

International Higher Education: Policies and Practices

PAF 9343 - Winter 2021

January 4 - January 25 - 3 credits; 3 hours

Synchronous (two 3-hour sessions/week): Tuesdays & Thursdays 5:30pm- 8:30pm

Asynchronous (two 3-hour sessions/week): Mondays & Wednesdays

Professor : Fabrice Jaumont Email: fabrice.jaumont@nyu.edu

Office hours: by appointment

Education is a slow-moving but powerful force. It may not be fast enough or strong enough to save us from catastrophe, but it is the strongest force available for that purpose and in its proper place, therefore, is not at the periphery, but at the center of international relations.

J. William Fulbright

Course Description

In International Higher Education: Policies and Practices, students will be introduced to the key themes and theories that help frame our understanding of globalization and its impact on higher education systems around the world. Drawing on scholarship from the fields of comparative and international education, political science, economics, and sociology, the course will address key topics such as modernization and international development in higher education, shifts in university identity and governance, the internationalization of higher education, the emergence of global education policies, the increasing connection between higher education and economic production, the Global University, and social movements on campuses around the world. Additionally, students will examine issues such as mobility, access, equity, quality, finance, and governance of higher education from an international perspective, while engaging in the global higher education debate.

Course Objectives

At the end of the course, students will identify global, regional, and domestic higher education trends, and analyze how their interactions shape policy agendas. They will reflect on the various synchronous and asynchronous online discussions, lectures, exchanges with guest speakers, multimedia illustrations, readings, case studies, and assignments in order to situate themselves as higher education practitioners-in-training. This is a topical course designed to expose students to a variety of debates and developments related to globalization and higher education; as such, breadth shall usually be prioritized at the expense of depth. At the same time, this course is designed to deepen students' interest in and understanding of these themes while encouraging continued study via subsequent coursework, individual research, and professional development.

Format

The course will be run as a condensed online seminar and comprise lectures, group discussions, guest speakers, and independent student work. Brief lectures will introduce the core features of the topics for any given class. Group discussions will be led by students

who will present assigned readings to the class. Independent student work will take place through: (a) asynchronous learning, (b) the production of three blog posts, and (c) the production of both a presentation and a final assignment. Individual assignments are expected to allow individual interests to be pursued and practical experiences to be subjected to new analysis. The core themes of the course and the required readings are key elements to be considered in student coursework.

Assignments and Grading

Blog Posts (3 @ 10% each)

Throughout the course, you will write 3 blog posts that will help you actively engage with course readings and lectures by making connections, comparisons, and drawing out overarching themes within and between the different dimensions of global education. You can and should write about what strikes, resonates, and challenges you in the readings. And most importantly, why. See below for due dates. Please note that once you post others will be able to see your post and you will be able to see theirs. **Additionally, students must comment on 3-5 posts from other students in Forum.**

Final Assignment: Paper (30%) + Presentation (20%) **Due January 25.**

Take one issue, policy or strategy in Higher Education and address it through a comparative perspective.

- Paper should be between 8-10 pages excluding title and reference page.
- Presentation should be 15-20 minutes and in 10 Powerpoint-slides max. (Students will record their presentation via Zoom and post the link in Forum on Monday, Jan. 25).
- Students will comment on 3-5 presentations from other students in Forum.
- Examples of topics:
 - Equity and access in two systems
 - Internationalization strategies in two systems or at two institutions.
 - Study Abroad – A myth or reality for development of international and intercultural competencies
 - International Students' mobility – trends and impact on internationalization strategy

Class or FlipGrid Participation (15%) + Comments on Blog Posts and Presentations (10%)

Successful class participation means close reading, serious reflection, regular attendance synchronously or asynchronously, and willingness to question, share perspectives, and listen respectfully with your colleagues. Attendance is not mandatory – but I recommend you join the live sessions and meet the guest speakers.

Guiding Questions for Blog Posts

Why Blog?

In a world of information overload and “always on” technology, ability to distil multiple sources of information and write a coherent, persuasive and well-informed argument is an important skill. The purpose of blog is to sharpen this skill by connecting course learnings with new media. This will also help in creating a portfolio of the course outcomes. Here is a related article: Konnikova, M. (2013, April 12). Why grad schools should require students to blog. *Scientificamerican.com*. Retrieved from <http://bit.ly/1hrvtVZ>

Which Standards of Quality?

1. A typical blog post will be between 400-600 words, excluding any quotes however, you are allowed in this course to write between 800 and 1,000 words
2. A conversational tone of writing is acceptable; however, blog format is not an excuse for light content. It should be a well-researched post adhering to high standard of analysis and critical thinking. Also, include an enticing title to your post.
3. You are expected to refer to scholarly sources which includes books, journals and reports. While it is acceptable to use magazines, newspapers, other online sources from popular media, you should critically assess their worth.
4. Your blog posts will be graded on three dimensions:
 - 4.1. Content/Relevance-Aligns with the critical social theory framework and articulates a well-structured and supported argument. Shows an evidence of critical thinking (application, analysis, synthesis, and evaluation).
 - 4.2. Presentation- Uses related data, charts and graphs that supports the blog post.
 - 4.3. References and Connections: Uses references to journals, readings, or personal experience to support comments.
5. List of blogs on international education (it is optional to use open blogging accessible to the public).
<http://oecdeducationtoday.blogspot.com/>
<http://www.insidehighered.com/blogs/world-view>
<http://blogs.worldbank.org/category/topics/education>
http://hechingerreport.org/category/special_reports/lessonsfromabroad/
http://blogs.edweek.org/edweek/international_perspectives/
6. References in a blog should be inserted throughout the text rather than at the end.

COURSE POLICIES

Late assignments

Barring serious illness or family emergency (both require documentation), late papers will be reduced by 1/3 of a grade for each 24-hour period for which they are turned in after the deadline. For example, a paper turned in one day late with a grade of a B would mark down to a B-. This is a strict policy. Exceptions are granted only in exceptional circumstances (e.g., hospitalization) and require written documentation.

A Note about the Syllabus

The syllabus and the course assignment documents contain detailed instructions. Please read them carefully and refer to them regularly! What you will get from the class depends significantly on your participation

The Baruch Academic Calendar is available at:

<https://www.baruch.cuny.edu/registrar/registration/academic-calendar.html>

Students with Disabilities

It is college policy to provide accommodations and academic adjustments for students with disabilities. Any student with a disability who may need accommodations in this class is requested to speak directly to Student Disability Services as early in the semester as possible. All discussions will remain confidential.¹

Please note, the need for accommodations and the process for arranging them have been altered by COVID-19 and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class should contact Student Disability Services as soon as possible at disability.services@baruch.cuny.edu.

For additional information, please visit:

https://provost.baruch.cuny.edu/facultyhandbook/disabilities_provostsmemo/

Non-Discrimination

All complaints under CUNY's [Policy On Equal Opportunity And Non-Discrimination](#) should be reported to Baruch's Office of Diversity, Compliance & Equity Initiatives at: Diversity@baruch.cuny.edu.

Academic Integrity

Baruch College policy states, "Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the

¹ McCarthy, Jim. (2019, November 21). *Memo from Provost regarding services for students with disabilities*. Retrieved from https://provost.baruch.cuny.edu/facultyhandbook/disabilities_provostsmemo/

college's educational mission and the students' personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned."²

Additional information regarding Baruch College's policy on Academic Integrity is available at: http://www.baruch.cuny.edu/academic/academic_honesty.html

The Writing Center

The Writing Center offers free, professional writing support for all undergraduate and graduate students at Baruch, through one-to-one consultations, workshops, peer review groups, written feedback, online resources, and a journal of outstanding student writing. We support faculty through classroom visits, in-class workshops, referral forms, and workshop lesson plans, and we're always available for conversations about teaching and writing. More information is available at <http://writingcenter.baruch.cuny.edu/>, by calling (646-312-4012), or by emailing the Center at writing.center@baruch.cuny.edu.³

Campus Intervention Team

The Campus Intervention Team (CIT) works together as a support system to provide assistance to students in crisis. Any member of the college community can reach out to the CIT to report a concern about a student. Additional information is available at: <https://studentaffairs.baruch.cuny.edu/campus-intervention-team/>, or by contacting them at: cit@baruch.cuny.edu or 646-312-4570.

Marxe Advisement

A full range of academic advisement services are provided to Marxe students to ensure the successful completion of their degree programs. Visit their website at: <https://marxe.baruch.cuny.edu/academics/marxe-advisement/> or email them at: mopia.advisement@baruch.cuny.edu.

Career Services

Launching a career or transitioning into a new one is a journey—and the Marxe Career Services office is here to guide you. From career consultations to on-campus recruiting, the Marxe community gets access to individualized services to help land a dream job in the public sector. Career counselors are here to support you through every stage of your career, as you evaluate your professional goals, develop a plan, and pursue opportunities. Visit their website at: <https://marxe.baruch.cuny.edu/student-opportunities/career-services/> or email them at: mopia.careerservices@baruch.cuny.edu.

² Baruch College Student Development & Counseling. (2002, August). *Academic Honesty*. Retrieved from https://www.baruch.cuny.edu/academic/academic_honesty.html

³ Baruch College. (2017, July 30). *Academic Support Services for Baruch Students*. Retrieved from <https://provost.baruch.cuny.edu/facultyhandbook/academicsupportservices/>

Required Reading

There is no required book for the course. All the required readings are accessible from the table below. All assigned readings for the week should be completed prior to the class. I expect your active participation in the classroom discussion and your understanding of the ideas, concepts and approaches of readings should be reflected in your class participation. While reading the text, you may want to ask some of the questions like:

- What are the key issues and concepts discussed?
- Are the findings supported by persuasive evidence?
- What are the inferences and conclusions from the article?
- How are the findings unique/new/unusual or supportive of other work in the field?
- What are some of the specific applications of the ideas presented?
- What are the additional questions which remain unaddressed?

Additional Resources

- Curated videos on International Higher Education
<https://www.youtube.com/c/FabriceJaumontPhD/playlists>
- NAFSA
<http://www.nafsa.org/worldview>
- International Higher Education, Boston College
<http://www.bc.edu/content/bc/research/cihe/ihe/issues.html>
- The Center for Studies in Higher Education (CSHE), Berkeley
<http://www.cshe.berkeley.edu/publications>
- HEDBIB, International Bibliographic Database on Higher Education
<http://hedbib.iau-aiu.net>
- IDP Database of Research on International Education
http://opac.acer.edu.au/IDP_drie/index.html
- International Association of Universities
<http://www.iau-aiu.net/content/journals-and-newsletters>

CLASS SCHEDULE

Please note the format of the class for each week

Asynchronous sessions are marked in green and can be accessed via this [playlist](#).

Synchronous sessions are marked in white and can be accessed via this [Zoom link](#)

(Meeting ID: 983 0527 5777). Synchronous sessions will begin promptly at 5:30pm (EST).

FlipGrid link: [flipgrid](#)

Session	Sync/Async	Topic/Readings	Assignment
1	Async Monday Jan. 4	The Future of International HE post-COVID <ul style="list-style-type: none"> - Imagining higher education in a post-pandemic world (International Association of Universities) - COVID-19 in Context: Only the Strong Survive? - Post-COVID Higher Education Internationalization - COVID-19 Impact on International Higher Education: Studies & Forecasts - The reimagined international student office post COVID-19 - Keeping one step ahead of COVID-19's likely impact on HE - Post COVID-19: opportunity for universities to have a rethink - Learning from the richness of diversity: There is a future for international education post-COVID-19 	Watch: COVID-19: The end or revival of international higher education? <ul style="list-style-type: none"> - Task 1: How can universities develop new policies and practices that respond to both problems and opportunities resulting from this unprecedented crisis? Write down 3-5 key points from the panel. Agree or disagree - prepare comments on how you view these points. Discuss in class on Jan. 5 or record via flipgrid - Task 2: Choose three articles from today's list; prepare arguments on how you agree or disagree with them and discuss in class on Jan. 5 or record via flipgrid
2	Sync Tuesday Jan. 5 5:30pm	The Global University <ul style="list-style-type: none"> - Philip G. Altbach & Jane Knight: The Internationalization of Higher Education: Motivations and Realities - Philip G. Altbach, Liz Reisberg, and Laura E. Rumbley Internationalization and Globalization - Philip G. Altbach, Liz Reisberg, and Laura E. Rumbley 21st Century Global Directions 	Connect: Zoom Link <ul style="list-style-type: none"> - Task: Summarize / synthesize the key points from the readings or record via flipgrid - Lecture: Internationalism, Multiculturalism, and Global Collaboration in 21st-Century Higher Education (PPT and recording available after class) - Guest Speaker: Dr. Elizabeth Hanauer, Director, Education Abroad, College of Liberal Arts & Sciences at University of Illinois at Urbana-Champaign

3	Async Wed. Jan. 6	<p>Influence of globalization past, present, and future on Higher Education Systems</p> <ul style="list-style-type: none"> - Jane Knight, Updating the Definition of Internationalization, - Brandenburg and Hans de Wit - The End of Internationalization - Beelen, J., & Jones, E. (2015). Redefining internationalization at home. In The European higher education area (pp. 59-72). - David Staley & and Dennis Trinkle: The Changing Landscape of Higher Education - ACE – At Home in the World 	<p>Watch: HE Internationalization & Globalization Then and Now</p> <ul style="list-style-type: none"> - Task 1: From your 2021 viewpoint, list the concepts that were discussed by the presenters, and argue if 1) they have happened; 2) if they are still relevant in our current context. Discuss your remarks in class on Jan 7. or record via flipgrid - Task 2: Choose three articles; discuss how you agree or disagree with them and present in class on Jan. 7. or record via flipgrid
4	Sync Thursday Jan. 7 5:30pm	<p>Quality and Mobility - Internationalization policies and recognition of qualifications</p> <ul style="list-style-type: none"> - Redefining Academic Mobility: From the Pursuit of Scholarship to the Pursuit of Revenue. pp 115 , Liz Reisberg and Laura E. Rumbley in The Fore Front of International Higher Education - Academic Mobility as Social Mobility or the Point of No Return. pp 127 Alma Maldonado-Maldonado In The Fore Front of International Higher Education - John Hudzik - Comprehensive Internationalization: From Concept to Action - Darla K. Deardorff & Elspeth Jones Intercultural Competence: An Emerging Focus in International Higher Education 	<p>Connect: Zoom Link</p> <p>Lecture: The Internationalization of Higher Education (PPT and recording available after class)</p> <ul style="list-style-type: none"> - Guest speaker: Dr. Vincent Michelot, Higher Education Attaché, Embassy of France to the United States (tbc) - Blog Post 1 (Due Jan. 10): Here are a couple of options. Choose one. Include a minimum of 2 references. <ul style="list-style-type: none"> • Argue pros and cons between internationalization through mobility and internationalization at home through the curriculum. (800-1000 words) • Discuss on the topic of unprecedented challenges in international HE. Take a comparative perspective (i.e. international vs domestic) and relate it to global HE (800-1000 words)
5	Async Monday Jan. 11	<p>Massification of Higher Education (China & India)</p> <ul style="list-style-type: none"> - Philip G. Altbach, Hans de Wit. Liz Reisberg Massification and Globalization of Higher Education. Executive Summary + Chapter 1, 6, 7, Conclusion 	<p>Watch: Massification of HE (China & India)</p> <p><i>Includes: The Crisis of HE in India: How Can Public Policy & Governance Reforms Help? and Chinese Universities in the Xi Jinping Era</i></p> <ul style="list-style-type: none"> - Task 1: What role do universities play and what responsibilities do they hold in their respective systems? Write down the main points put forth by the speakers. Agree or disagree - prepare comments on how you view these points. Discuss in class on Jan. 12 or record via flipgrid - Task 2: From the readings and video,

			choose two countries and compare the consequence of massification and the global knowledge economy on higher education. Present your findings in class on Jan 12. or record via flipgrid
6	Sync Tuesday Jan. 12 5:30pm	Domestically Protesting Global Issues - Beyond the Incident Institutional Predictors of Student Collective Action - Is Protesting a Privilege? - Students Are Protesting at Your College - The student divestment movement in the US and tactical diffusion shantytown protest	Connect: Zoom Link - Task: Prepare these discussion questions for quant protest studies or record via flipgrid Guest speaker: Michael Carhart, Academic Adviser at SHU in the College of Arts and Sciences.
7	Async Wed Jan. 13	Student Activism, Politics, and Campus Climate in Higher Ed. (Chile & Brazil) - The Forefront of International Higher Education - chapter on Brazil. - The Centrality and Crisis of the Academic Profession and the Student Experience (Part 8, p205)	Watch: Student Activism, Politics, and Campus Climate in Higher Ed. (Chile & Brazil) <i>Includes: Admission Practices and Access to HE in Chile and Student Activism, Politics, and Campus Climate in HE in Brazil</i> - Task 1: Write down 3 key points per panelist. Agree or disagree - prepare comments on how you view these points. Discuss in class on Jan. 14 or record via flipgrid - Task 2: Choose three articles; discuss how you agree or disagree with them and present in class on Jan 14. or record via flipgrid
8	Sync Thursday Jan. 14 5:30pm	Access and Equity in Higher Education around the World - Hans de Wit and Elspeth Jones: Improving Access and Equity - Philip G. Altbach, Liz Reisberg, and Laura E. Rumbley Access and Equity - Tuition Fees, Student Loans, and Other Manifestations of Cost Sharing: Variations and Misconceptions . pp 235 D. Bruce Johnstone in The Fore Front of International Higher Education - Global Diversity: Emerging Trends .pp 209 Heather Eggins in The Fore Front of International Higher Education	Connect: Zoom Link - Task: Compare/combine de Wit et. al. and Altbach et. al. perspectives on equity and access. Write down the main points. Agree or disagree - prepare comments on how you view these points. Discuss in class on Jan. 14 or record via flipgrid Lecture (PPT will be available after class) - Guest Speaker: Dr. Teboho Moja, Professor of Higher Education, NYU and Professor, Univ. of the Western Cape - South Africa. - Blog Post 2 (Due Jan 17): 800-1000 words on equity and access- suggestions for checks and balances amid covid19. What should institutions do to advance the ongoing efforts for equity and access in higher education while considering the current challenges and impact of covid19?

			Compare or base your blog on an example of a certain country or institution.
9	Async Monday Jan. 18	"Foreign Influence" Rhetoric and Internationalization - Hans de Wit: Internationalisation in Higher Education: A Western Paradigm or a Global, Intentional and Inclusive Concept? - How World-Class Universities Affect Global Higher Education How World-Class Universities Affect Global Higher Education (Ch1 + case study of your choice)	Watch: Foreign Influence Rhetoric and Internationalization <i>Includes: The rise in global and national "foreign influence" rhetoric and its impact on HE and The China Threat to U.S. HE with Jenny Lee</i> - Task 1: Write down 3 key points per panelist. Agree or disagree - prepare comments on how you view these points. Discuss in class on Jan. 19 or record via flipgrid - Task 2: Choose three articles from today's list; prepare arguments on how you agree or disagree with them and discuss in class on Jan. 19. or record via flipgrid
10	Sync Tuesday Jan. 19 5:30pm	New Actors in the Globalization of HE - The Global Phenomenon of Family-Owned or Managed Universities The Global Phenomenon of Family-Owned or Managed Universities (Ch1-3 + case study of your choice) - The Emergence of the American University Abroad The Emergence of the American University Abroad - Transnational Education, Branch Campuses, and Hubs (Part 2, p35)	Connect: Zoom Link Lecture (PPT and recording will be available after class) Guest speaker: Alina Pap, International Education consultant - Blog Post 3 (Due Jan 21): 800-1000 words on rethinking governance and finance of HE due to current challenges related to health and safety. - again, it could be a comparison, example of what an institution or an education system does, and even personal response if they already work in higher ed.
11	Async Wed. Jan. 20	Role of multilateral actors in regulating Higher Education - Global Trends in Higher Education Quality Assurance (Ch 2-4) - Unethical Behavior in Higher Education (Part 9, p237)	Watch: Reclaiming global Higher Education and Future Directions for Africa <i>Includes: Reclaiming the Global in HE with Vishakha Desai and Future Directions for HE in Africa</i> Task: Compare both sets of articles + video and comment on the role of multilateral actors in shaping HE. or record via flipgrid
12	Sync Thursday Jan. 21 5:30pm	Philanthropy & cultural hegemony in the development of Higher Education Systems - Fabrice Jaumont, Unequal Partners: American Foundations and Higher Education Development in Africa (Chapter 1-3; 7-10)	Connect: Zoom Link - Task: Summarize / synthesize the key points from the readings. Prepare questions. or record via flipgrid

			Lecture: Unequal Partners and African Higher Education (PPT and recording will be available after class)
13	Async Monday Jan. 25	Presentations	Post your presentation by 5pm. Comment on 3-5 presentations. Submit your paper by end of day.