunion of program participants to commemorate the 40th anniversary of the Kenya Semester Program next spring. A former coordinator of the African studies program (he’s on sabbatical this year), he said that the vast majority of students who pursue a minor in African studies complete the required 400-level research seminar on a topic related to their experience in Kenya. For example, students who have done their independent study with a mental health organization in Kenya have returned to campus to do a larger research project on the

colonial roots of the mental health care system in East Africa.

“One of the things we’re struggling with, and I know others are too, is how to make study abroad for students deeply connected to what they do before and after,” said Schonberg, the associate dean of international and intercultural studies. “With Kenya, it’s easy. The fact that it’s so deeply rooted in the culture, that there is an alumni network and deep faculty commitment helps our students get more out of that experience than a semester abroad. It becomes part of their four years.”

In study abroad “so much of it is an industry where you have third-party providers and there are lots of different options out there but they typically are not deeply connected to the cultures of the campuses where they’re getting students from,” Schonberg said. “What we have done in Kenya required a lot more investment but in the end it has really paid huge dividends for the university.” ■

Beyond Study Abroad

By Elizabeth Redden

With participation rates in traditional overseas study flat or declining, the University of Pennsylvania seeks to expand interest in international internships and careers.

The University of Pennsylvania is like most colleges and universities in wanting to increase the number of its students with international experiences. But while many institutions have focused

on increasing their study abroad numbers -- and a select few colleges and schools have even implemented requirements that students study overseas -- Penn has made a particularly big push on promoting

noncredit international internships and post-graduation work opportunities as alternative ways for students to gain meaningful experiences abroad.

“We’re not trying to undercut semesters abroad or years abroad; we are, however, recognizing the reality that they’re not growing,” said Ezekiel J. Emanuel, the university’s vice provost for global initiatives, who speculates this is the case because students today have so many competing opportunities on campus. Semesterlong study abroad at Penn has been fairly flat, with



Penn student Lucia Xiong interning at the Central Himalayan Rural Action Group in India in summer 2012. Courtesy of University of Pennsylvania.

the undergraduate participation rate hovering between 23 and 25 percent, while the total number of undergraduates studying abroad for a full year has decreased from 83 in 2005-6 to just 11 in 2011-12.

Summer and short-term study abroad has been growing, however, and the university is making a push to increase non-credit-bearing international internships and volunteer opportunities.

“If you want more students to go somewhere, you actually have to augment [traditional study abroad],” Emanuel said. “That’s the numbers game. But then there’s a philosophical difference, and here’s what I would say about that. If you go overseas for a summer internship you’re spending 10 weeks actually living with people in that other country. You’re living in a village; you’re working at an organization. You are in many ways much more involved in the country and the culture than if you take a semester at a [foreign] university.”

“Second, if you commit yourself to live overseas after you graduate for a couple years that’s a huge commitment to immersion in another culture.”

The university’s strategic plan for international initiatives calls for growing the number of stipends available to support international internships and working with the career services office to identify and highlight international job and internship opportunities. A new page on the office of the vice provost for global initiatives website is dedicated to international career and employment resources. The career services office, which has long held an international job fair with a virtual component, has a newly created international careers listserv and has added a “Do you want to work or intern abroad?” link to its central job database, PennLink.

Career services staff have reached out to employers the university already has relationships with to encourage them to post overseas job and

internship opportunities, and as a pilot project similarly reached out to a Penn alumni group in Mumbai, India, this year. It has also hosted virtual speed networking sessions with alumni groups in China, India and the United Kingdom.

In addition, the career services office hosts some videos and blog posts featuring alumni working abroad. The idea is to show students many examples of alumni who are pursuing these opportunities, said Kelly Cleary, the senior associate director for career services. She explained that students often feel like they’ll be missing out on opportunities by going abroad for a year or two after graduation, when in fact the story that many alumni tell is that working overseas opened doors.

“From what I’ve discussed with students, there’s a huge nervousness about jobs and about their future,” Emanuel said. “I think people are somewhat conservative; they’re hesitant about doing something that might be perceived as unusual.

Either they're going to get the B.A. and get a job or get the B.A. and go to professional school, and getting off that traditional treadmill, if you will, seems to require a little courage. Part of my message to people is in the globalized world going forward, having an international experience, showing that you can live in another culture, I think that's going to be highly marketable."

Data collected from the career services office for the class of 2012 show that 42 American graduates of the College of Arts and Sciences had secured employment abroad. (Notably, this number would not include undergraduates at Wharton or other professional schools.) It's too early in the initiative to expect any movement on that number, but Emanuel said the trick will be to "gin up demand" by making international opportunities more visible to students, so they see, for example, they can do investment banking in Hong Kong and Singapore just as they could in New York. "What I want is for more students to consider this option, for it to be easy for people to do and for us to be able to satisfy the demand," Emanuel said.

Tied to this push is the growth of the university's International Internship Program. "Part of my motivation for sending students overseas for a summer is to whet their appetite," said Emanuel – "now, let's do a whole year or two years."

The university is funding 70 students this summer for internships at Penn-approved sites abroad. The internships

are noncredit, so financial aid doesn't transfer, but a \$3,000-\$3,400 stipend is intended to cover travel and living costs (the host organization does not pay a salary). Many of the placements are at nongovernmental organizations, but this year the university has added some companies, such as a Singaporean private equity fund that invests in energy and infrastructure. The internships are concentrated in less traditional destinations in Central and South America, East and Southeast Asia, and sub-Saharan Africa.

"I would say the majority of the internships that we offer are with organizations that are either alumni-run or alumni-owned or there's an alumnus on the board or an alumnus is an employee," said Cara Bonnington, manager of the international internship program. Other internship placements are determined by faculty interests. The university's Center for the Advanced Study of India coordinates internship placements at a variety of NGOs, for example, and students can intern with a faculty-led community health initiative in Guatemala or assist with a Penn anthropology professor's primate research in Argentina or Ecuador. The application process is competitive: there were about three applications for every spot this year. Some placements require or recommend foreign language proficiency, while others do not.

At the same time, Penn has also conducted an initial review of all its traditional study abroad programs,

paring those that were determined to be of lower academic rigor or immersive value. According to the director of education abroad, Barbara Gorka, programs were evaluated according to three main criteria – academic quality and opportunities for cultural and linguistic integration, respectively. Are students living in homestays, for example, or in dorms with other international students? Are there opportunities for students to volunteer in the community or find local language partners?

Secondary to the review were administrative considerations such as enrollment and the diversity of the program mix offered by Penn in regards to destination and academic discipline. About 30 study abroad programs out of more than 150 were cut in the initial review and the university made significant modifications to many others, such as increasing the requirement for foreign language proficiency in some cases or limiting enrollment in a given program to students with a specific academic background. Penn will be conducting a more substantive review of each of its study abroad programs every four years going forward (a quarter of its programs will be reviewed each year).

"We're consciously trying to upgrade what we offer students to make it more appealing," Emanuel said, at the same time that the university has expanded its scope. "The focus isn't on the very narrow notion of meaningful classroom experiences; we want a meaningful cultural experience." ■

Branch Campuses

Global Ambitions

By Elizabeth Redden

NYU reinvents itself as a “global network university,” but critics at home question the creation of campuses in nondemocratic countries and the effect of rapid international expansion on programs in Greenwich Village.

Arguably no university has been as ambitious in expanding its global footprint as New York University, which has opened degree-granting liberal arts campuses in Abu Dhabi and now Shanghai, and is rapidly enlarging its network of “study away” sites to encompass 11 other locations on six continents. NYU has rebranded itself as the GNU – the “global network university” -- a phrase meant to encapsulate the envisioned movement of students and faculty across the various sites.

“What the Global Network University -- what NYU -- is not, is a hub and spoke, with branch campuses,” John Sexton, NYU’s president since 2001, said in an interview. “It is not simply a multinational footprint. The phrase that I think captures it best is the notion of an organic circulatory system.”

Sexton tends toward grandiloquence in describing the concept, drawing a comparison to the Italian Renaissance, when painters circulated throughout Milan, Venice, Florence and Rome. “If you change the nouns today and instead of Milan and Venice and Florence and Rome, you have Shanghai and Abu Dhabi, London and

New York, there’s a similar circulatory system that characterizes the world. Faculty have always participated in that circulatory system. The question then becomes, is it possible to reimagine the infrastructure of a university in a way that facilitates that circulation?”

With an influx of new resources from its government partners in China and the United Arab Emirates, NYU has undertaken a large-scale effort to promote the circulation of its professoriate and hire new tenured or tenure-track faculty – more than 300 of them – who will be resident in Abu Dhabi or Shanghai but maintain connections with relevant departments in New York. The new resources pledged by these foreign governments have created rare opportunities for departments to expand their ranks, plus substantial new pools of dollars for research, faculty exchanges, and conferences.

Yet Sexton’s vision for an NYU as GNU has come under increasing criticism from faculty, driven by renewed questions about academic freedom (or lack thereof) in Abu Dhabi and, to a lesser degree, Shanghai;

frustrations about the detraction of attention from core academic programs in New York; and concerns about a lack of faculty input in decision-making. Some faculty described NYU as a corporate-style university, overextended and in search of new real estate and revenue sources.

Faculty in the College of Arts and Science are conducting a no-confidence vote in Sexton’s leadership, a vote that’s largely driven by concerns about NYU’s controversial expansion within Greenwich Village. However, the university’s rapid global expansion has emerged as similarly emblematic of what Rebecca Karl, an associate professor of East Asian studies and history, described as “the non-consultative nature of the NYU leadership, where huge policy decisions about the structure of the university are taken and then all of the sudden we the faculty are apprised of it in the aftermath.”

Karl, a member of the Faculty Senators Council, likened the global network concept to a game of three-card monte, in which students are being shuffled to, “I suppose, get as many tuition dollars as we possibly can.”

“We’ve become very critical of the whole idea of ‘expand or die,’ ” she said, “which of course is a corporate maxim, but we don’t understand why it needs to become our maxim.”

At the same time that NYU’s network is expanding – the newest campus in Shanghai is accepting its inaugural



NYU Abu Dhabi

class this fall – its graduate film school in Singapore is closing. Although it is the case that Tisch Asia was the initiative of a particular NYU school (the Tisch School of the Arts) and not of the central administration, some on the NYU faculty view its failure as a cautionary tale, while administrators frame it in contrast to their approach to campus-building in Abu Dhabi and Shanghai.

NYU's campus in Abu Dhabi enrolled its first class in 2010. The campus offers 22 undergraduate majors in liberal arts and science fields and engineering, and plans to eventually offer graduate programs as well. It offers merit scholarships and generous, no-loan financial aid packages (a stark contrast to what's offered in New York, where the average debt load is \$36,351, higher than the national average and much higher than the norm at the Ivy League universities that NYU likes to compare itself to).

The campus in Abu Dhabi has initially

attracted an elite group of students -- on a 1600-point scale, the median SAT score for this year's entering class was 1460 -- from all over the globe. The 151 students in the Class of 2016 come from 65 countries. All told, there are currently about 450 students, of which the two largest groups are North Americans (25 percent) and UAE nationals (7 percent). Once the college moves to its permanent campus, under construction on Saadiyat Island, the plan is to grow undergraduate enrollment to 2,000 to 2,200.

The campus is wholly bankrolled by the oil-rich Abu Dhabi government and largely seems a no-expense-spared affair. The new campus in China, a joint venture with East China Normal University, is receiving subsidies from the district of Pudong and the city of Shanghai, which are providing the land and the campus, as well as funds for financial aid for Chinese students (who will make up just over half the student body).

"We couldn't do it if the assets

were not provided," said Sexton, who explained that one core principle underlying the global network strategy is that no tuition dollars should be diverted from New York. Rather, the hope is that new resources obtained from overseas can pave a path to advancement for NYU, which, with a \$2.8 billion endowment, is a relatively wealthy institution -- but not when compared to the Ivies.

"We're not Harvard and we're not Princeton: I see this as a way to create opportunities for our faculty and students," said Sexton. Opportunities abound for faculty to teach for short periods overseas or even to hold joint appointments at campuses in two countries. Undergraduates can study in Accra or Abu Dhabi, Berlin or Buenos Aires, and still make progress toward their major requirements. There is even new money for research.

"There's an extraordinary level of research being done [at Abu Dhabi] by our faculty that otherwise wouldn't be done," Sexton said.

According to NYU Abu Dhabi's provost, Fabio Piano, the NYU Abu Dhabi Institute has to date awarded \$38 million in grants for research centers and projects. Among the funded projects are centers for genomics, sea level change research and computational modeling of cortical processing. Alec Marantz, a professor of linguistics and psychology at NYU in New York, is co-running a lab on neurolinguistics in Abu Dhabi, using a state-of-the-art MEG machine whose engineering was paid for by a grant from the institute. "In a sense any research grant is a response to an opportunity," said Marantz. "I was not looking independently to establish a lab in Abu Dhabi but I responded to the opportunity when there was a call for proposals." He estimated that between Abu Dhabi and his pre-existing lab in New York, his research group has doubled in size, and said that by co-locating his lab in Abu Dhabi he has access to speakers of Arabic, Malayalam, Tagalog, and Tamil, all languages with interesting properties for his research.

Another project funded by the NYU Abu Dhabi Institute is the Library of Arabic Literature series, being published by NYU Press. The editors of the collection have funding to edit, translate and publish about 35 volumes of classical and premodern Arabic literature in parallel-text format. The general editor of the project, Philip F. Kennedy, an associate professor of Middle Eastern and Islamic studies and comparative literature at NYU in New York, hopes that these will be the first

35 of many. "Our plan is to establish the library with these books," he said, citing as his model Harvard University Press's Loeb Classical Library, which has been publishing Greek and Latin works for more than 100 years.

"This is a great opportunity as I see it to do a job that should have been done years ago properly," Kennedy said.

But while the government of Abu Dhabi has money to spend on academic research, there are concerns about the climate for scholarly inquiry in the Emirates – concerns that were

“What the Global Network University -- what NYU -- is not, is a hub and spoke, with branch campuses. It is not simply a multinational footprint. The phrase that I think captures it best is the notion of an organic circulatory system.”

renewed in 2013 when security officials at the Dubai airport briefly detained and barred the entry of a London School of Economics scholar in town for an academic conference. LSE subsequently canceled the conference, which it was co-sponsoring with the American University of Sharjah. The UAE government left little doubt as to the nature of the decision to turn back the scholar, Kristian Coates Ulrichsen, indicating in a statement that Ulrichsen, who was to speak on the uprisings in Bahrain, “has consistently

propagated views de-legitimizing the Bahraini monarchy. The UAE took the view that at this extremely sensitive juncture in Bahrain's national dialogue it would be unhelpful to allow non-constructive views on the situation in Bahrain to be expressed from within another [Gulf Cooperation Council] state.”

Ulrichsen has since warned of the risks to Western universities in collaborating with the UAE government, which he argues has grown increasingly repressive: “Given their commitment to opening minds and intellectual creativity, universities now are caught in the crossfire of the Gulf rulers' growing intolerance of criticism,” Ulrichsen wrote in an op-ed for *Foreign Policy*. “This latest example of attempted intervention in a university's affairs marks the culmination of a depressing pattern that has seen the UAE authorities take closer control of domestic academic institutions, close down branches of international think-tanks and research institutes, expel a U.S. professor of media and communications, and -- now -- seek to control research and conference agendas. Denying me entry may have been a sovereign right, but it signifies that the gloves are off, and that the UAE currently is a deeply inimical place for the values that universities are supposed to uphold. As it becomes harder for academics and administrators to turn a blind eye to increasingly open abuses, proponents of academic engagement with the UAE will face a set of difficult choices as they try to balance the

competing pressures of funding gaps and freedom of thought.”

Asked via email about his reaction to the cancellation of the LSE conference and the implications for NYU, Piano, the provost at the Abu Dhabi campus, did not address the incident specifically but instead reiterated generic language about NYU’s commitment to uphold the American Association of University Professors’ 1940 Statement of Principles on Academic Freedom and Tenure. “We are committed to maintaining a rigorous academic environment at NYU Abu Dhabi, while ensuring respect for local culture and customs,” he said.

Some faculty in New York have begun to raise questions about the tension between the promise of tenure for resident faculty members at NYU Abu Dhabi and the reality that they come to the UAE on three-year work visas. Asked what policies or procedures are in place in the event that a tenured or tenure-track faculty member’s visa is not renewed, or what assurances the campus can offer faculty hires in this regard, Piano wrote, “To date, we have renewed a number of visas for faculty and staff, and have not encountered any problems. (Incidentally, this issue is not unique to NYUAD -- it would hold true for any university employing faculty on work-visas.)”

There have been no allegations of any censorship from faculty members at NYU’s campus in Abu Dhabi. But critics note that the UAE is a country with limited political rights for citizens and its many noncitizens, and -- as the LSE scholar’s treatment shows

-- the ability to send a foreign scholar packing at will. To many, there is particular irony in NYU setting up shop there, given the university’s long pride in its location in Greenwich Village, a place known for nurturing new and controversial ideas, not squelching them.

“This is not an atmosphere that seems to me to be conducive to academic freedom,” John Michael Archer, a professor of English in New York, said of Abu Dhabi. “The difference between censorship and self-censorship collapses in these situations.”

Archer wondered aloud what would happen if NYU faced a situation akin to that which LSE faced. Would they cancel the conference, he asked? He doubted it, imagining instead that NYU would issue a statement affirming its respect for the UAE’s sovereignty.

“There’s a lot of money being thrown our way,” Archer said. “It just seems like it puts us under an obligation to try to make things work with our UAE partners.”

NYU Abu Dhabi’s inaugural class will be seniors when NYU Shanghai’s first freshmen enter -- a fact that underscores just how rapidly NYU has been re-envisioned as GNU.

Aspects of the planned curriculum at Shanghai reflect the ideal of circulation embedded in the GNU concept. Students at the new Shanghai campus will be required to spend at least one semester (and as many as three) at another site in NYU’s global network (either the New York or Abu Dhabi campus or any of the study abroad

sites).

“The core philosophy of NYU Shanghai is that this is a place where students will, through their co-curricular and curricular experiences, become adept at cross-cultural interactions in a world where Chinese culture is hugely important,” said Jeffrey S. Lehman, the vice chancellor of NYU Shanghai. “In the core curriculum there is a constant focus on similarity and difference: What is it that is universal for all people? What is it that is culture-specific?” (For example, students will be required to take a two-semester course called “Global Perspectives on Culture” -- an introduction to art, film, literature and music from different cultural traditions and time periods -- and a disciplinary course on Chinese arts.)

Lehman continued: “All of the students will be expected to be adept at both Chinese and English by the time they graduate. For our Chinese students they have to be fluent in English before they start because all their classes are going to be in English. For our non-Chinese students, they have to be adept in English in order to study in English and they are going to have to become proficient in Chinese, which is a less demanding standard than fluency, but it’s still demanding.” (Lehman said that how “proficiency” is defined and how it will be assessed is still to be determined, but that the requirement will be satisfied through testing as opposed to completion of a course sequence.)

“This capacity to be adept in a world where the interaction between China



and the United States, China and the rest of the world, is so central, is the hallmark of the education we're providing," he said. "And it links to the curricular requirement that all of our students will spend at least five semesters in Shanghai but no more than seven. They're all going to be required to move within the global network, to shuffle the deck of which students they're interacting with, to again be effective and proficient in different cultural contexts."

Back at the New York campus, about 43 percent of students spend a semester abroad; all told, NYU sends considerably more undergraduates abroad than any other U.S. university. (Of course, it is also larger than most institutions. In the most recent comparative data available, NYU ranked 17th among doctoral universities in terms of the percentage of undergraduates who study abroad.) Aside from the degree-granting campuses in Abu Dhabi and

Shanghai, NYU has expanded its number of study-away sites from the original four in place at the turn of the century -- in Florence, London, Madrid and Paris -- to add sites in seven more cities. The newest locations, in Sydney and Washington, D.C., opened last fall.

In discussing the decision to build up a network of its own study away sites, Sexton stressed the need to provide students with a "quality, integrated" experience: "They can't just go abroad and take any course," said Sexton. "The way for us to maintain very high quality and to ensure the interoperability of the courses and provide the specialized courses that were needed [for students in various majors] is to own the sites ourselves academically." For example, most pre-med students who go abroad go to London, where they can take organic chemistry, introductory biology, and introductory physics.

Faculty in New York have, however,

expressed concerns about a relative lack of oversight of the courses that are offered and of the part-time faculty who are hired at the study-away locations. Although pro forma procedures are in place requiring approvals by the relevant New York departments in these regards, the university is now in the early stages of facilitating "academic partnerships" between departments in New York and specific sites. Linda Mills, the vice chancellor for global programs and university life, said that 32 departments have indicated they're interested in developing deep relationships with a specific site or sites, in which they would design their curriculums to encourage or even require students to study there and in which they would play a much more active role in governing the site's affairs. Departments who enter into such partnerships would be rewarded with travel stipends and funds to develop affiliations with prominent

local researchers who could contribute in some way to their graduate program in New York. In most cases these affiliations would take the form of part-time appointments, in which the researchers would maintain their primary affiliations elsewhere, but there are a few opportunities for full-time positions or joint professorships split between a global site and the New York campus.

Christine B. Harrington, a professor of politics and a member of the Faculty Senators Council, pointed out that NYU's two oldest study abroad sites, in Madrid and Paris, were departmentally based to begin with – that is, before they were absorbed into the universitywide network. “The expansion to create other sites abroad has really taken place within the model of an administrative university, rather than a faculty[-driven] university,” she said.

Of course, NYU is not unique in operating overseas branches and study abroad sites, but – true to form – the university is doing it in bigger and brasher fashion. The most important constituency it's had to sell the GNU to is the faculty -- and indeed many have bought into it. About 125 New York faculty have taught in Abu Dhabi so far.

There are financial incentives to participate, both personally and departmentally. A so-called “opportunities document” circulated among department chairs outlines possibilities for departments in New York that wish to develop relationships with the various overseas campuses

and sites, including new joint professorships with NYU Abu Dhabi or Shanghai (with costs of the appointments to be divided between the two campuses), replacement positions in New York in exchange for long-term or permanent departmental commitments to send visiting faculty to the campuses abroad, fellowships for graduate students, and new money for conferences, faculty exchanges and workshops designed to build connections between the various sites. There are also the incentives (described above) for departments to build deeper connections with the study-away locations.

“The thing that excited me about this job is there are basically all these new faculty lines,” said Richard Foley, NYU's vice chancellor for strategic planning. Foley is coordinating hiring across the Abu Dhabi, New York and Shanghai campuses, attempting to create “some sense of, if not a single, at least a coordinated faculty across campuses.” For example, resident faculty at Abu Dhabi and Shanghai are to be hired by committees consisting of faculty in New York and the respective campus, with their appointments to be approved by both administrations. And faculty hired to be resident at Abu Dhabi and Shanghai are required to spend time in New York.

Foley said that while there are plenty of carrots to encourage departments in New York to get involved with the global sites, there are no sticks: “There's just the loss of these opportunities, but if they don't view them as opportunities there's no loss.”

But some on the faculty say the tying of all new resources to collaborations with the global sites isn't leaving their departments with much of a choice but to service the international locations. “It creates a number of problems,” said Karl, the history professor. “It means as everyone begins circulating furiously around these sites there's no possibility of stable programming in New York.”

“It's just not scaled right,” said Harrington, of the politics department. “NYU Abu Dhabi is a small liberal arts college. If they want to have it, fine, but it's a tiny fraction of what this major research university with professional schools does.”

In a student newspaper op-ed following the announcement that Tisch Asia would be closing, Olivia Briggs asked the question: “Why on earth is NYU attempting to expand so astronomically when it is unable to support the assets it currently has?”

If you ask NYU administrators a version of that question, they will emphasize that Tisch Asia was always a different case: “Singapore, properly seen, was not, is not, part of the Global Network University,” Sexton said. “It was never a university project. It was two independent initiatives by two of our schools, each acting independently of the other.” In addition to Tisch Asia, the law school runs a joint L.L.M. program in cooperation with the National University of Singapore. That program is also being discontinued with the graduating class of 2014, having never become self-financing.

As for Tisch Asia, Sexton said its financial model was flawed from the start, failing, for instance, to take into account the impact of taxes on tuition revenue and the high cost of faculty housing. (“I’m emphasizing here it was not a university plan,” he said, noting that these are the types of details “that you wouldn’t expect people who are great at training artists and dancers and filmmakers to get it right where you might expect lawyers to get it right.”) In a letter announcing Tisch Asia’s pending closure, the school’s dean, Mary Schmidt Campbell, said the campus was requiring increasing and unsustainable annual subsidies from New York in order to stay afloat. She estimated that the cumulative subsidy would exceed 30 million Singapore dollars (about \$24 million) “and will continue to grow.”

“It was never contemplated that Tisch would need to subsidize Tisch Asia to the extent it has,” Campbell wrote. “Neither the leadership at Tisch, the leadership at NYU, nor the Economic Development Board of Singapore would have approved Tisch Asia going forward had it been clear it would have come to the financial state at which it has now arrived, requiring such a large and ongoing level of subsidy.”

Tisch Asia will remain open through 2015 so that existing students can finish their degrees. Perhaps not surprisingly, some of these students are outraged by what they see as their essential abandonment. A letter to NYU’s Board of Trustees signed by the “Tisch School of the Arts Asia

Student and Alumni Body” accuses the university administration of a lack of transparency and of failing to follow its own procedures requiring consultation of faculty and students in the elimination of academic programs. (John Beckman, NYU’s spokesman, said those procedures do not apply to the closing of locations, and that a faculty committee will be charged with reviewing whether the two programs that are currently taught only in Singapore should be continued in New York.) The letter-writers state that they believe the campus could have been saved if an undergraduate program had been created. “At this point, TRUST between the university and the Tisch Asia community of faculty and students has been broken,” John Paul Su, president of Tisch Asia’s Student Council, said in an e-mail interview. “The university’s position on profit over scholarship is also in question.”

The university is embroiled in litigation with the former Tisch Asia president, Pari Sara Shirazi, who was fired in 2011. Shirazi is accusing NYU of breach of contract and defamation, arguing that the university wrongly accused her of making unauthorized financial transfers from Tisch in New York to Tisch Asia and of using university funds for personal expenses. In the complaint, she argues that she presented multiple proposals to address Tisch Asia’s shortfall, including an affiliation with NUS, the retention of a company to assist with student recruitment, the creation of continuing education courses, the hiring of existing faculty to teach

overload classes on an adjunct rate (which would have avoided benefit and housing costs for additional full-time faculty), and limits on salary increases. None were accepted by NYU’s central administrators. She doesn’t believe that they wanted Tisch Asia to succeed.

“Even without having an undergraduate program, we could have survived. In two years, we could have gone into the black,” Shirazi said in an interview. (She also said that grants the campus received from the Singapore government had always been intended to offset the tuition tax.)

Sexton said the university spent considerable time exploring a partnership between Tisch and NUS but ultimately determined that without additional government subsidy, the campus would not be sustainable, with or without an undergraduate program. “The fact of the matter is, absent subsidy from somewhere, an endowment or the government or something, if you’re going to provide the highest quality education, you’re going to lose money and you can’t do it,” he said.

All told, the Singapore government reports that its Economic Development Board provided more than \$9 million in loans to the Tisch campus and more than \$4 million in grants. NYU does not disclose budgetary information about its campus in Abu Dhabi, but it has been widely reported that the government of Abu Dhabi greased the wheels with an initial gift of \$50 million. Construction news sources have also valued the design and build contract

for the NYU Abu Dhabi campus as exceeding \$850 million.

From one perspective, the disputed tale of Tisch's demise can be read as affirming the administration's policy of running GNU sites in a centralized fashion: Tisch Asia is what happens when an individual school goes off and creates a branch campus on its own, armed with skewed financial projections and too small a financial subsidy. From another: "Faculty thinking is if it's being done so badly in one site it is being done badly elsewhere," said Andrew Ross, a professor of social and cultural analysis, and the president of NYU's AAUP chapter. "We're not party to that kind of information, of course. But hearing some of the details about Tisch Asia has reinforced some of our

skepticism about the management of these operations."

Ross said the lack of transparency has fueled the skepticism about the GNU sites, which he described as run by administrative fiat. As has been the case with the establishment of branch campuses at many other institutions, NYU faculty (or their representative body) never voted on the initial decision to set up the overseas campuses.

"I personally am very much in favor of international education," Ross said. "I have lots of ideas about international education, many of my colleagues do [too], we're not opposed to a kind of global university. We just feel that our ideas have not been solicited and that it is the prerogative of faculty to have oversight of academic affairs. And these are nothing if not academic

affairs. They're not the purview of administration solely, but they've been executed in that fashion."

Sexton, who's made the expansion of the global network the signature initiative of his presidency, disputes this characterization. He stressed that faculty committees of faculty members have been involved with all sorts of aspects of the overseas locations, and that there are many ways for interested faculty to get involved.

"I've never tried to arrogate to myself the right to dictate the direction of this university," he said. "What I've tried to do is understand what the fully informed, common enterprise faculty member would do if he or she had all the information that was available at his or her disposal." ■

Classifying 'Education Hubs'

By Scott Jaschik

As countries vow to become international centers for higher education, can educators distinguish between hype and reality? How do hubs differ?

DUBAI -- At many meetings of international educators, representatives of various countries like to boast about how they have become higher ed hubs, or have built education cities, or have created education zones. Just as American states vow to create the next Silicon Valley or Research Triangle Park, and to become known as a place with top universities and the businesses they spawned, countries all over the world want buzz as the hot hub or the next

hub. But even as attendees at Going Global (the British Council's main international education meeting) in March 2013 heard boasts from various hubs, a session here attempted to make some sense of all of the hubs, and to help educators understand which ones are real, and how hubs differ from one another.

Jane Knight, a scholar at the University of Toronto's Ontario Institute for Studies in Education, presented



Students in Qatar's Education City

the results of extensive research she has done on six hubs. To the question, "Are they a serious innovation or just a branding label?" Knight said that they are serious. But she said that people need to stop seeing hubs as all trying to achieve, or likely to achieve, the same things.

Further, she argued that hubs -- while she placed them all in countries -- aren't just about places on a single campus. "It's not one physical space,

but connections,” she said. And she said hubs don’t “just happen,” but are the result of planning and execution. Knight proposed a schema for classifying hubs. While all may aim

to attract foreign students and foreign branch campuses, they strive to be three main things, she said:

- Student hubs, which seek to attract local and foreign students.

- Talent hubs, which seek to develop the skilled people who will stay in the country.

- Knowledge hubs, which seek to build research infrastructure.

Here is how Knight classifies the six hubs she studied, both with their current category and what she thinks the country aspires to see its hub become.

COUNTRY	YEAR HUB STARTED	NO. OF INTERNATIONAL BRANCH CAMPUSES	CURRENT CLASSIFICATION	‘ASPIRATIONAL’ CLASSIFICATION
Qatar	1995	10	Talent	Knowledge
Singapore	1998	18	Knowledge	Unclear
United Arab Emirates	2003	37	Talent	Talent and knowledge
Malaysia	2007	7	Student	Knowledge
Botswana	2008	2	Student	Talent
Hong Kong	2008	4	Student	Talent

Knight said that the goals for the hub influence who the players are -- and that educators may not be the key players when a country is focused, for example, on becoming a knowledge hub. Rather, businesses or government officials who deal with immigration policy may become key players. She also said that thinking about goals also shifts away from simply counting the number of branch campuses -- a figure that may be less important in some hubs.

“Policy makers have different agendas,” she said.

While education hubs will continue to evolve, they represent an important “third stage” in transnational education, she said. The first was student mobility, with students leaving their homes for a postsecondary education. The second was institutional mobility, when colleges set up dual degrees or

branch campuses in other countries. Hubs involve the first two stages, but take them to a new level, she said.

Knight’s analysis was generally well received, but there were some elaborations from other speakers and from the audience on qualities that might make some hubs more successful than others.

Eden Y. Woon, vice president for institutional advancement at the Hong Kong University of Science and Technology, said he favored looking at some other qualities of hubs, at least based on the Hong Kong experience. It’s not enough, he said, to invite in some branch campuses and set them up with nice facilities. A true hub has to be both “an international place” and a free place. “You need the free flow of people, of information, of money, of ideas, of goods,” he said.

Further, he said that while branch

campuses can be a key element for hubs, a truly sustainable hub would have (or be building) strong local institutions. Hong Kong, he said, has three research universities of international stature -- his own institution, the University of Hong Kong, and Chinese University of Hong Kong. Strong local universities, he said, “give a lot of credence” to the idea that a country or region is making true, long-term commitments to higher education.

Goolam Mohamedbhai, former vice chancellor of the University of Mauritius and former secretary general of the Association of African Universities, went further. He said that the investment in higher education hubs built on branch campuses can be dangerous to local institutions. Money goes to the foreign universities, and the presence of branch campuses

can be used to justify failure to invest in local higher education, he said.

“Any country that doesn’t have a very strong higher education sector, for it to try to go into international hub business with branches, local

institutions could be sidelined and weakened,” Mohamedbhai said.

Woon responded by saying that he did not believe it was an “either/or” decision with regard to supporting branches and local universities.

He noted that the world regularly marvels at the way China is building up its universities. “But they are also working very hard to attract branch campuses,” he said. ■

Globalization



The ‘I’ in FIU

By Elizabeth Redden

Florida International University has embarked on an ambitious effort to internationalize the curriculum and assess students’ global learning.

Florida International University may have “international” as its middle name, but only recently has it moved to make global learning a centerpiece of its undergraduate curriculum.

The Miami-based university is very diverse: it is a Hispanic-serving institution, and more than 80 percent of its 40,000 undergraduates are racial

minorities. But in seeking input a few years back on possible topics for a Quality Enhancement Plan (QEP) – an institutional improvement plan required by the Southern Association of Colleges and Schools as a condition of reaccreditation – it became apparent that FIU wasn’t taking full advantage of its diversity through work in the classroom.

“Being in Miami, you have an incredible mix of nationalities; you can just walk around campus and feel that you’re at an international university,” said Douglas Wartzok, the provost. “But we weren’t sure that the feeling went any further than that, in that students were actually being academically engaged in understanding global issues.”

For universities across the country grappling with what it might look like to “internationalize the curriculum,” FIU’s new two-course global learning requirement and its dual emphases on assessment and professional development offers one model. The university’s “Global Learning for Global Citizenship” initiative grew out of the QEP process, and is geared toward helping students meet three universitywide learning outcomes: global perspective, global awareness and global engagement (defined in the box below). Beginning with entering freshmen in 2010, FIU students must now take at least two courses that have been designed – or in many cases redesigned – with these outcomes in mind. There are now 124 “globally infused” courses, all of which had to be approved by the Faculty

Senate's Global Learning Curriculum Committee – as well as the Senate as a whole – and which must utilize active learning pedagogies, incorporate readings and course materials by international authors, and include embedded assessments designed to measure whether students are meeting the global learning outcomes.

Joan Wynne, an associate professor of urban education who collaborated with several colleagues to redesign a course on the cultural and social foundations of education so it would count as a global learning course, said the previous version of the course focused exclusively on issues in U.S. public higher education, from California to Florida. In redesigning the course, Wynne said the focus has shifted to emphasize international comparisons. She's increased the number of readings from international journals and, for the final team project, students identify a problem that exists in both the U.S. and a foreign educational system and conduct a comparative analysis. "The idea is to have students start grappling with the larger context of education as it spans the globe, so they become familiar with [things like] how do I get statistics on what's working in other countries versus what's not working here, and what's working here versus what's not working in other countries," Wynne said.

For each course, faculty are expected to evaluate students' global learning based on an assessment matrix. In a course called International Financial Management, for instance,

students are assigned a final report in which they analyze the activities of a multinational corporation. Specific questions that students are to answer in that report are designed to correspond with the global learning outcomes. Using a rubric, faculty determine whether students are meeting minimum criteria for success by, for example, "exhibit[ing] adequate knowledge of the major cultural, economic, social and legal environment faced by multinational organizations and incorporat[ing] this knowledge into analyses and

FIU'S GLOBAL LEARNING OUTCOMES

- Global perspective: the ability to view the world from multiple perspectives
- Global awareness: knowledge of the interconnectedness of issues, trends, and systems
- Global engagement: willingness to address local, global, international, and intercultural issues

discussion" (thus demonstrating global awareness) and "employ[ing] understanding of a few obvious cultural differences with the other regions/markets and includ[ing] this understanding into strategic planning and operational details" (a proxy for global engagement).

Deanne Butchey, associate dean for accreditation in the College of Business and a senior lecturer in finance, said the college has an established track record of teaching international business, but the focus on student attitudes (or engagement)

is new since the implementation of the global learning requirement. "What we were doing was teaching the important content, the important skills; we were not teaching the attitude – the willingness to solve global problems, the willingness to expand into global markets," she said.

INVESTMENT AND ASSESSMENT

FIU is investing about \$600,000 per year in its global learning-related activities, which includes funding for a four-person office of global learning initiatives. The office sponsors (stipend-bearing) professional development workshops for faculty and student affairs staff and is working to increase the number and awareness of co-curricular activities that relate to global themes. The office also coordinates assessment: in addition to collecting data from the embedded course assessments, it is using the Global Perspective Inventory and an internally designed Case Response Assessment (CRA) to determine levels of global awareness, perspective and engagement among entering freshmen and transfer students and departing seniors. It's too early to compare the pre-test and post-test scores of a single cohort, but preliminary results are already yielding some intriguing findings.

"One is that global perspective is the most difficult outcome to gain high achievement in: it's harder than global awareness and global engagement," said Hilary Landorf, the director of the office of global learning initiatives and an associate professor in the College

of Education. “We’re also seeing that more is better – that one global learning course, one global learning co-curricular is not enough, so we’re very pleased that we offer and actually require multiple opportunities.”

As Stephanie Doscher, the associate director of the global learning office, explained, one study compared the pre-test and post-test CRA scores of students who took a single global learning course with those who took a comparable non-global course. There was no discernible difference from pre-test to post-test in the scores of students enrolled in the non-global courses, while for those who took a global learning course, there was a notable change -- but that change was tied to their pre-test scores. “If you simply compared the average score of all the students at the beginning and end of the course, you wouldn’t see a change,” Doscher said.

“But then when I compared the students in terms of their pre-test score and their post-test score, what I found was that if students came to the course scoring at least a 1 -- that’s a basic knowledge or awareness of interrelatedness, a basic knowledge or awareness of multiple perspectives -- those students did significantly and disproportionately better on the post-test than the students who came in with a zero. And that makes sense in terms of our understanding of cognitive science. If you come to any experience with a cognitive framework, some kind of basic understanding of the information that you are taking in from that experience – if you have

drawers in your mind in which to put that information – then you’re going to learn more. “

“What we know is that students need opportunities to get to that point where they at least start to get that [basic] knowledge,” Doscher continued. “That’s why one course isn’t necessarily enough for all of our students.”

In introducing a global learning requirement FIU did not choose to go one of two other obvious routes: to strengthen its existing foreign language requirement or to require a study abroad experience, as some smaller colleges or schools have done. Administrators attribute the decision not to focus on these areas to the profile of its students, well over half of whom are Hispanic and, in many cases, already bilingual. As for study abroad, about 60 percent of FIU’s students are low-income and eligible for Pell Grants; a majority are working their way through school and have transferred from community colleges. In other words, these are not, by and large, traditional, 20-year-old undergraduates with the financial wherewithal and freedom to spend a semester in Paris. (Which is not to say the university doesn’t encourage study abroad: three of the global learning courses approved so far are study abroad courses.)

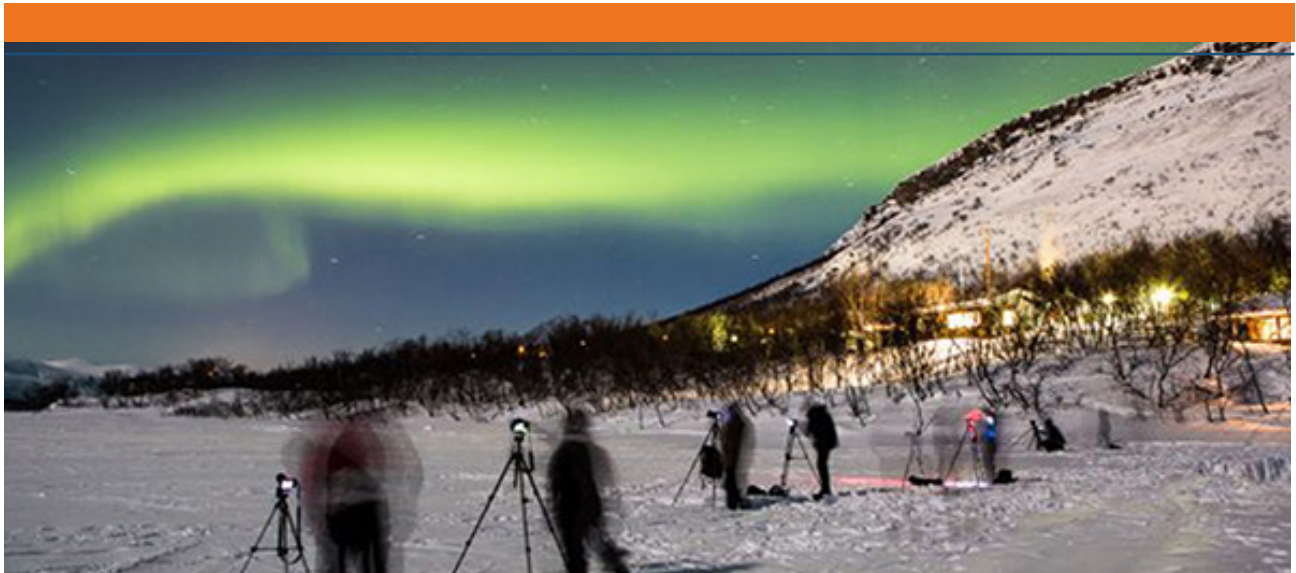
“Of course it’s something we value, but we know from best practices in study abroad that students need to go abroad within the context of an internationalized home campus experience,” said Doscher, who

pointed out that given Miami’s demographics, many of FIU’s students travel independently in the Caribbean or Latin America. “One of the reasons that we focused specifically on the curricular and co-curricular learning experiences here is that so that students who do go out of the country, whether it be with a university program, or whether it be on their own, will have a good, internationalized home campus experience.”

Moving forward, there are challenges in keeping the initiative relevant on campus and preventing the global learning courses from losing their distinctiveness. Many of the professors or graduate instructors who are teaching global learning courses at this point are not the people who designed them, and they haven’t necessarily taken a global learning faculty development workshop. Just over half of faculty teaching global learning courses in the fall completed the assessment matrix expected of them. And that matters not only in terms of the data collection effort but also because, as Landorf and Doscher have found, in their experience completion of the assessment component correlates with teaching the course “with fidelity.”

“I’m seeing some regression back to the mean,” said Wartzok, the provost. “It’s still going well, but we need to be constantly vigilant to make sure that we don’t lose enthusiasm for the whole approach.

It’s a tremendous amount of faculty time, which is our most important resource, and money.” ■



A Pan-Arctic Consortium

By Elizabeth Redden

The University of the Arctic promotes research collaboration, joint educational programs and mobility across a region of increasing geopolitical importance.

The Arctic as a region has a rising geopolitical profile. This is where the effects of climate change are at their most acute. As the sea ice melts, the rush to extract the region's vast oil and gas reserves is accelerating, bringing attendant disputes over national border lines and new concerns about impacts to the environment and the health and economies of indigenous peoples. The fishing, tourism and shipping industries are all expanding in the Arctic. In November, the Pentagon released its first-ever Arctic strategy, which described the region as "at a crucial point in its transformation from a relatively isolated region to one where receding ice is enabling increased human access."

The University of the Arctic sees its mission as fostering research collaboration, joint educational programs and student and faculty mobility across the universities of the changing north. Its moniker is something of a misnomer: is not a degree-granting institution as the descriptor "university" would imply but rather an association of about 150 colleges, universities and research institutes from across the eight Arctic nations -- Canada, Denmark, Finland, Iceland, Norway, Russia, Sweden and the United States (Arctic by virtue of Alaska), plus a few associate members from non-Arctic states.

"We offer a path to the universities of the Arctic," said Lars Kullerud, the president of UArctic (as it is known).

"If we were very picky we should probably be called the Universities of the Arctic and not the University of the Arctic, but that would be much more clumsy."

A main goal of UArctic is to increase access to Arctic-themed educational programs by increasing mobility and capacity both. "Lots of the parts [of UArctic] aren't unique, but all of the parts together make it unique," said Patrick Maher, an associate professor in the department of community studies at Cape Breton University and the former associate dean for undergraduate studies for UArctic.

Among those parts, UArctic has an undergraduate education component -- a series of seven circumpolar studies courses taught online by faculty at various UArctic institutions and open to students at any college within the network. It manages the intra-Arctic, north2north mobility program, which annually sends around 200 students

on funded exchanges throughout the network. And it lends its imprimatur to 27 “thematic networks” and three institutes, which are both meant to promote research and teaching collaboration across UArctic member institutions on such diverse themes as Arctic geology, circumpolar policy, food security, health, indigenous arts, natural hazards, permafrost, and reindeer husbandry.

Each of the thematic networks comprises experts from at least three UArctic institutions. A glance at the university’s magazine gives a sense of just a few of their recent activities. The thematic network on communicating Arctic research sponsored a science and photography workshop at a Finnish field station last March. The network on managing small and medium-sized enterprises in the North launched a binational Russia-Norway international internship program with funding from the Norwegian government. And a network on Arctic extractive industries has collaborated on the development of Ph.D.-level courses and a UArctic certificate program that doctoral students can pursue as an add-on to their degree.

Timo Koivurova, research professor and director of the University of Lapland’s Northern Institute for Environmental and Minority Law, chairs the thematic network on Arctic law for the UArctic, which is subdivided into three groups on indigenous peoples’ law, oil and gas legislation, and Arctic governance. Among its recent activities, the network has published an ebook entitled *Current Developments in Arctic Law* and co-

organized a conference last fall on the recognition of sacred sites for indigenous peoples.

“These thematic networks are very important because in some of the disciplines you don’t find this kind of Arctic-wide orientation,” said Koivurova. “It has helped me in integrating the very dispersed community of those who are interested in Arctic legal issues. It has become a trendy topic in legal research in the last six years.”

UArctic has “created both an institutional network and a person-to-person network that I’m not sure exists anywhere else,” said Maher, the former associate dean of undergraduate studies who also leads the Northern Tourism thematic network. “I really do think it’s pretty unique; it’s pretty special. It’s not without its problems by any means because you’re dealing with all kinds of different systems and all kinds of different languages.”

UArctic was the brainchild of the intergovernmental Arctic Council, which commissioned a feasibility study prior to the official launch of UArctic in 2001. Kullerud said the network receives some federal funding from Denmark, Finland, Norway, Sweden and Russia but is dependent above all on resources provided by the member institutions and governmental and foundation grants obtained for specific projects. The various offices of UArctic are scattered across its members: for example, the secretariat’s office is at the University of Lapland, in Finland, the research office at Northern (Arctic) Federal University, in Russia, and the finance office at the University

of Alaska at Fairbanks -- whose chancellor, Brian Rogers, is currently chair of the UArctic board. “More than 90 percent of our activity is funded by the institutions themselves and not by the central organization,” said Rogers. This year the central organization has a core budget of about €300,000, or just over \$400,000.

“It’s a consortium of voluntary efforts. There’s some core funding, but UArctic really depends on people being committed to providing time, energy and resources to make things work,” said Ross A. Virginia, the Myers Family Professor of Environmental Science at Dartmouth College and director of its Institute of Arctic Studies. He also co-directs the University of the Arctic Institute for Applied Circumpolar Policy, a collaboration between UArctic, Dartmouth and Alaska Fairbanks which has convened conferences and issued reports on topics including Arctic shipping and security.

“When you look at the Arctic, one of the things that jumps out at you is you have great distances and low population densities,” Virginia said. “You have a relatively small number of institutions that have major resources and lots of smaller institutions that don’t have the faculty and research resources to deal with the pressing problems that extend across the Arctic.”

“I think what’s fundamental to the mission of UArctic is struggling to find ways to connect and draw and amplify those resources and focus them on a globally important region.” ■



Integrating International Students

By Elizabeth Redden

So you have X number of international students on your campus. So what?

WASHINGTON – A theme at the 2014 Association of International Education Administrators conference was the need to do a better job of integrating international students on American campuses in order to maximize the potential for global learning. The overarching message: student mobility alone won't cut it.

"It's not enough to just say, 'Look, we have X number of international students on campus,'" said Darla K. Deardorff, executive director of the AIEA and an expert on intercultural competence. "So what? What's the impact? What difference does it make? How can we better utilize those resources, as well as our international faculty and scholars, and thinking broadly, the international backgrounds of staff on our campuses? I think we're

falling far short."

Deardorff spoke during a panel on the non-financial benefits international students bring to U.S. campuses (the financial benefits at this point are of course well-documented). Her fellow panelist, Krista Jenkins, an associate professor of political science and the director of Fairleigh Dickinson University's survey unit, PublicMind, presented on research on how the mere presence of international students affects domestic student attitudes.

The private English language provider, ELS, commissioned the study, which queried incoming freshmen at Fairleigh Dickinson's two New Jersey campuses on four attitudinal dimensions: openness toward travel to another country, xenophobia, globalization anxiety (the

degree of anxiety about economic growth in China and India and global competitiveness), and academic anxiety more generally. These students, 452 of whom were surveyed in their freshman year and again in their sophomore year, were split between the more cosmopolitan, heavily commuter campus outside New York City, where foreign-born students (including foreign-born Americans) make up 21 percent of the population, and a less urban, more residential campus in Madison, which is 14 percent foreign-born.

Perhaps most strikingly, researchers discovered that students who entered college with high levels of xenophobia became much less xenophobic if they had social contact with foreign-born students: there was a similar, though less marked salutary effect for students who entered with lower levels of xenophobia to begin with. Students on the campus with a higher density of international students -- the campus just outside New York City -- were also more likely to experience a decrease in globalization anxiety from freshman to sophomore year than were students on the Madison campus. Researchers found no effect in regards to the openness and academic anxiety dimensions.

"At the basic level, what this seems to be suggesting is being in an environment where you have international students nearby does tend to have an effect on these two things," those being xenophobia and globalization anxiety, Jenkins said.

However, there is a strong sense

in the international education field that whatever interactions may be occurring naturally are not enough, and that universities need to do a much better job of bringing domestic and international students together in an intentional way. The issue has taken on increasing salience as campuses have seen huge influxes of international undergraduate students from two main countries, China and Saudi Arabia, in recent years. A study published in the *Journal of International and Intercultural Communication* in 2012 found that nearly 40 percent of international students in the U.S. report having no close American friends.

“The question of integrating international students and domestic students is an ongoing question that’s been with us for many years and unfortunately I haven’t found any institution yet that has found the answer,” Deardorff said. She noted that many colleges use conventional approaches to pair international and domestic students, such as conversation partner and buddy programs, but as a caution of sorts hearkened to Gordon W. Allport’s “contact hypothesis,” which finds that personal contact between groups can reduce prejudice, but only when certain conditions are met, including the existence of a common goal.

“What we’re seeing in terms of success are those programs that have an actual common goal beyond the interaction in and of itself, that they’re interacting for some greater purpose,” Deardorff said. She noted service learning as one example, and research and sports teams as two others, and emphasized, perhaps above all, the key role that faculty play in integration issues and the need to build up their intercultural competence. She emphasized that one-off “faculty trainings” on intercultural competence aren’t the way to go (“I have had faculty say, ‘I’m not an animal that needs to be trained’”) but instead suggested approaches like symposiums with invited outside speakers and working groups.

“It’s not sufficient to simply bring people together, even in the same classroom, [to say], ‘Oh we have a very intercultural classroom, they’re all there, so magic will happen,’” Deardorff said. “Same with sending people abroad and magic will happen. Things don’t just happen, unfortunately. We have to be very, very intentional. There have been studies coming out of Harvard [from Robert D. Putnam] that show that simply being in the vicinity of those who are different can lead to greater distrust and more suspicion, so we need to be very intentional about how we create

that environment for integration.”

As part of his keynote speech on Wednesday, Philip G. Altbach likewise emphasized that student mobility in itself is not sufficient in realizing the broad goal of “universalizing global learning” that was the theme of this year’s AIEA conference.

“Does international student mobility contribute to global learning? Not necessarily,” said Altbach, a research professor and director of Boston College’s Center for International Higher Education (and a blogger for *Inside Higher Ed*).

Noting that most globally mobile students study overseas because of a desire to improve their prospects in the labor market, or because of a lack of educational opportunity at the quality or level at which they wish to study in their home country, or for immigration purposes, Altbach asked: “How can we leverage the students who are on our campuses, most of whom are paying for themselves, as we all know, and give them a good experience and make sure that they are giving a global perspective to our own local students? Because most American students, most students from any country, are not going to be traveling overseas. It’s never gonna happen.” ■

Distance Ed and MOOCs

Multinational MOOCs

By Elizabeth Redden

Non-American universities consider different options for entering the MOOC market, which to date has been dominated by elite U.S. institutions.

The rapid expansion of massive open online courses (MOOCs) has left many in international higher education asking how they can compete. With elite American universities dominating the emerging market, will foreign institutions be left behind?

“If you can’t beat ‘em, join ‘em,” some have decided. The California-based MOOC provider Coursera counts eight foreign institutions among its 33 university partners. Meanwhile, 12 universities in the United Kingdom have launched a new MOOC platform of their own. The Open University, a distance education institution based in London, recently announced the formation of Futurelearn in partnership with Cardiff and Lancaster Universities; the Universities of Birmingham, Bristol, East Anglia, Exeter, Leeds, Southampton, St Andrews and Warwick; and King’s College, University of London.

Initial marketing material for Futurelearn emphasizes its U.K. identity -- asserting that the Britain should be at the forefront of advances in educational technology and stressing that, until now, U.K.

universities interested in offering MOOCs have only had the opportunity of working with U.S.-based platforms. However, Futurelearn’s CEO, Simon Nelson, said the company is open to eventually working with universities outside the U.K.

“We are well aware that we are operating on a global platform, the Web, and one that doesn’t respect traditional national boundaries,” said Nelson, a veteran of the BBC Online. “If we build the Futurelearn MOOC product in the right way, then it might be applicable to a whole range of partners outside the U.K., as well as in the U.K. But of course you have to start somewhere. We wanted to get started by trying to marshal and organize the U.K. university sector, which has some of the leading global higher education providers within it.”

“MOOCs have been dominated to a good degree by U.S. universities and U.S. providers: whether you like it or not, it is simply a fact,” said Nigel Thrift, vice-chancellor of the University of Warwick. “I think there was a feeling that the British higher education sector is probably second in the world at this point in time and therefore it’s

not a massive surprise that it might have a platform that’s based on that success. However, I don’t think there’s a view that this platform is going to be nationalistic.”

Coursera similarly started with only American university partners, but quickly broadened to include foreign institutions: the École Polytechnique Fédérale de Lausanne, the Hebrew University of Jerusalem, the Hong Kong University of Science and Technology, and the Universities of British Columbia, Edinburgh, London International Programmes, Melbourne, and Toronto. While these universities span the globe, they are all established research universities with lots of international connections.

Jeff Haywood, the vice principal of knowledge management at Edinburgh, said the university’s decision to join Coursera evolved naturally out of preexisting relationships between Stanford University (where Coursera’s two co-founders teach) and Edinburgh, particularly in the fields of artificial intelligence and computer science. “In other words, it wasn’t a cold call,” Haywood said.

The École Polytechnique is offering a French-language MOOC (about the computer programming language, Java), Coursera’s first MOOC in a language other than English. Andrew Ng, Coursera’s co-CEO, said one of his long-term goals is to offer all of Coursera’s introductory courses in

“MOOCs have been dominated to a good degree by U.S. universities and U.S. providers: whether you like it or not, it is simply a fact. I think there was a feeling that the British higher education sector is probably second in the world at this point in time and therefore it’s not a massive surprise that it might have a platform that’s based on that success.”

multiple languages. Already, he said that many of the video lectures feature crowdsourced subtitles.

Ng said he hopes to continue increasing Coursera’s number of international partners, although the growth won’t be extremely fast, as the emphasis right now is on supporting the existing partners well. “It makes sense for us to partner with all of the best universities all around the world, especially given the language issue,” Ng said. “Coursera’s mission is to offer high-quality education to everyone in the world, and to actually make that happen, students will need content in different languages.”

Colleges view MOOCs as one strategy for engaging students from all over the world: Coursera’s enrollments are 34 percent American and 66 percent international. Nelson said that Futurelearn also hopes to attain a global audience: “This is not only targeted at U.K. learners,” he said. “It’s targeted at anyone all over the world, anyone with an Internet connection.”

Hong Kong University of Science and Technology, a Coursera partner, already works with four other Hong Kong universities to offer distance education through a platform called Hong Kong Virtual University. But Ting-Chuen Pong, a professor in computer

science and member of HKUST’s task force on e-learning, said that while the Hong Kong Virtual University has been successful at attracting students from within the region, it’s proven difficult to successfully market the courses abroad. He said the reputations of HKUST’s Coursera partners – universities like Columbia, Princeton and Stanford – will help the university reach new global audiences. “The name recognition is very important,”



Pong said.

Regarding the two other big U.S.-based MOOC providers, edX at this point does not have any foreign university partners, although on its website it expresses interest in exploring possible partnerships with universities from around the world. Udacity has worked with universities in Austria and Germany to facilitate the awarding of credit for its classes, and this fall signed a memorandum of understanding with the University of Alberta to form a research partnership.

Researchers in Alberta’s Centre for Machine Learning and its Faculty of Education will be working with Udacity to conduct research on online learning technologies. Alberta will also be offering up to six MOOCs on Udacity’s platform this fall.

“It is kind of a scary thing to do because the revenue models [for MOOCs] are not well-formed yet,” said Jonathan Schaeffer, the dean of Alberta’s Faculty of Science and a professor of computing science, “It’s easy to build courses that cost lots of money but at the end somehow you’re going to have to recoup those costs either in the short or the long term. It is a gamble, but to me, universities are all about change, and I see MOOCs as being a very important, disruptive technology. I would rather be on the leading edge, understanding and working to establish a reputation for quality now, rather than two or three years from now, when everybody’s in the game and we’re all fighting over market share.”

Schaeffer added that he believes that MOOCs are a mechanism through which university reputations can be more quickly earned. “This is a brand-new, wide-open space,” he said. “With MOOCs all the sudden reputations can be won and lost.” ■

Massive Closed Online Courses

By Carl Straumsheim

Want to enroll Iranian students in your MOOC? Get a waiver.

Massive open online course providers have identified global expansion as one of the key goals of 2014, but a recent directive from the federal government has forced some of them to cut off access to students in certain countries.

Federal regulations prohibit U.S. businesses from offering services to countries subject to economic sanctions -- a list that includes Cuba, Iran, Syria and Sudan -- but as recently as January 2014, students in those countries were still able to access Coursera's MOOCs. When a student attempted to log in from a Syrian IP address, the website produced an error message:

"Our system indicates that you are attempting to access the Coursera site from an IP address associated with a country currently subject to U.S. economic and trade sanctions. In order for Coursera to comply with U.S. export controls, we cannot allow you access to the site."

Syrian students aren't the only ones locked out of Coursera. At least one Iranian student protested the change on Facebook, saying the ban helps "hardliners in Iran ... impose their ideology and beliefs in the absence of a widespread, free higher education system."

The news was first reported by the website Wamda, an online community for entrepreneurs in the Middle East and North Africa.

Coursera explained the change in its

online help center:

"The interpretation of export control regulations as they related to MOOCs was unclear for a period of time, and Coursera had been operating under one interpretation of the law," the website reads. "Recently, Coursera received a clear answer indicating that certain aspects of the Coursera MOOC experience are considered 'services' (and all services are highly restricted by export controls). While many students from these countries were previously able to access Coursera, this change means that we will no longer be able to provide students in sanctioned countries with access to Coursera moving forward."

A spokeswoman for Coursera said that, for American MOOC providers, the ban also extends to MOOCs created by institutions outside the U.S. "This is an unfortunate situation and Coursera is working toward a solution that will enable students to access educational content in compliance with U.S. law," she said.

Udacity, another MOOC provider, has not received official word about enrolling students in countries subject to economic sanctions, but the company faces its own issues to global distribution, said Clarissa Shen, vice president of strategic business and marketing, The MOOC provider posts lecture content to YouTube, which is already blocked in several countries.

The only option for students in

the sanctioned countries may be edX, the MOOC provider founded in partnership between Harvard University and the Massachusetts Institute of Technology. Tena Herlihy, edX's general counsel, said the company has since last May worked with the U.S. State Department and the Treasury Department's Office of Foreign Assets Control, and has so far applied for and received company-specific licenses for its MOOCs to enroll students in Cuba and Iran (a third license, for Sudan, is still in the works).

"We want to provide education to anyone with an internet connection," Herlihy said. "We do not want to withhold education from someone just because of the country they live in."

In addition to applying for licenses, the office also issues general licenses that don't apply to a specific person or organization. Herlihy said edX is operating under such a license in Syria, but declined to elaborate. One such license, however, exempts "services incident to the exchange of personal communications over the Internet" from the sanctions.

EdX is not blocking any courses, Herlihy said, adding that edX would not offer any courses that, hypothetically speaking, could be deemed "detrimental to U.S. interests." She also described the State Department as being supportive of the company's efforts to distribute online education through MOOCs.

"I think this is all new territory to everyone," Herlihy said. "We decided to ask for licenses because we didn't know the answers. As we're in new territories, we're all learning together." ■

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