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Executive Summary

Higher education exists in, and is very much affected by, a world that increasingly operates across sovereign borders. Just as countries have become more interconnected worldwide, so, too, have colleges and universities. Plainly evident in the now-routine exchange of students and scholars and in research increasingly conducted by international teams, this new reality is much more than just a phenomenon. Rather, it embodies a wholly new way of thinking and working. In the 21st century, higher education is explicitly, and fundamentally, a global enterprise.

The evolution of the global environment presents both challenges and opportunities for higher education. A prerequisite for success in this new era will be active, ongoing engagement on the part of colleges and universities in the United States with institutions around the world. The American Council on Education (ACE) is well positioned to support and guide American colleges and universities in working strategically and substantively in a globalized higher education environment and highly interconnected world.

Recognizing that the rapid evolution of the global environment for higher education warrants closer scrutiny and, likely, new and perhaps more nuanced responses from colleges and universities, the ACE Board of Directors authorized President Molly Corbett Broad to appoint a Blue Ribbon Panel on Global Engagement to assess what ACE must do to support and enhance the global engagement of U.S. higher education institutions.

The Panel first conducted a thorough analysis of the current environment. Then, through

rich discussions incorporating many different points of view, it developed a body of principles and practices that can serve as a framework for further global engagement by colleges and universities and which can apply broadly across the diverse sector of American higher education. To summarize, the Panel believes that colleges and universities would be well served in developing their own strategies for global engagement through a process that defines core principles and practices, balances pragmatism with idealism, delineates comprehensive institutional strategies, aligns local and global interests, identifies possible models of global engagement, and integrates technology in the globalization of higher education.

The Panel further believes that ACE can play a substantive role in developing each of these principles in ways that colleges and universities can apply. Building on the guidance provided by the principles, the Panel developed five broad recommendations for how ACE might play the most meaningful and substantial role in helping colleges and universities enrich and strengthen their own global engagement. Briefly, the Panel believes that ACE should:

- Lead on critical global higher education issues.
- Assume a broader advocacy role.
- Conduct, gather, and disseminate research and analysis.
- Provide constituent services in the global arena.
- Deepen international ties and outreach.

The full breadth of the Panel's work, including its environmental review, principles for global engagement strategies, and recommendations for ACE, is substantiated in the body of the report that follows.

Section I: *The Challenge of a New Era*

The American Council on Education (ACE) was created in the last century as a response to national and global pressures precipitated by World War I. Founded in 1918 as the Emergency Council on Education, ACE took the lead in coordinating a federation of national educational associations to marshal higher education's resources to help meet wartime needs in the United States. Over the ensuing decades and through vast shifts in the American social, political, and economic context, ACE's purpose remains the same: to define the role of higher education in shaping our national welfare and to serve as the leading advocate for policies that provide American colleges and universities with tools and resources for the fulfillment of their varied missions.

While ACE's purpose remains the same, the environment in which it functions has changed considerably. In the 21st century, ACE and the institutions that it represents operate in a more complex, interconnected global environment. In a world that increasingly operates across sovereign borders, events and trends that transpire in distant places inevitably have an impact on colleges and universities in the United States.

As evidenced by the advent of the printed book, the global migration of scholars, and the widespread sharing of research internationally, the world of higher education and knowledge development has always been networked. What is different today is that international networking has become inculcated as a fundamental factor in the fabric of the higher education

enterprise. The degree of global interconnectivity that Kwame Anthony Appiah, Thomas Friedman, Anne-Marie Slaughter, Fareed Zakaria, and other contemporary thought leaders envision, for example, constitutes larger, more intentional, more complex, and more robust networks than we typically have experienced heretofore. In short, the broadly global nature of many if not most of the relationships in which colleges and universities are engaged today changes the environment for higher education in profound ways.

While the evolution of this more complex and interconnected global environment poses unprecedented challenges, it also offers new opportunities. In the interest of creating, protecting, and sustaining new knowledge and understanding and ensuring access to learning regardless of traditional boundaries and jurisdictions, colleges and universities have a central role to play in seizing these opportunities.

Today, colleges and universities are asked to prepare tomorrow's citizens not for a single career but for a life of unpredictable velocity and volatility. Simultaneously, they are asked to produce graduates who are capable of communication across borders and citizens who are invested with the capacity to navigate a transparent, permeable world. Active engagement with the rest of the world has become fundamental to a high quality education, one that prepares students and their communities for the larger world in which they will live and work.

It is true that competition between universities is an organizational and historical reality.

Nonetheless, collaboration is this century's necessity. The success of American colleges and universities in the coming years will be based upon their capacity to access and navigate global networks and to identify and develop modes of being both competitive and collaborative simultaneously. To be competitive today, virtually all institutions will have to collaborate to leverage scarce resources, broaden possibilities, and extend impact. Specific forms of collaboration will vary; each institution will have to consider its specific mission, aspirations, and capacities for establishing partnerships and being a good partner.

In this context, and given ACE's traditional role, it is imperative that the Council guide and assist American colleges and universities in responding to the imperative of engaging strategically and substantively with a globalized higher education environment and interconnected world.

Determining ACE's response

Even as ACE continues its historic roles of coordination and representation, part of the Council's response must entail building new organizational skills and capacities. To that end, the ACE Board of Directors in 2010 authorized President Molly Corbett Broad to appoint a Blue Ribbon Panel on Global Engagement. Reflecting the broad scope of the Panel's work, its membership was drawn from a wide array of ACE's membership and included a distinguished group of international higher education leaders (see Appendix A on page 28 for a list of Blue Ribbon Panel members). The primary charge to the Panel was to consider what ACE must do to support and enhance the global engagement of U.S. higher education institutions. The Panel's work was informed by presentations from a number of experts (see Appendix B on page 29 for a list of expert presenters to the Panel).

As the Panel undertook its initial work, it came to see a fundamental proposition clearly: In the decades ahead, the most successful and influential institutions of all types will operate not alone but in global networks in which faculty, students, research activity, teaching models, and ideas will travel freely. These networks will be vital to the shape and function of colleges and universities regardless of how "local" they may appear to be in operation.

For ACE, the implications of this new reality are indeed vast. They suggest that, among other activities, the Council may need to spearhead more global consortia activity, to be more proactive about global policy issues, and to address such topics as academic standards on a worldwide level. Informed by this understanding, President Broad asked the Panel to help ACE take a fresh, strategic look at how the organization can simultaneously serve the best interests of national as well as global higher education.

Specifically, President Broad posed a series of questions to help guide the Panel's work:

- What role should ACE play to both monitor and help bolster American higher education's global position?
- How can ACE best help institutions formulate a coherent, comprehensive, and strategic international policy that incorporates teaching, research, and service consistent with their institutional missions and core values?
- What can ACE do to help American higher education institutions, individually and in partnership with other nations, navigate the new global marketplace and facilitate sustainable human development?
- How might ACE engage multinational organizations and participate in regional and global partnerships on behalf of higher education in the United States?

This report attempts to answer these questions and to provide guidance to ACE's leadership for the challenging yet promising years ahead.



Section II: *American Higher Education in a Shifting Global Landscape*

The globalization of higher education notwithstanding, every American college and university continues to operate within a highly specific local, state, regional, and national context.

These various contexts help to define specific institutions, influence their priorities, and create certain expectations on the part of their constituents and stakeholders.

The fact that institutions of higher learning in the United States have sprung from such varied circumstances has produced one of the system's greatest strengths, its diversity. Comprehensive public and private institutions, large research universities, small liberal arts colleges and other institutions focused primarily on baccalaureate level education, as well as a large network of community colleges focused on workforce development and student transfer—all these combine in the American system to serve myriad purposes and interests. Indeed, ACE, with a membership of approximately 1,800 diverse institutions drawn from across the nation, is emblematic of this unique feature of our system of higher education.

American higher education as a global leader

Notwithstanding their origins and distinctive roots in local environments, U.S. colleges and universities truly have exerted a major influence on higher education throughout the world. American higher education is widely recognized as meeting and even defining the highest standards of excellence.

Of course, if it is done well, much of the fundamental work of higher education—the discovery, dissemination, and utilization of knowledge via research, teaching, and service—inherently transcends boundaries, engages scholars, teachers, and students across nationalities, and operates across sovereign borders. In this regard, as American colleges and universities became great centers of scholarship and learning, it was inevitable that their influence would extend well beyond the borders of the United States. However, the impact of American higher education has been much more profound and direct than the natural flow of ideas would predict.

First, U.S. institutions have set the benchmark for excellence. American universities populate the top of various ratings of higher education no matter what methodology is used. As just one example, American institutions represented 53 of the top 100 universities in the Academic Ranking of World Universities in 2011. American institutions increasingly are the model for the development of new universities and colleges around the world. Most recently, for example, there has been increasing international interest in the U.S. community college as a model that provides postsecondary education that is inexpensive, accessible, flexible, and closely tied to business and industry (American Association of Community Colleges, *Democracy's Colleges*, August 2010).

Second, the high quality of American academic programs, career/technical preparation, and research has created a set of colleges and universities that are magnets for talent from around the world, making the United States the host nation for the largest number

of international undergraduate students and two-thirds of postgraduate students who study abroad. Not only are students coming to the United States to attend four-year and graduate programs, as has been the case in the past, but increasingly international students are attending America's community colleges, either to prepare for transfer to four-year programs or to obtain degrees in fields for which there are needs for skilled workers in their home countries.

Third, studies reveal that a hallmark of the United States' economic success and its competitiveness in the global marketplace is its strong higher education system and what that system produces: the ability to generate new knowledge, to move new discoveries from the laboratory to the marketplace, to educate a workforce capable of supporting innovation and economic development, and to develop a citizenry capable of participating intelligently in its democratic institutions. Once asked whether he was hopeful about China's future, Deng Xiaoping, the architect of modern China, replied: "Just wait until the 40,000 Chinese return from American universities" (Mahbubani, K. (2006). *Beyond the Age of Innocence: Rebuilding Trust Between America and the World*).

And, finally, the American higher education sector increasingly has been viewed as a key element in shaping the international status of the United States through what Joseph Nye described as "soft power," influencing world affairs through the transmission of culture, science, and technology. American higher education institutions are creating partners abroad, long-term links with established and emerging powers, and an exchange of ideas and human capital that benefit all.

Sharing the global stage

American higher education is a preeminent global force. That preeminence is being

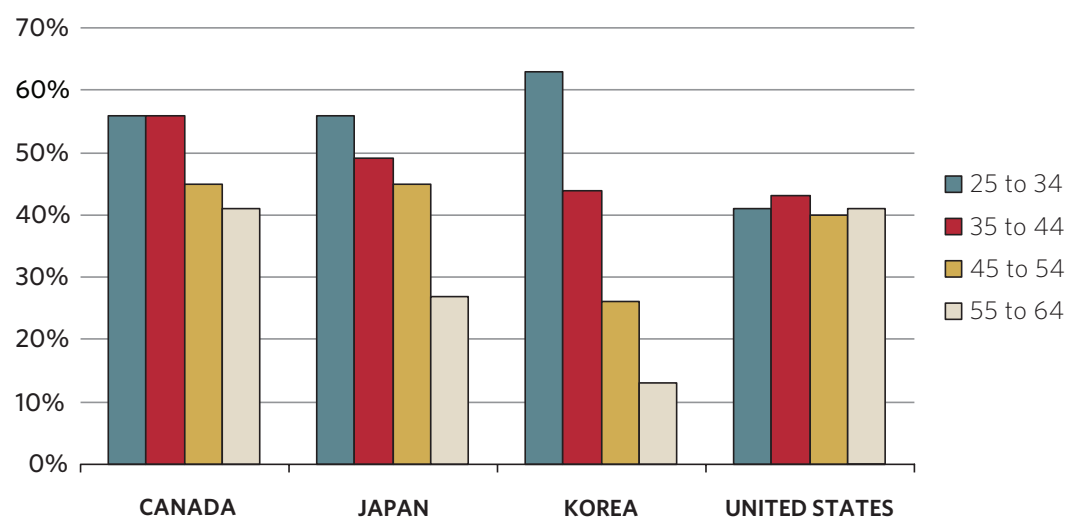
challenged, however. The last two decades have seen colleges and universities outside the United States increase their efforts to bolster their professoriate by recruiting international talent. Many nations abroad—notably in Eastern Asia and Western Europe—have expanded their investment in higher education, training, and research, and in so doing have enriched their higher education systems significantly. China, for example, has raised its investments in higher education dramatically, bolstering its support for top universities and basic and applied research, and consequently is experiencing substantial increases in tertiary participation rates and research output. Other examples are found in Canada, India, Thailand, and Vietnam, which are increasing citizen participation in higher education by adopting and adapting the American community college model.

Less than two decades ago, the United States ranked first in all major benchmarks of educational participation and achievement (including high school graduation rates, college attendance rates, and degree attainment). Although college enrollment in the United States continues to rise, comparative statistics reveal that the United States now lags other countries on these indicators.

Perhaps even more significant is the inter-generational stagnation of educational attainment within the United States. Today's generation of young adults is the first since World War II to achieve no greater levels of educational attainment than the generation before them. Moreover, there is a significant contrast between the United States and those nations that rank highest in educational attainment of young adults aged 25 to 34, including Canada, Japan, and Korea (Chart 1).

Similarly, other nations are improving dramatically *vis a vis* the United States in terms of research. In this area of historical strength for American universities, the global data reveal that, in aggregate, scholars in

CHART 1: PROPORTION OF THE POPULATION WITH A TERTIARY CREDENTIAL, BY AGE: 2009



Source: OECD, *Education at a Glance* 2011.

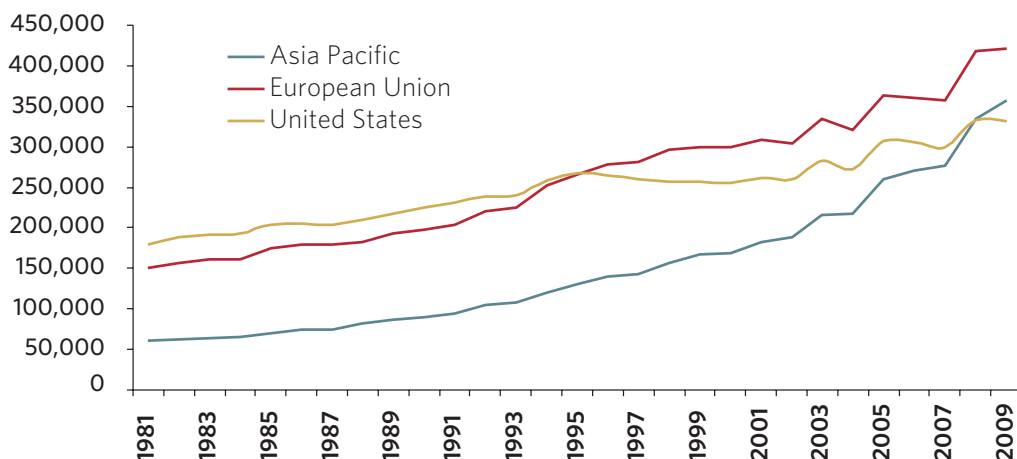
European Union and Asia Pacific nations now produce at least as many research articles as their colleagues in the United States. For the moment, the United States maintains a large share of world publication activity in health-related and biomedical science research. However, as other countries have focused on applications of physical sciences and engineering research with broad-based relevance to the economy, such as material sciences and communications technologies, the dominant position of the United States in these areas has diminished (Chart 2).

The United States still leads the world in total spending for research and development, but comparative investment data suggest that U.S. preeminence in research also is likely to erode. The United States has slipped relative to other countries in R&D spending as a proportion of gross domestic product—a ratio known as a national measure of “research intensity.” In the United States, research intensity is now 2.6 percent. That outpaces the Organisation for Economic Co-operation and Development (OECD) average of 2.3 percent, but lags

current R&D intensity in Finland, Iceland, Japan, Korea, Sweden, and Switzerland. Moreover, data on competition for students reveal a trend similar to the statistics on research. There now is a global marketplace that did not exist until recent years.

A growing number of countries are increasing efforts to recruit international students, making the market for these students much more competitive (Chart 3). Although the United States remains the first-choice destination for talent from abroad, especially for doctoral scholars and post-doctoral faculty (where the United States still captures a majority of the global talent pool), and while the raw number of international students coming to the United States continues to rise, the proportion of internationally mobile students choosing to study in the United States has been declining for some time. Much of this trend can be attributed to the rise of other systems to higher levels of capacity and aggressive efforts by other countries to market their higher education systems as destinations for mobile students. Still, it is undeniable that as the

CHART 2: JOURNAL ARTICLES IN ALL FIELDS, 1981 TO 2009



Source: Thomson Reuters, Global Research Report: United States. November 2010.

national systems in China, Korea, Singapore, and Taiwan become stronger, and as Western European nations and Australia compete more vigorously with scholarships and post-doctoral slots, top-flight students and young faculty of outstanding quality from abroad have a range of attractive choices outside the United States.

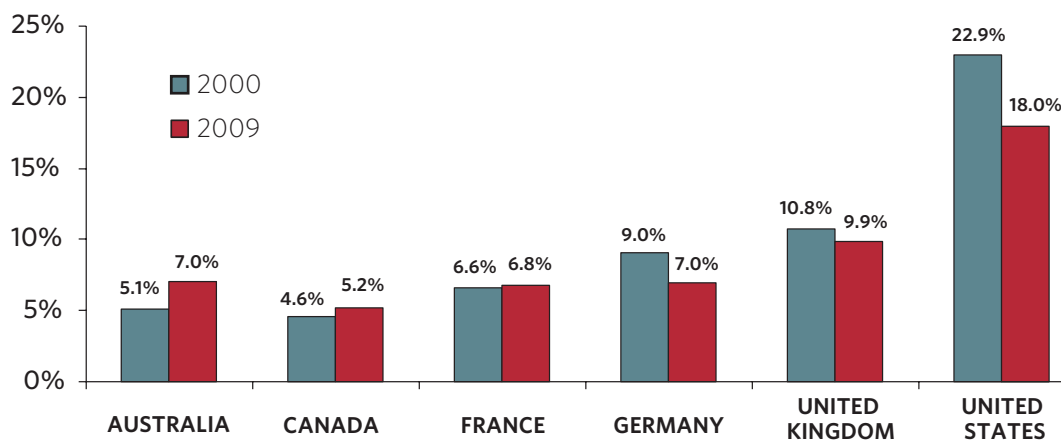
While institutions of higher learning bear some of the blame for the falling market share of international students in the United States, U.S. government policies have also had an impact. Historically, the United States has not invested in marketing itself as a destination for international students or in establishing systems and services that facilitate the college application and choice process for students from abroad. Post-9/11 visa policies further complicated the process of studying in the United States. The relatively small number of H-1B visas available to foreign graduates of U.S. colleges and universities is a further deterrent to those who hope to work and settle abroad after completing their education. In a welcome move, the U.S. Department of State has increased its outreach to

international students in recent years through its EducationUSA initiative. Such efforts, along with more supportive government policies and programs overall, should result in an increased number of the most talented people from around the world contributing to American academic and economic success.

Study abroad is another important factor. While other countries are sending increasing numbers of their students abroad to study, thereby developing in their citizenry deep experience in global engagement, the United States is sending a relatively small number of its students to study abroad. Often-touted longitudinal trends show a doubling of U.S. students going abroad to study over the past decade, but a closer examination of the statistics reveals that a shockingly small number of American students actually participate in study abroad opportunities. Out of a total college and university enrollment of nearly 19 million students in 2008–09, for example, only 260,327 Americans went abroad to study for academic credit (Institute of International Education, *Open Doors 2010*). Moreover, just



CHART 3: MARKET SHARE OF INTERNATIONAL STUDENTS HELD BY TOP 6 DESTINATIONS, 2000 AND 2009



Source: OECD, Education at a Glance 2011.

4.3 percent of those who left the United States engaged in a long-term program of a year or more. When the well documented lack of language facility among American students is added to the picture, it is inevitable that most American students have only a passing knowledge of other cultures based on direct contact, while international students increasingly are immersed in other languages and cultures. Put simply, if these trends hold, the future leaders of other countries will understand the United States and the world much better than Americans will understand other countries and cultures.

This snapshot of global higher education is both encouraging and sobering. To an unprecedented extent, the world's nations are coming to share the United States' historical commitment to higher education and research. Educational quality can now be found around the world. Accordingly, American institutions can now avail themselves of a vastly more fruitful and varied universe of peers and potential partners. Concomitantly, that means that when American institutions weigh their aspirations and relative competitive positions

today, they must do so in a global context.

Further, when U.S. institutions examine whether or not they are doing all they can to prepare their students for life after graduation, they must examine their activities relative to global experiences and understandings. The degree of integration stemming from unprecedented globalization is markedly different in scope and nature than in the past. The operative implication is that the security, prosperity, and well-being of people in the United States and elsewhere will be affected not just by the decisions of their respective governments but by the decisions and actions of other governments and other entities, benign and decidedly less so. It is the obligation of colleges and universities to prepare people for such a world, including developing the ability to compete economically, to operate effectively in other cultures and settings, to use knowledge to improve their own lives and their communities, and to better comprehend the realities of the contemporary world so that they can meet their responsibilities as citizens. The United States will need to engage as never before in multilateral trade and cultural exchanges.

Collaboration, competition, and connectivity

Knowledge is not a zero sum game and there is no reason that excellence in higher education must come at the expense of others. Indubitably, a global network of higher education *will* develop; the challenge for American higher education in the coming decades will be ensuring that America's institutions are a central and vital part of the flow of talent and thought that the network creates. International relationships always include elements of both competition and cooperation, and the best choices may well be those that do not force a choice between competition and collaboration.

At the same time, even in a more globalized world, national identities and national competition will remain. This inevitably will create a level of complexity for institutions of higher education. In some instances, international and global cooperation in research, discovery, and the dissemination of knowledge will be paramount in the minds of academicians and policy makers; in other cases, competition will predominate.

A moral argument exists for a more cooperative approach to the changes that are occurring. The rise of other systems of higher education and research, especially in Asia and to a certain extent in Latin America, is associated with the spread of modernization in countries and regions that have struggled with the challenges of national development, including poverty and access to basic education. The expansion and improvement of higher education around the world is only for the good, laying the basis for mutual enrichment and more productive and peaceful international relations in the future; it should be welcomed by all. The fact that other national systems want to imitate American models and are approaching the level of achievement of higher education in the United States should be humbling, challenging, and welcome.

Knowledge is not a zero sum game and there is no reason that excellence in higher education must come at the expense of others.

Across American higher education there are clear signs that institutions of higher education are embracing greater connectivity with their counterparts around the world. This seems consistent with the best traditions of higher education generally: Colleges and universities always have been vehicles for building greater understanding and connection among people.

Given these new global contexts, a challenge for ACE will be to create ways to help all its member institutions, large and small, to develop their own global engagement strategies consistent with their missions, recognizing that some institutions will be fully committed to the paradigm of cooperation, while others will be committed to the perceived reality of simultaneous cooperation and competition. To meet this challenge, ACE itself must embrace a strategic vision capable of succeeding in the dynamic world of globalization.



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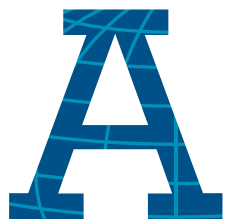
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Section III: *Critical Issues for American Colleges and Universities*



American higher education's continuing strength and vitality will require extensive global engagement. While institutions of higher education will continue to compete with one another for faculty, students, and resources, cooperation—even in the face of competition—will be the hallmark of higher education in the years ahead. Global engagement will manifest itself in many forms. Moving forward in this new global space will require a set of mapping skills to navigate unfamiliar terrain, skills which are just now developing at most institutions.

In addressing the challenges and opportunities presented by the globalization of higher education, the Panel identified a cluster of general issues that confront all colleges and universities. The Panel developed a set of working guidelines for ACE member institutions to consider as they develop strategies for global engagement. The response to and resolution of these issues will play out differently in various institutional contexts, and individual institutions will adopt a variety of strategies for global engagement in ways that are appropriate to their missions, constituencies, interests, and circumstances. Nonetheless, institutions that seek to be intentional about bolstering their readiness for globalization in higher education will need to engage in deliberations that to a great extent share a common vocabulary and framework, regardless of institutional type. At a minimum, therefore, institutional discussions should address these six core themes:

- Defining core principles and practices.
- Balancing pragmatism with idealism.

- Delineating comprehensive institutional strategies.
- Aligning local and global interests.
- Identifying possible models of global engagement.
- Integrating technology in globalization.

A detailed discussion of each theme, including suggestions for roles that ACE might play to assist colleges and universities in each area, follows.

Defining core principles and practices

As institutions in the United States and elsewhere embrace the opportunity for engagement, they bring with them principles and practices that have deep roots. Basic assumptions of the American academic enterprise, for example, such as freedom of inquiry and freedom of expression, equal access, and equitable treatment, reflect centuries of evolution. The intellectual legitimacy of our colleges and universities is built upon these principles. Similarly, institutions that adhere to such principles are expected to operate with standards of quality, transparency, and accountability that can ensure their continuing credibility. Special challenges exist in establishing partnerships with government entities or institutions in cultural regions that do not share these core values, or in creating alliances with institutions whose resources and range of experience have not yet allowed them to match American administrative and professional norms.

While an emerging awareness of these differences in principles and practices need not

derail partnership conversations, they should not be discounted as merely trivial. Every institution that undertakes a global strategy should do so with a considered sense of the principles and practices it views as central to its mission and identity.

Numerous organizations have drafted and disseminated statements of good practice and quality assurance that provide some guidance in this arena. Some of these declarations also attend to the fundamental principles of intellectual inquiry and academic integrity. (Links to a sample of such statements may be found in Appendix C on page 30). Few of these, however, deal adequately with the complexities of cross-cultural academic partnerships or are sufficiently nuanced to account for distinctions of principle or discrepancies of academic practice shaped by different standards and resources.

ACE can play a central role here by helping draft a statement of principles and practices to guide American institutions seeking to develop partnerships and alliances in different cultural contexts. An initial version can be found in Appendix D on page 31.

Balancing pragmatism with idealism

Genuine global engagement inherently entails moving all parties involved—whether they are students, faculty, staff, or university leaders—out of a comfort zone laden with familiar operational premises and embedded values. One advantage of such engagement is that it places premises and values in sharp relief and forces clear and, ideally, open consideration of their validity. However, this engagement sets powerful intellectual and emotional forces in motion. Once out of his or her comfort zone, the “believer” may be tempted at first to condemn that which, at least at the level of values, is not as he or she thinks it should be. Ethnocentricity and nativism are the first enemies, and part of the lesson of global engagement is how such narrow perspectives can inhibit understanding and undermine the learning process. Sometimes, though, even the most open and inquiring soul will

confront a rule or practice in the new environment which he or she thinks is morally wrong. Such cases demand a choice: whether to engage in order to effect change or whether to refuse to engage until the rule or practice is brought in line with the believer’s morality.

Much like governments, universities usually choose engagement in these cases, since it is very difficult to increase understanding without contact. In the end, however, any institution that engages globally in a meaningful way will encounter the reality that societies can view even fundamental rights differently. For example, while Americans hold rights of political expression such as the right to criticize public figures or to desecrate the flag as fundamental, such values do not exist to the same degree in all advanced democracies, let alone in many of the other societies where U.S. institutions of higher education are present and flourishing. Acceptance of such realities is a *sine qua non* of global engagement. Deriving a clear sense of the irreducible prerequisites to institutional engagement in a particular instance is vitally important.

Beyond these sometimes vexing considerations, the need to find the proper balance between idealism and pragmatism implies much more than balancing time, resources, and strategic focus. Even as an institutional consideration of core values proceeds, there often is a tension between the idealism that motivates institutions to engage globally and pragmatic concerns about time, resources, and strategic focus. In some cases, for example, there will be much an American institution might do to aid the development of its partner campus, its surrounding community, and its country. In framing such strategies, however, college and university leaders must balance the needs of global partners against possibly overriding obligations at home. If genuine and sustainable global cooperation is the goal, then it is important to define expectations at the outset, balancing laudable aspirations against constraining realities.

Pragmatic concerns cannot be ignored, but they need not preclude efforts to contribute to development needs that are both global and

particular to the countries or regions in which American institutions establish a footprint. Many of the most tenacious problems facing humankind are best addressed by a coordinated effort across many nations. The challenges of poverty, public health, environmental degradation, ethnic and sectarian conflict, and human rights all require a commitment and collective effort that can transcend international boundaries. The borderless nature of these shared challenges encourages collaborative approaches to shared solutions. But progress need not always occur on such a scale. Some problems are more local or regional in nature and can be addressed through bilateral partnerships. U.S. higher education can contribute to sustainable human development through each element of its tripartite mission of teaching, research, and service, and can elect to address either large global challenges or particular local problems depending on situational factors.

ACE clearly has a role to play in helping its constituents identify and address such questions in ways that are appropriate for varying institutional contexts.

Delineating comprehensive institutional strategies

Global outreach and engagement must take place within the framework of an overarching institutional strategy that aligns closely with the institution's mission, history, and values. Thus, as the institution works to clarify objectives, build internal and external support for these objectives, and make key decisions (especially those involving the use of resources), institutional decision makers must take pains to ensure that their deliberations adhere to the institution's defining qualities and principles.

Many institutions—indeed, perhaps most of them—suffer because global engagement has grown haphazardly and *ad hoc* as individual programs and faculty members have pursued

international interests independently. That often forces institutional leaders to then struggle *post hoc* to articulate a rationale for the institution's particular mix of international activities and to tie that rationale to the institution's mission and history. The result often is a collection of discrete initiatives that may be broad but is often not deep or cohesive, and that does not advance significantly the strategic priorities of the institution.

Global outreach and engagement must take place within an overarching institutional strategy that aligns with the institution's mission, history, and values.

The institutional strategy of partner institutions also must be honored. A central commitment to the goal of mutuality of benefit is a vital component of serious global partnerships. Aiming only to enhance the standing of one of the partners is a recipe for failure in the long run. Similarly, a belief that all the wisdom and insight for the joint endeavor comes from only one party will inevitably produce inferior results. The operative ideal, one that will foster a deeply respectful and long-term relationship, must be that all parties will learn from one another.

ACE historically has played a role through its publications and programs in helping institutions craft and implement comprehensive strategies for internationalizing the domestic teaching and learning experience. The ACE Center for International Initiatives introduced the term *comprehensive internationalization* in an effort to help institutions look holistically at their efforts to be more international in scope and purpose. The Center's activities have included survey research, identifying best practices in advancing campus internationalization, and hosting global dialogues among senior leaders from diverse countries to explore the wider terrain of global engagement.

Building on the current work of the Center, ACE should refocus and expand its efforts to be a source of research and survey data and to provide expertise as needed to institutions seeking to develop global strategies. Given the diverse membership of ACE, such efforts must find a balance between a broad perspective applicable to most colleges and universities and the development of targeted approaches that would fit the different contexts and aspirations of diverse institutional types.

Aligning local and global interests

Among those who lead and shape higher education in the United States and around the world, the value of “going global” is nearly axiomatic. To those who see the trends, it seems obvious that the evolving global nature of civil society, the world economy, and the major challenges confronting humankind require teaching, service, and research that readily and agilely permeate borders.

There are pressures to the contrary, of course. Most notably, policy makers and political leaders understandably focus on national and state interests, with emphasis frequently on economic impacts (and, in particular, on short-term economic impacts). Public institutions typically do not use tax dollars to fund their international strategy, but political leaders nonetheless may think in terms of the return on tax dollars to the local populace and economy. Alumni may focus on admission for their sons and daughters or preserving the campus they experienced as undergraduates. Some may question the value of admitting international students or of creating partnerships abroad that appear to pay few dividends for the regional community. These concerns often are legitimate, and any strategic pursuit of globalization must not give them short shrift. Indeed, the best responses to globalization will capture the long-term advantages of genuine engagement even as they satisfy the appetite for palpable positive local impacts.

The challenge for higher education leaders is to articulate clearly for diverse constituents the benefits of global engagement that will redound to the local campus.

Carefully aligning international activity with the institution’s core mission helps harmonize seemingly competing local and global objectives. For example, land-grant universities have tied global engagement to their land-grant heritage, emphasizing how in areas ranging from agriculture to alternative energy to health research, a global footprint provides additional learning and research opportunities and produces practical solutions with broad benefits. Some universities and colleges have enhanced their commitment to an undergraduate education that is anchored in a broad liberal arts experience by facilitating faculty and student movement among cultures. Some women’s colleges have expanded their mission and enhanced the education of students on the “home” campus by extending their footprint in societies in which women traditionally have been disadvantaged.

The challenge of explaining the benefits of global engagement can be particularly acute for community colleges, but many of these institutions have found creative approaches that make the global local. For example, while many community colleges do their best to support and encourage study abroad, the family and work obligations of many of their students often preclude extended international travel. Instead, community colleges have focused on bringing the world to their campuses and communities through global dimensions in the curriculum and programs, multiculturalism, foreign language requirements, and relying on community-based resources and expertise to assist in promoting and sustaining international education. In addition, community colleges have expanded and enhanced their mission by focusing on access and success for international students and training for workforce and economic development at home and abroad.



Successful partnerships will require mutual respect between the partners, a commitment to reciprocity, and a clearheaded understanding of related risks.

ACE can play a vital role here by supporting efforts to generate greater understanding of the benefits of international engagement among diverse stakeholders and by stressing the point, particularly to policy makers, that there is valuable reciprocity between building strong relationships abroad and enhancing the quality and vitality of education at home.

Identifying possible models of global engagement

A variety of models for global engagement exist, ranging from fairly traditional exchange or cooperation agreements to complex, integrated networks that link a university's flagship campus and satellite sites and allow seamless movement of faculty and scholars around the globe. Between those variations, there are myriad other possibilities. To cite just a few examples, institutions might offer specific existing programs at branch campuses. They might engage in joint ventures in which academic programs are co-created and faculty and students from both cooperating institutions are treated as belonging to the same institution. Or they may sign multilateral agreements allowing the movement of specified numbers of faculty and students among several participating institutions that collaborate around a shared culture and mission.

For most institutions, international partnerships will be an essential component in future activities. For some, they may prove to be essential to institutional expansion. At a minimum, sustained global engagement will require partnerships that go far beyond the typical memoranda of understanding that institutions often sign and then, often, soon forget. Successful partnerships

will require a high level of mutual respect between the partners, a commitment to reciprocity in the relationship, and a clearheaded understanding of related risks, including reputational and financial. It is essential that agreements have attainable goals and strong commitment from leaders on all sides.

ACE has a role to play in identifying several core models—including best practices as well as useful examples of well-intentioned failures—and helping institutions as they define and seek to adopt appropriate pathways that can serve those institutions no matter where they place themselves on the spectrum of global engagement.

Integrating technology in globalization

Information technology is now so central to global communication and collaboration that it was a particular focus of the Panel's deliberations. The Panel focused on three areas in need of coordinated effort and development in which ACE could play an important role: national and transnational networks, institutional capacity, and classroom innovation.

In regard to national and transnational networks, the National Science Foundation reports that the number of articles with authors in two or more countries has increased faster than any other segment of the science and engineering literature, indicating growing collaboration across national boundaries. In 1988, only 8 percent of the world's scientific research articles had international coauthors; by 2007, this share had grown to 22 percent (National Science Foundation, *Science and Engineering Indicators: 2010*). Indeed, to facilitate such collaboration, broadband networks capable of supporting the transmission of enormous amounts of data were created. Such networks, which began at the national level, are now interconnected to support international collaboration. The United States, through Internet2, has established agreements that allow data exchange with over 100 countries. This linked broadband network, which began in North America and Western Europe, has spread to also include Asia, South Asia, Eastern

Europe and, most recently, Africa and Latin America.

Since the primary impetus for creating these networks was to support advanced scientific research, research universities in developed countries were the first institutional investors in, and beneficiaries of, this large-scale global network. However, the full range of institutions around the world now seeks to use it to advance collaboration more broadly. New tools such as telepresence allow teachers and students to replicate many features of the local classroom across international borders. The demand for increased bandwidth to support ever more sophisticated forms of interaction already has strained the capacity of governments, the private sector, and higher education to create the necessary infrastructure. At this point, it is not clear whether the divide between the technology haves and have-nots will widen or whether institutions and countries that have not heretofore participated in the creation of the global broadband network will develop a way to leapfrog to a new state of the art. Either way, the ramifications for global engagement are enormous. The individual and collective decisions of higher education leaders must be made with those ramifications clearly in mind.

A second issue that the Panel considered was institutional capacity. Even the best resourced colleges and universities struggle to keep pace with the increasing demand for new technologies and the bandwidth necessary to support those technologies. As these institutions increase their global presence, this demand will increase both on American campuses and among international partners, which may need assistance to accommodate the use of advanced technology in a genuine partnership. Issues related to access and security, the necessary structures for synchronous and asynchronous interaction, and the provision of sufficient general technical support underscore the need for institutional attention to this area and

exacerbate the demands for resources that accompany these new technologies.

One strategy to address the costs of creating and maintaining the technological infrastructure to support global engagement entails the creation of consortia arrangements to share bandwidth and manage data hubs around the world. As one campus-based information technology expert told the Panel, “We can compete for students, faculty, and research dollars, but we should not compete for bandwidth.”

Finally, the Panel also examined technology in the context of classroom innovation. While some of the technologies available to support teaching and learning across international borders are expensive, there are comparatively low-tech, low-cost options that can provide opportunities for profound cross-cultural learning. For example, students can use social networking to collaborate across borders. This ubiquitous technology is inexpensive, widely familiar to students around the world, and easily supports asynchronous collaboration for students in different time zones who share common competing demands from work and family.

A significant challenge for institutions is to help faculty understand how to use the new technologies, appreciate the opportunities they offer to enhance student learning, and navigate the subtle and complex issues that can arise when students and faculty begin to work across cultures, often without the benefit of face-to-face interaction. Because using technology to support international learning typically requires close collaboration among faculty, information technology staff, and international program officials, it often necessitates a shift in institutional culture and norms about how faculty view their work. In these cases, implementing the technology is often the easiest part of the process. Faculty must become comfortable with a team approach to course design and delivery that runs counter to the traditional model.

Section IV: *Recommendations for ACE's Global Activities*



The discussion above encapsulates the deliberations undertaken by the Blue Ribbon Panel on Global Engagement in responding to its charge to help clarify future directions for ACE's

global activities. Informed, therefore, by its review of the environment for global education and its development of principles and practices that institutions can follow in developing global engagement strategies, the Panel offers the following set of priorities and recommendations to guide ACE's work on global higher education.

As the major coordinating body for higher education institutions, ACE should play a leadership role in addressing global higher education issues.

1. Lead on Critical Global Higher Education Issues

As the major coordinating body for all of the nation's higher education institutions, ACE is uniquely and powerfully positioned to exert true leadership in the higher education sector. In that context, ACE should play a major and substantive leadership role in addressing global higher education issues. Initiatives should include:

- Framing a core set of values and principles to guide international engagement efforts focused on standards of quality and ethical guidelines.

- Convening higher education leaders from the United States and abroad for discussions on global higher education issues.
- Encouraging global cooperation within higher education to help address major issues that challenge humankind through research and development activities.

2. Assume a Broader Advocacy Role

In its role as the unifying voice for higher education, ACE should expand its advocacy portfolio with regard to global engagement. New work should include:

- Addressing national and international issues that affect the global engagement of higher education, especially barriers to institutional collaboration.
- Helping institutions to articulate the benefits of international engagement to diverse institutional and community stakeholders.

3. Conduct, Gather, and Disseminate Research and Analysis

As a trusted and valuable source of practical resources that help colleges and universities achieve their strategic goals, ACE should serve as a hub of data, information, and analysis on global trends and international higher education. Efforts in this direction include:

- Compiling and communicating best practice models as well as lessons learned.
- Monitoring global developments and establishing communication lines to relevant higher education associations and systems worldwide.

- Providing up-to-date profiles of key countries in terms of the climate for higher education partnerships.
- Creating a global leadership network on best practices and innovation.
- Helping countries and regions expand their higher education leadership capacity through collaborative programming.
- Promoting international partnerships focused on technology, in such areas as enhancing networking, building institutional technological capacity, and improving the use of technology in the classroom.

4. Provide Constituent Services in the Global Arena

Building on its strong portfolio and tradition of serving colleges and universities, ACE should offer customized services and guidance for institutions interested in expanding or clarifying its international efforts. Such efforts could include:

- Offering consulting services tailored to the needs of different kinds of institutions as they seek to create stronger international ties.
- Developing learning communities that convene groups of colleges and universities with similar agendas for internationalization.
- Organizing workshops and webinars that showcase the experiences of particular institutions in their efforts to internationalize.
- Helping member institutions establish relationships with institutions abroad.

5. Deepen International Ties and Outreach

As the umbrella organization for American higher education, ACE is widely recognized by institutions of higher learning around the world. ACE should use this advantage to reach out globally to internationalize its programs and services. Efforts should include:

- Developing formal agreements and collaborations with other higher education organizations in the world.
- Reinvigorating the “international associates” category of membership to catalyze more active international engagement in ACE.
- Expanding existing ACE leadership development programs to include placements for U.S. participants at institutions abroad and more engagement by international higher education leaders.



Section V: Seizing the Opportunities of Global Engagement

Even as they preserve the foundations and uphold the traditions on which they were established, American institutions of higher learning must continuously reinvent themselves to respond to changing times and capitalize on emerging opportunities. Similarly, the organizations that support and advance higher education must regularly evolve new programs that respond to new circumstances.

Indeed, if ever there were circumstances in which colleges, universities, and the organizations that help them advance must adopt new perspectives and develop new programs, that time is now. The rapid recent evolution of a world that is truly global, in which sovereign boundaries are significantly permeable in ways that interconnect countries and institutions as never before, is a strong impetus for change in higher education. Moreover, this evolution offers an array of new opportunities that can strengthen—and perhaps even transform—colleges and universities.

As the preeminent organization in U.S. higher education, the American Council on Education (ACE) is extraordinarily well positioned to help U.S. colleges and universities reap optimal benefits from deep engagement in our globally connected world. Indeed, doing so is of vital importance to ACE's mission. To achieve such goals, however, ACE must refocus, realign, and perhaps redouble its international efforts in ways that reflect the new global realities.

In exhaustive discussions that reflected many points of view and perspectives from many

different types of colleges and universities, the ACE Blue Ribbon Panel on Global Engagement devoted considerable attention to these issues. The essence of those discussions is reflected in this report.

The recommendations that cap this report serve as its cornerstone and as guiding advice for ACE. Each was developed with care to ensure that, as a whole, they reflect a realistic assessment of the global environment and as broad a consensus about given opportunities as possible. Realizing the goals that are implicit in the recommendations will be challenging and perhaps arduous. But realizing them should be nothing short of an imperative, both for ACE and for its member colleges and universities.

Inherent in the global interconnectivity that is the reality of our era is abundant promise and opportunity, not just for colleges and universities in the United States but indeed for institutions of higher learning around the world. Now is the time for leaders in higher education, and the institutions they serve, to do all they can to seize those opportunities. Now is the time for all institutions of higher learning to collaborate and cooperate toward common goals that capitalize fully on the rich possibilities of global engagement and that, ultimately, will help build a better world for all.

Appendix A

Members of the Blue Ribbon Panel on Global Engagement

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Molly Corbett Broad
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Professor Dieter Lenzen
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James B. (J.B.) Milliken
President, University of Nebraska

Eduardo J. Padrón
President, Miami Dade College

Daniel S. Papp
President, Kennesaw State University

Leon Richards
Chancellor, Kapi'olani Community College

Lou Anna K. Simon
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Note: Institutional affiliations are for identification only. Members of the Panel participated as individuals and not on behalf of their institutions.

Appendix B

Expert Presenters to the Blue Ribbon Panel

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Texas Christian University

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Chief Executive Officer
Huron Consulting Group

Jon Rubin

Director, Center for Collaborative Online
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State University of New York

Roy Zimmermann

Director of Programs
Higher Education for Development (HED)

Appendix C

Statements of Principles and Good Practice

Council of Europe

Code of Good Practice in the Provision of Transnational Education (2002):
http://www.coe.int/t/dg4/highereducation/recognition/code%20of%20good%20practice_EN.asp

International Association of Universities

(with ACE, Association of Universities and Colleges of Canada, Council for Higher Education Accreditation)

Sharing Quality Higher Education across Borders: A Statement on Behalf of Higher Education Institutions Worldwide (2005): http://www.unesco.org/iau/p_statements/QHE.html

The Forum on Education Abroad

Standards of Good Practice (2007): <http://www.forumea.org/documents/ForumEA-StandardsGoodPractice2011-4thEdition.pdf>

UK/US Study Group

Higher Education and Collaboration in Global Context: Building a Global Civil Society (2009):
<http://www.international.ac.uk/resources/Final%20Report.pdf>

United Nations Development Programme

Arab Human Development Reports: <http://www.arab-hdr.org/>

United Nations Academic Impact (with International Association of University Presidents)

Statement of Principles: <http://academicimpact.org/principles.html>

United Nations Educational, Scientific, and Cultural Organization (UNESCO)

Higher Education Crossing Borders: A Guide to the Implications of General Agreement on Trade in Services (GATS) for Cross-border Education (2006):
<http://unesdoc.unesco.org/images/0014/001473/147363e.pdf>

UNESCO and Organisation for Economic Co-operation and Development

Guidelines for Quality Provision in Cross-border Higher Education (2005):
<http://www.oecd.org/dataoecd/34/42/34732302.pdf>

Appendix D

Core Principles (Draft)

Academic Freedom

Freedom of Inquiry. Within the academic community, all students, faculty, and staff should be free to ask and pursue whatever questions they wish, without fear of punishment by authorities holding public, private, or institutional power.

Freedom of Expression. Within the academic community, all students, faculty, and staff should be free to express whatever ideas they wish, without fear of punishment by authorities holding public, private, or institutional power, understanding that other members of the community are equally free to disagree with those ideas.

Freedom from Censorship. Within the academic community, all students, faculty, and staff should have unfettered access to the ideas of others, without restriction, including ideas that are false, pernicious, and reprehensible.

Academic Responsibility

Intellectual Responsibility. Within the academic community, all students, faculty, and staff should be held to the highest standards of intellectual responsibility. These include prohibitions on cheating of all forms, plagiarism, and all other misrepresentation of others' ideas as one's own.

Financial Responsibility. Within the academic community, all students, faculty, and staff should be held to the highest standards of financial responsibility. The finances of the institution should be transparently disclosed, and individuals with control over those finances must not exploit that control for their personal financial benefit.

Community

Equality. Within the academic community, no students, faculty, and staff should face discrimination on the basis of age, ethnicity, gender, nationality, race, religion, physical ability, or sexual orientation.

Respect. Within the academic community, all students, faculty, and staff should be expected to interact with others on the basis of mutual respect. Disagreements may be expressed powerfully, but they should be expressed with civility and with respect for the freedom of those with whom one disagrees to express their views.



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