

**“Future Directions in Higher Education
in a Global Context:
Implications for International Educators”**

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Higher Education and Citizenship

- Citizenship often associated with particular location and sense of belonging to a particular community (Adams and Carfagna, 2008)
- Increasingly globalized world calls for a broader concept and approach to citizenship
- An American Council on Education (ACE) survey found that 90% of the public agreed that knowledge about international issues would be important to the careers of younger generations (Siaya, Porcelli, and Green, 2002)
- Higher education is a powerful instrument to promote a broader notion of citizenship

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Higher Education and Citizenship

Association of American Colleges and Universities (AAC&U):
College Learning for the New Global Century (2007)

- Proposed “Essential Learning Outcomes” includes (as part of Personal and Social Responsibility):
 - Civic knowledge and engagement – local and global
 - Intercultural knowledge and competence
- AAC&U Employer Survey in 2007:
 - Intercultural competence 76% (2nd)
 - Intercultural knowledge 72% (4th)
 - Global issues 72% (4th)

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Higher Education and Citizenship

John Zogby’s “The Way We’ll Be: The Zogby Report on the Transformation of the American Dream”

- Emergence of the US’ First Global Citizens (18-29 year olds)
 - 56% have passports and have gone abroad
 - 23% expect to live and work in a foreign country

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Internationalization of Colleges and Universities

- Internationalization of colleges and universities as a mechanism for the development of world or universal citizens

- Changing nature of internationalization (Knight in De Wit, 2006):
 - From institutional level and in terms of activities to process and organizational approach
 - Internationalization at home vis-à-vis internationalization abroad

Internationalization of Colleges and Universities

- Reasons for internationalization (Altbach and Knight, 2006)
 - Traditional internationalization
 - European internationalism
 - Developing country internationalization
 - Individual internationalization
 - Income generation
 - Access provision and demand absorption

- Internationalization viewed as a process by which institutions foster global learning (Green, Olson, and Hill, 2006)

Internationalization of Colleges and Universities

Mapping Internationalization on US Campuses (ACE, 2008)

- Historically, foreigners studying at US colleges and universities dominated campus internationalization
- Most institutions equate internationalization to study abroad
 - 91% of US institutions report offering study abroad opportunities
 - 223,534 US students went abroad in 2005-2006
 - 27% of all institutions reported no students going abroad
- Curricular requirements do not play a central role in internationalization
 - Fewer than 37% of all institutions require a course with a global focus as part of the general education curriculum

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Internationalization of Colleges and Universities

Mapping Internationalization on US Campuses (ACE, 2008)

- A small minority of institutions mention internationalization in their mission statements, include it in their strategic plans, or have formally assessed their internationalization efforts
- More institutions are investing in international opportunities for faculty (still modest except for research faculty who frequently have international collaborations)
- A small subset of institutions offered degree programs abroad to non-US students through partnerships or through branch campuses

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Internationalization of Colleges and Universities

Top Countries Receiving Foreign Students

- United States
- United Kingdom
- France
- Germany
- China
- Australia

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Cross Border Higher Education

- Includes mobility of program and institutions across borders
 - Capacity building
 - Development of trained professionals
 - Improvement of the quality of higher education

- Capacity building approach to cross border education aims to bridge the gap between supply and demand in developing countries, as well as build these countries' domestic capacity to provide good quality higher education (OECD, 2008)

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Cross Border Higher Education

- Roughly 100 US institutions offer programs and/or have campuses abroad
- Institutional motivations (ACE, forthcoming 2008)
 - Institutional internationalization
 - Capacity building for foreign country
 - Enrollment and revenue expansion
 - Reputation and prestige
 - Institutional quality

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CityU's Approach to Cross Border Higher Education

- Focuses primarily on capacity building via partnerships, not acquisitions
- Expands partners' portfolio of higher education programs
- Uses partners' institutional knowledge, capabilities, & facilities
- Prices tuition relative to local affordability
- Leverages resources of the growing CityU worldwide network
- Systematically assesses risk/reward prior to initiation

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CityU's Approach to Cross Border Higher Education

- Embraces diverse & global perspective as a learning outcome
- Centralizes curriculum development with increasing participation from faculty from abroad
- Adjusts courses, programs, and modes of delivery appropriate to local relevance
- Standardizes program outcomes across locations
- Uses of US, US expat, and local faculty

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CityU's Approach to Cross Border Higher Education

- Involves faculty representation from abroad in academic governance
- Responds to both US and local regulatory requirements
- Focuses increasingly on the value of multilateral partnerships
- Has vision statement that stresses an international aspiration
- Includes a five year plan on programs and partnerships abroad that are aligned with the institution's strategic plan

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CityU's Approach to Cross Border Higher Education

Risk/Reward Assessment

- Risks
 - Regulatory (e.g., accreditation/approvals, rule of law)
 - Academic (e.g., ability to meet quality standards)
 - Market (e.g., demand, pricing, competition)
 - Operational (e.g., physical and IT capability, employment)
 - Financial (e.g., initial investment, tax/labor laws)

- Rewards
 - Non-financial (e.g., contribution to CityU's vision, students)
 - Financial (e.g., sustainability)

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CityU's Approach to Cross Border Higher Education

Sample Partnerships:

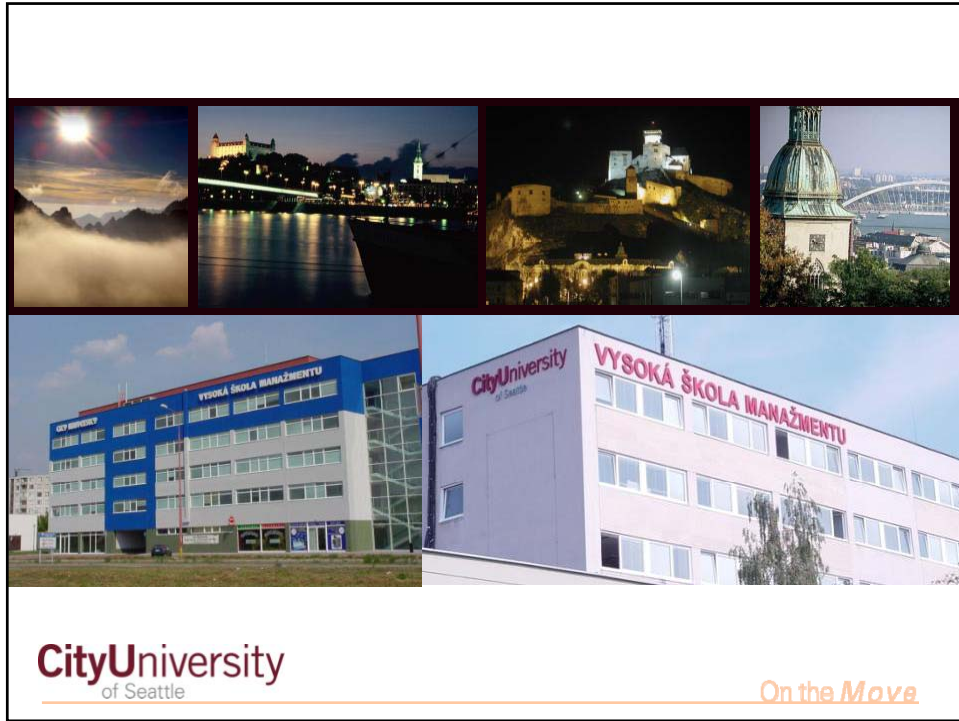
Vysoka Skola Manazmentu in Slovakia

- Effort begun in 1991
- First private institution in the country
- Tied to country and institutional capacity building
- Offers locals possibility of US or Slovak or both degrees
- BS in Business Administration and MBA
- Accredited by the Northwest Commission on Colleges and Universities and Slovak Government; European University Association evaluation
- Over 3,000 graduates
- Serves as CityU's headquarters in Europe

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CityU's Approach to Cross Border Higher Education

Sample Partnerships:

CityU Athens and TEI Piraeus in Greece

- CityU in Greece since 1999
- Offers BS in Business Administration, BS in Computer Systems, MBA, and MS in Computer Systems
- Over 500 graduates
- Unique partnership with TEI Piraeus, a public institution
 - Offers the MS in Project Management
 - Program approved by the Ministry of Education and Religious Affairs
 - Carries same recognition as degrees from public universities

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CityU's Approach to Cross Border Higher Education

Sample Partnerships:

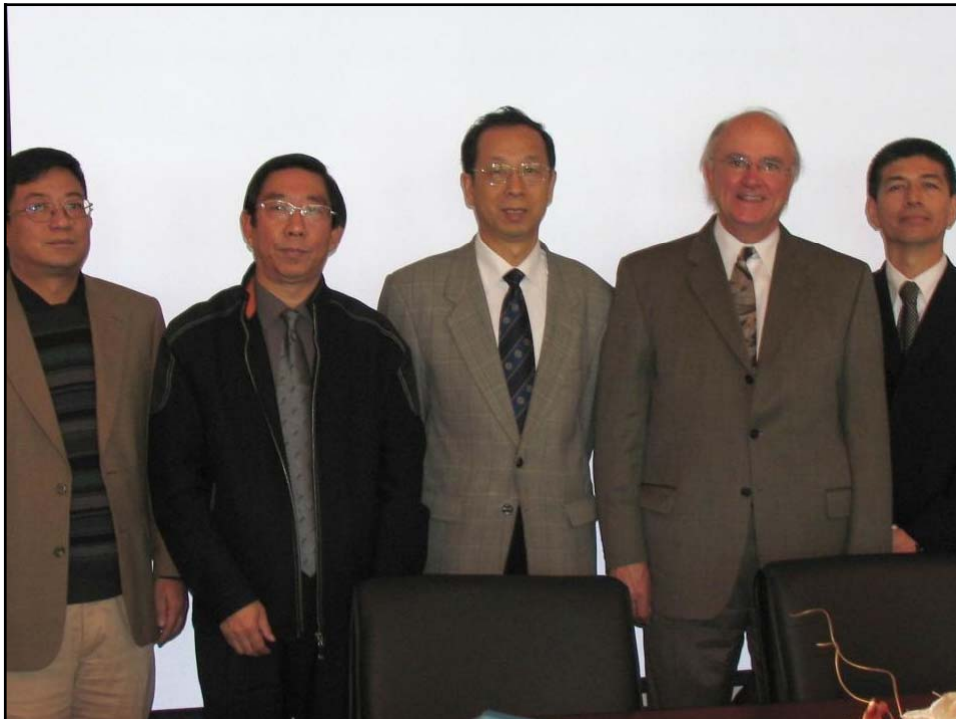
CIBT/BJUT and Boeing in China

- In China since 1996
- Partnership with CIBT School of Business and Beijing University of Technology for offering of CityU MBA is approved by Beijing Education Commission and Ministry of Education
- Serves needs of Chinese businesses that have a global reach as well as multinationals
- Over 1,300 graduates
- Through Boeing sponsorship is also addressing needs of Chinese aviation industry

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CityU's Approach to Cross Border Higher Education



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CityU's Approach to Cross Border Higher Education



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CityU's Approach to Cross Border Higher Education

Sample Partnerships:

CETYS Universidad in Mexico

- Partnership with private not-for-profit university
- Begun in 2005
- Involves CityU BS in Business Administration in 3+1 arrangement with CETYS
- Provides opportunity for Mexican students to obtain a Mexican degree and a US degree
- Students study in Mexico, the US, Europe, and online
- First graduates in June 2008

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Sample Partnerships:

DuocUC in Chile

- Agreement to be formalized shortly
- Effort involves offering of the CityU MBA to DuocUC graduates and other relevant constituents in Chile
- Scheduled to begin Spring 2009

UANL/FACPYA in Monterrey, Mexico

- Start date January 2009
- Double degree offering (CityU degree and UANL/FACPYA degree)

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CityU's Approach to Cross Border Higher Education

Some Considerations on Cross Border Partnerships

- Expectations and frames of reference
- Communication
- Personal Relationships
- Hierarchy
- Timing
- Significance of MOUs
- Global Perspective, Local Relevance
- Role of Locals and Localization
- Principle of “Complementarity”

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CityU's Approach to Cross Border Higher Education

Some Considerations on Cross Border Partnerships

- Be clear about the institution you represent and the project you want to engage in.
- Do your homework regarding context and potential partner.
- Be sensitive to organizational and cultural differences: there is no best or worst, there are only differences.
- Be flexible but also clear on what is simply non-negotiable.
- Communicate often and clearly.
- Ask questions, listen, and seek advice when appropriate.
- Be patient.
- Stay current by attending events organized by and being linked to international higher education organizations.

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