

CIHE
Perspectives
No. 16

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CIHE

This series of studies focuses on aspects of research and analysis undertaken at the Boston College Center for International Higher Education.

The Center brings an international consciousness to the analysis of higher education. We believe that an international perspective will contribute to enlightened policy and practice. To serve this goal, the Center produces *International Higher Education* (a quarterly publication), books, and other publications; sponsors conferences; and welcomes visiting scholars. We have a special concern for academic institutions in the Jesuit tradition worldwide and, more broadly, with Catholic universities.

The Center promotes dialogue and cooperation among academic institutions throughout the world. We believe that the future depends on effective collaboration and the creation of an international community focused on the improvement of higher education in the public interest.

Center for International Higher Education
Campion Hall
Boston College
Chestnut Hill, MA 02467 USA
www.bc.edu/cihe

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- Philip G. Altbach and Hans de Wit will, as of November 2020, act together as Academic Directors of CIHE, each on a part-time basis, the first onsite in Boston, the second at a distance from Amsterdam
- Rebecca Schendel will take the position of Managing Director of the Center as of June 2020, responsible for its daily administrative and academic operations, with Salina Kopellas continuing to provide ongoing support

organized, a repeat by Lisa Unangst and Hans de Wit of the course on *Refugees and Migrants in Higher Education*, one by visiting professor Betty Leask on *Internationalization of the Curriculum*, and one by Adrienne Nussbaum, director of the Office of International Students and Scholars at BC, on *Serving International Students*.

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

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

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



Our flagship publication, *International Higher Education* (IHE), published five issues in 2019-2020, including its festive issue 100 and a special issue 102 on COVID-19 and international higher education. Also *International Higher Education* shifted in terms of publisher and design. After 25 years of publishing by Boston College with the appreciated support of its university library staff, *International Higher Education*, as of issue 100, is published by DUZ Verlags- und Medienhaus GmbH in Berlin, Germany, already a partner of a special issue in the *Journal of International Higher Education* (JIHE) published by the same publisher.

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

In developing these ideas, I have borrowed from the philosopher, transnational academic and prisoner of war Emmanuel Levinas. At a much more personal level, being on the receiving end of radical hospitality as an international student in Maine and as a guest in Bangladesh, China and Ethiopia—to name a few instances—has taught

me the importance of radical hospitality in my life.

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

The good news is that “there is growing recognition that it is both impractical and unwise to focus on mobility as the primary means of developing intercultural awareness”, according to a recent blog

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

continuing improvement.

Two Assumptions that are not Necessarily True

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

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

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

However, at present, private universities have established themselves as an alternative. A study by the Research Institute of the Association of Private Universities of Panama (IDIA) showed that between 2014 and 2016, these universities invested \$359 million dollars in infrastructure and oper

Students considered financial bene-
fit as a goal for internationalization,
and students from countries such as Kazakh-
stan were much less likely to
cite financial benefit as a goal at just 2 percent
and 6 percent.

Globalization?

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European international education professionals. In

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

Money Matters? I Do.

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

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

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

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

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

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

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

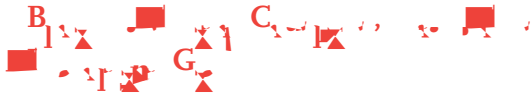
Most of these countries (Australia, England, Ireland, New Zealand and Scotland) are relatively rich Commonwealth countries with mature higher education systems, which have paid increasing attention to the obstacles to success faced by students from underrepresented groups. The other nation included in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

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

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al reach, aiming to include contributions from countries that are less frequently covered in the global literature, as well as discussion of the major players on the international stage. Analysis of the first 99 issues demonstrates that we have been successful in achieving this goal, with our 1,459 articles being well distributed across the various world regions. East Asia and the Pacific is the region with the greatest coverage (267 articles), with Europe and Central Asia following closely behind (with 253). We have also published more than 100 articles focused on countries in North America (145), sub-Saharan Africa (132), and Latin America and the Caribbean (125). A substantial number of our articles (more than 200) are also best classified as being “global” in their scope, given that they deal with issues of relevance to multiple regions of the world. Although East Asia and the Pacific, Europe and Central Asia, and Latin American and the Caribbean have all been substan-

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



private companies). It is also significant to note that over 20 percent of IHE articles are coauthored. Of these coauthor pairs or groups, more than half represent multiple institution types (for example, one author from a university and one from a government

the globe. The focus on higher education's contribution to the Sustainable Development Goals in this issue is a promising start.

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

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

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

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

Human Rights Discourse and Refugee Higher Education

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

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

1963). This clear and aspirational statement has yet to be achieved 45 years on, though certainly progress has been made through the



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

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

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

with a refugee background with attendant outreach and admissions counseling strategies developed would be a first step, with close attention to what and how equal treatment will be provided in any given institutional context. For instance, a student-led initiative at the University of Cincinnati has created an online tour video of campus in 11 languages. Additionally, the University of Buffalo makes available fact sheets to share with applicant family and friends in 16 languages including Burmese and Vietnamese. Additionally, Macquarie University (Australia)

cows” after Australia’s coronavirus travel ban.

After the travel ban

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

Many of the 928,090

A Sustainable Way to Engage Africa's Knowledge Diaspora

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

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

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

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

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

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

mal connections and networks.

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

The latter, often run on a part-time basis and with no clear statutory recognition, struggle to penetrate the bureaucratic and political hurdles and to establish lasting working relationships. Therefore,

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

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

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

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

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

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

The CIHE Staff

activities and existing research in the area of IHES.

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

Our immediate goals are to identify and disseminate examples of IHES from all parts of the world, in order to support a more systematic approach to

integrating IHES into institutional strategies and ways of thinking.

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

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

Towards New Ways of Becoming and Being International

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

This essay was inspired by a talk given by the authors on 2 May 2019 at the Mahindra Humanities Center, Harvard University, in the series 'Universities: Past, Present, and Future', titled "Internationalisation in Higher Education, Pushing the Boundaries". Previously published in University World News on July 27, 2019.

resources, monitoring and evaluation of impact, there is need for improvement.

Moreover, they see a risk that internationalization is increasing inequality within and between national and global communities.

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

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

These additions provide a more and normative direction to internationalization than the

influenced by and contributes to social solidarity and equality.

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

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

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

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

Are theory and practice in step?

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

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

deserve more recognition.

Aligning the practice of internationalization with human values and the common global good requires the most challenging and delicate of all views about what it is to 'be international' as a university, a teacher, a student.

Addressing the Crisis in Academic Publishing

Figure 3: A
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en access. The peer review system, the life-blood of the academic quality assurance system, needs to be strengthened through diversity and inclusion. Journal editors need to implement diversity measures to expand participation on boards and peer review teams. The broader academic community needs to hold serious journals accountable for that task.

Professional and academic societies also have an important role to play in ensuring quality in aca-

dem publishing. They might encourage the producers of rankings and other influential entities to recognize new high-quality journals.

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

Forced Internationalization of Higher Education: An Emerging Phenomenon

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

is far lower than the global enrollment rate in higher education of 36 percent. It is extremely disappointing that national governments and individual institutions have not acted more quickly to assist the large mass of displaced people in accessing education—in line with Article 26 of the Universal Declaration of Human Rights—thereby recognizing this as a human right. There have been some promising efforts, but these efforts have not been evenly spread across the developed and the developing world. According to the *Annual Global Trends Report* of the UNHCR, 85 percent of the refugees under the UNHCR's mandate, who have been forcibly displaced as a result of conflict, violence, or persecution, are hosted by countries in the developing world. The challenges f

Forced Internationalization

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

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

Academically, the diversity and brain gain that refugees bring will enhance the quality of learning, teaching, and research, as do other forms of interna-

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

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

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

LI, I. I. ING, CH. LA.

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

LI, I. I. ING, A.

Department Head and Associate Professor of International Higher Education, Curtin University (2013-2019)

LI, I. I. ING, CH. LA.

Lecturer at the University of St. Gallen (HSG), Switzerland.

K. A. G.

Executive Director of Internationalization at Curtin University (2013-2019). She is a member of the Council on Education where she leads the ACE Internationalization Laboratory and global research initiatives. She has been a consultant for clients including Soka University, Duke Kunshan University, Olin College of Engineering, the Norwegian Agency for Development Cooperation, and *The Economist*.

H.

Policy advisor to the Higher Education Authority (HEA) (2013-) and Emerita Professor and Director, Higher Education Policy Research Unit (HEPRU), Dublin Institute of Technology (Ireland). She is President of EAIR (European Higher Education Society), and on the Advisory Board and the Management Committee, Centre for Global Higher Education (CGHE), UCL Institute for Education, in addition to being an International Co-Investigator.

L.

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

L.

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

initiatives, including the publication of the International Journal of African Higher Education (IJAHE). Launched in 2014, IJAHE is a peer-reviewed open access journal aiming to advance knowledge, promote research, and provide a forum for policy analysis on higher education issues relevant to the African continent. IJAHE, which is published in cooperation with the Association of African Universities, publishes the works of the most influential and established, as well as emerging, scholars on higher education in Africa. One new issue Vol 6 No 1 (2019) was published in the Spring of 2020. Two new issues are scheduled to be published in 2020.

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

GLOBAL EDUCATION AND HIGHER EDUCATION

Since 2005, the Center for International Higher Education has collaborated with Sense Publishers/Brill on this book series, which comprises 47 volumes as of 2019-2020. As higher education worldwide confronts profound transitions—including those engendered by globalization, the advent of mass access, changing relationships between the university and the state, and new technologies—this book series provides cogent analysis and comparative perspectives on these and other central

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

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

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

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

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

Non-State Actors in Higher Education: K-12
In cooperation with UNESCO for G-20, Philip Altbach and Hans de Wit. did a study on national pol-

icies for K-12 and Tertiary Education internationalization. The report has been completed and submitted spring 2020. The report will be published in the Fall of 2020.

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

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

PROFESSIONAL DEVELOPMENT PROGRAM AND DELEGATION, 2019-2020

the Center for Teaching Excellence.

Council of International Schools (CIS) Summit, 16-17, 2019

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

Center for International Education (CIE)-CIHE, 10-12, 2020

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

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

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



For the third year, CIHE was planning to organize a

CIHE EMINA / EBINA E IE , 2019-2020

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the management literature in the late 1970s (e.g. Pettigrew, 1979; Deal & Kennedy, 1982). Scholars have later on extended the discussion to include higher education institutions (e.g. Tierney, 2008). However, the majority of the literature on organizational culture in higher education is based on institutions that follow and are placed within the Western model. Despite the lack of direct evidence, it is fair to suspect that there is a relationshipshe 5

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

Recommendations include to implement elements

apart in traditional university settings, where self-serving behaviors may lead to (pronounced) agency conflict. Universities have been long understood for their politicized governance environs in which multiple stakeholder groups have representation in decision-making. Within this reality, families involved in higher education management may be challenged to act self-servingly and protect or enhance certain socioemotional wealth. They may need to act in altruistic ways to avoid agency conflict. I investigate whether this is the case through a single, critical case study approach conducted at one family-owned or -managed university in India. I rely on what Yin (2003) refers to as “rival explanation as patterns” to test socioemotional theory relative to a rival theoretical frame.

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

Refereed Journal Articles

Leal, F.,

sector: Quantitative textual analysis of institu

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

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

Reports/Articles in Reports

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

Schendel, R., de Wit, H., & D. L. (Eds.) (2019).

EXECUTIVE FACULTY
ACI, 2019-2020

HAN, DE I

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

A

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

E

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

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

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

- Associate Editor of *International Higher Education*.

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

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

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

- Editorial Advisory Board Higher Education Governance and Policy (HEGP).

student mobility: a comparative European study. *Studies in Higher Education*.

- Lisa Unangst and Hans de Wit. (2020). Non-profit organizations, collaborations, and refugee student support in Canada and the United States: a comparative case study. *Higher Education Policy*,
- Giorgio Marinoni, Madeleine Green, Eva Egon-Polak and Hans de Wit. (2020). Global Trends in Internationalisation: The 5th Global Survey of the International Association of Universities. In *Internationalisation of Higher Education*. DUZ/IAU
- Hans de Wit and Philip G. Altbach. (Forthcoming) The Impact of Covid-19 on the Internationalization of Higher Education, Revolutionary or b

Other Addresses (selected)

- *Internationalization in Higher Education: national and institutional policies and approaches. Work*

(May 17), IAU in cooperation with CIHE, May 2020.

- Panel, presenter in a webinar Online Speaker Series: The End or Revival of International Higher Education? Center for Studies in Higher Education, University of Berkley, May 7, 2020.
- Panelist, Webinar AMPEI, Retos y oportunidades para la Internacionalización de la Educación Superior. Análisis de contexto global hacia la nueva realidad de Internacionalización de la Educación Superior Latinoamericana. Mayo 19, 2020.
- Panelist, Webinar Symbiosis International (Deemed) University. The Way Forward: What the new world will need for successful Internationalisation? June 11, 2020.
- Panelist, Webinar International Association of Universities (IAU. 1st IAU Global Survey on the Impact of COVID-19. June 9, 2020.

EBECCA, CHENDEL

Associate Director of the Center for International Higher Education and Assistant Professor of the Practice (as of March, 2019)



Book Chapters

- de Wit, H. Altbach, P. G. & Schendel, R. (2020). Series Preface. In L., Unangst, H., Ergin, A., Khajarian, T., DeLaquil, & H., de Wit (Eds.), *Refugees and higher education: Transnational perspectives on access, equity and internationalization*. Brill Sense.

for Social Change in East Africa project, administered by INASP (UK) (Since 2018)

Service to Profession

- External examiner of doctoral theses, University of Otago (New Zealand) (Since 2019)

A

- Nominated for 'Excellence in Personal Tutor-

• D • ()

Marantz Gal, A. PhD 'Universita Cattolica del Sacro Cuore, Milano. 'Internationalisation of the curriculum in an Israeli Teachers' College' Principal Supervisor. Completed 2019.

Huisman, Jerome. PhD 'Universita Cattolica del Sacro Cuore, Milano. Co-supervisor with Professor Christopher Ziguras, RMIT University Melbourne. Commenced September 2017.

Borkovic, S. PhD La Trobe University. 'Global Citizenship in the Allied Health Education: 'Preparing occupational therapy professionals for current and future practice with diverse people in diverse communities'. Co-supervisor with Professor Tracy Fortune, La Trobe University. Commenced March 2018.

• 2019-2020

Book Chapters

- Leask, B. & Green, W. (2020 forthcoming) 'Curriculum Integration: Maximizing the Impact of Education Abroad for All Students' Chapter 11 in Ogden, A.C., Streitwieser, B., & Van Mol, C. Education Abroad: Bridging Scholarship and Practice. Brill Publishers.
- Leask, B. & Wit, H. (2019) 'Internationalisation in Higher Education: Past, Present and Future: Pushing the Boundaries' Barker Centre, Harvard University.

Funded Research and Consultancy Reports

- Brandenburg, U., de Wit, H., Jones, E., Leask, B. & Drobner, A. (2020). Internationalisation in Higher Education for Society (IHES). Concept, current research and examples of good practice (DAAD Studies). Bonn: DAAD.

Short Articles, Commentary, and Critique

- Leask, B & Green, W. (2020) Is the pandemic a watershed for internationalisation? University World News, 2 May, 2020. <https://www.universityworldnews.com/post.php?story=20200501141641136>
- Brandenburg, U., de Wit, H.; Jones, E., Leask, B. (2019). Defining internationalisation in HE for society. In University World News, 29 June, 2019.

Keynote Addresses

- 2 May, 2019, Leask, B & de Wit, H. Internationalisation in Higher Education – Universities Past, Present and Future: Pushing the Boundaries Barker Centre, Harvard University,

HILI AL BACH

Research professor and founding director of the Center for International Higher Education, Boston

E

- Editor, *International Higher Education*, 1995-current.
- Series Editor, *Global Perspectives on Higher Education*, Sense/Brill Publishers, 2000-current.

Professional membership

- International member of the Committee on the Competitiveness of Russian Universities, appointed by the Russian Prime Minister, 2014-current.
- Member of the international advisory council of the Higher School of Economics, Moscow, Russia (2014-present) and the Lahore University of Management Science, Pakistan (2017-current)

- “Passing the Baton,” *Nature* 574 (24 October 2020), esp. 4.
- (with Pankaj Jalote) “Forget the Top 100 List,” *The Print*

