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SOCIAL RESPONSIBILITY

GLOBAL COMPETENCY IS NOT ENOUGH

MOVING BEYOND THE IVORY TOWER

INTERNATIONAL SERVICE-LEARNING

OFFSHORE ACTIVITIES: WHAT ABOUT THE STAFF?

SUMMER
2013

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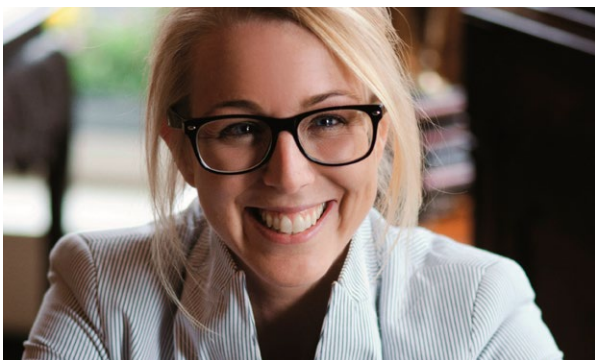

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FERNANDO M. REIMERS

Editorial

Over the past few decades, it has become increasingly obvious that the role of higher education institutions in society has undergone significant changes with the focus shifting towards their social responsibility. This issue of *Forum* explores this increasingly important concept, looking at what it means for higher education institutions around the world and for the internationalisation of higher education.

The concept of social responsibility is open to many interpretations depending on your standpoint. Perhaps the most obvious is what is often referred to as the third task of institutions after education and research: disseminating to the public – whether governments, organisations or citizens – the results of their work in an intelligible manner. This has resulted in a partial dismantling of the ivory tower. Another aspect which is as important, if not more so, is providing an education which is both relevant and adequate for the individual as well as society, which has had an effect on widening access to higher education to groups that may be said to be underrepresented for social, economic, gender or other reasons. In many cases, this has led to a restructuring of policies and practices within individual institutions, not least with regard to admission procedures. It has also resulted in institutions realising the need for student support services, often tailored to the needs of the individual. Growing competition for students between institutions has also had a beneficial effect in this respect.

With the growth of international education, not only have student support measures become even more imperative, an in-depth examination of what institutions wish to achieve in their teaching and research, in other words what the learning outcomes should be, has become increasingly important. In this context, the function of the international classroom is of crucial significance, from the perspective of both the student and the professor – what does teaching a class of diverse nationalities or working in a foreign setting entail? Social responsibility together with the rapid growth in internationalisation, or rather globalisation, is having a dramatic impact on teaching practices as well as subject content.

The articles in the current issue illustrate this from a variety of standpoints. Guangwei Ouyang and Scott McAlpine show that rather than aiming to train students in global competencies, universities should be concentrating on global citizenship. Fernando Reimers makes it very clear that, although tradition has always tended to make its presence felt, universities even since Humboldt's days have realised that innovation is a key factor if they are to meet the challenges of an ever-changing society. This is even more urgent in today's increasingly globalised society. In a similar vein, Rob Hollister and Mark Gearan give some excellent practical examples of what it means for a university to be engaged in society. Engagement in society is also the theme for Hans Aarts and Kees Kouwenaar in their consideration of higher education programmes for development cooperation in some European countries.

In an interesting article, Christine Cress *et al.* exemplify how students can benefit from service-learning experiences rather than just taking study abroad programmes, a model which is also of value to receiving countries. Here the emphasis is on students whilst Sasha Perugini examines study abroad in an academic staff context concentrating on Human Resource Management in her article. However, it is when assisting students with some form of disability, that institutions need to make added efforts, as Ann Heelan points out in her article and, above all, the interview with Caroline Casey makes very clear: there is still a great deal that needs to be done to achieve inclusive education for all.

On a final note, after eleven interesting and stimulating years as editor of *Forum*, it is time for me to hand over the reins. I am therefore pleased that from the winter edition 2013, the new editor will be Laura Rumbley of Boston College, USA. I very much look forward to working with her on the Publications Committee.

— ***Michael Cooper***, *Editor*
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Mark Gearan

Mark Gearan is President of Hobart and William Smith Colleges, USA. With extensive credentials in public policy and service, he served as Director of the Peace Corps, was Assistant to the President, Director of Communications and Deputy Chief of Staff in the White House. Mark earned his BA in Government *cum laude* at Harvard University and his Law Degree at Georgetown University, USA.

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Sasha Perugini

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EAIE – Raabe August 2013
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JOURNAL OF STUDIES IN INTERNATIONAL EDUCATION (VOL 17 ISSUE 3)
SAGE Publications July 2013
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- A Canadian lens on facilitating factors for North American partnerships
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INTERNATIONAL JOURNAL OF SUSTAINABILITY IN HIGHER EDUCATION (VOL 14 ISSUE 2)
Emerald Group Publishing Limited 2013
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INTERNATIONAL CURRICULA AND STUDENT MOBILITY (ADVICE PAPER NO. 12)
League of European Research Universities April 2013
This report by Bart De Moor and Piet Henderikx explores ways in which higher education institutions can intensify student mobility, comparing the various forms of mobility and providing recommendations to policy makers and higher education institutions. Download your copy from www.leru.org/index.php/public/publications/year/2013.

GLOBAL UNIVERSITY RANKINGS AND THEIR IMPACT – REPORT II
EUA 2013
Documenting the new developments that have taken place since the first EUA report two years ago, this publication, edited by Andrejs Rauhvargers, is compiled of two parts. The first part is an analysis of the changes to rankings, the new rankings that have emerged and the main trends since 2011. The second part looks in more detail at some of the major rankings available today. Visit www.eua.be to access the report.

THE GLOBAL FUTURE OF HIGHER EDUCATION AND THE ACADEMIC PROFESSION: THE BRICS AND THE UNITED STATES
Palgrave Macmillan 2013
Edited by Philip G. Altbach, Gregory Androushchak, Yaroslav Kuzminov, Maria Yudkevich and Liz Reisberg, this publication looks at the prospects for the BRICs, the changing realities in higher education, streamlining the academic profession for a knowledge economy and analyses how professors are appointed and promoted in the emerging BRICS countries and the USA. Visit www.palgrave.com to order your copy.

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GLOBAL COMPETENCY IS NOT ENOUGH

Illustration: *Rosa Puchalt (shutterstock)*

How does global competency differ from global citizenship? What does it mean to be a global citizen and how is internationalisation playing a vital role in the success of liberal education in creating truly global citizens?

GUANGWEI OUYANG & SCOTT MCALPINE
Douglas College, Canada

Over the last two decades, international education has grown from an infant to an adult, becoming prominent in colleges and universities around the world. The question of how to internationalise higher education has naturally become a dominant one in prominent conferences such as EAIE and NAFSA. We take for granted that economic globalisation necessitates the internationalisation of higher education. Thus, the demand for global talent and the formation of a global labour market have determined the preparation of students with global competencies as the central theme of internationalisation. In this article, we argue that global competency is but one of the purposes for us to internationalise higher education, and not necessarily the only outcome of, nor the ultimate justification for, internationalisation. Indeed we believe the higher aim of internationalisation is global citizenship, a quality that global competency may not necessarily lead to. Our pursuit of global citizenship not only makes liberal education truly possible but also provides the ultimate justification for the internationalisation of higher education.

OUR PURSUIT OF GLOBAL CITIZENSHIP PROVIDES THE ULTIMATE JUSTIFICATION FOR THE INTERNATIONALISATION OF HIGHER EDUCATION

DRIVERS OF INTERNATIONALISATION

Of the many reasons colleges and universities give for their interest in international education, 'capacity building' is a key one. It starts with recruitment, builds campus diversity and enhances institutional reputation. Institutions in Australia, the UK, the USA and Canada have benefited financially from international student recruitment, in a world of decreasing government funding for higher education. In some countries, public funding for higher education has declined from 80% to 20%. Furthermore, an influx of international students from 'developing' countries adds an interesting cultural diversity and dynamic to the campuses of western countries. International faculty exchanges and collaborative research projects have efficiently brought the best minds of partnering institutions together to enhance their reputations. In 2010, two-thirds of research papers and publications worldwide were co-authored, and among them, internationally co-authored publications and research results grew by 300% from 1988 to 2010.[1] Although such 'capacity building' is important for any institution, international education justified by external benefits is too often seen in purely economic terms: the commodification of international education as an export industry risks undermining the credibility of the endeavour itself. As many scholars have pointed out in a more dramatic way, it is the death of international education if financial benefits are the sole reason for internationalisation.[2,3]

GLOBAL COMPETENCY

Clearly, internationalisation has to be driven by the needs of society and what it can bring to students and faculty members. The last twenty years of massive globalisation in economics, finance and information requires higher education to train our students with technical skills and professional knowledge aligned to global standards and contexts. Global competency is widely used to refer to different levels of ability, such as mastery of a foreign language, understanding a different culture and geography, fluency with e-commerce and the internet, knowledge of the political and economic systems of societies other than our own and familiarity with certain global issues. Internationalisation appears

INTERNATIONALISATION HAS TO BE DRIVEN BY THE NEEDS OF SOCIETY

INTERNATIONALISATION MAKES A TRUE LIBERAL EDUCATION POSSIBLE BY FREEING IT FROM ITS NATIONALIST TAINT

to be the active response of higher education to the reality of globalised labour markets, and global competency is viewed as the outcome of internationalisation. Equipped with global competency, students will have better opportunities to be employed in their globalised community or society. Various international activities for domestic students and faculty members, such as study abroad programmes, faculty exchanges and curriculum development are considered to be good models of developing students and faculty with global competency.

THE AIM OF HIGHER EDUCATION

The quest for global competency is based on a particular understanding of the aim of higher learning. That is, universities and colleges are places to train people for technical skills and professional knowledge and to prepare students for an increasingly complicated and inter-related world. Because skills and knowledge today have their global features, universities and colleges have no choice but to internationalise their curricula and provide international experiential learning opportunities for their students to obtain their global competency. However, to view global competency as the outcome of internationalisation is based on a narrow notion of higher education, namely that education merely supplies labour to the globalised market. A broader understanding of higher education is, as Professor Martha Nussbaum indicates, "a general preparation for citizenship and life".[4] It is important to understand that higher education not only has an intrinsic value as well as an instrumental one but also that this intrinsic value is the superior, although perhaps less obvious, value because it leads to global citizenship, the notion that each individual is dependent on his or her relations to other individuals across the globe, not just the neighbourhood, city, province, or country. This idea of the global citizen is perhaps the most important political and philosophical concept since the idea of the free, equal individual with rights.

TRADITIONAL LIBERAL EDUCATION

In contrast to global competency defined as a set of skills and knowledge useful in a globalised economy and labour market, global citizenship refers to individuals empowered by a broader knowledge of the wider world that contributes to their intellectual abilities of problem-solving and critical thinking, and most importantly a strong sense of social responsibility from an unbiased global perspective. Traditional liberal education intends to produce the same things (the well-rounded person, critical thinking skills and civic responsibility) but it has failed miserably, partly because liberal education historically has had its problems demonstrating its intrinsic value in a real world. There are reasons traditional liberal education fails in this regard. First, critical thinking is taught in the classrooms through armchair exercises – studying Plato's dialogues or some great books; second, a broad knowledge of the wider world is learned in isolation from its application to the real issues of the interconnected world; third, social responsibility is developed within the narrow limits of a country-specific context. That is, until recently, liberal education had been contaminated with the decidedly illiberal concept of nationalism.

Internationalisation in fact makes a true liberal education possible by freeing it from its nationalist taint. The essence of critical thinking is to call individuals to go beyond their own perspectives and develop a perspective from nowhere and everywhere. That is essentially a global perspective. Through international education an individual is forced into a world of unfamiliar languages, cultures, values, and knowledge. In this environment, we can teach critical thinking skills with a combination of theory and practice, and the knowledge students obtain will be related to concrete, real issues and their sense of social responsibility will become truly global. In other words, internationalised liberal education will be a transformative experience, a life-changing, personal growth process. The most important part of this process is a perspective change on the part of teachers and students: from being citizens of one country with an inherent one-dimensional perspective to being

INTERNATIONALISED LIBERAL EDUCATION WILL BE A TRANSFORMATIVE EXPERIENCE

global citizens with multi-dimensional perspective. This is a revolutionary change. We will examine issues neither from my perspective, my culture and my society nor from your perspective, your culture and your society. We will stand on the same height and depth – with a global perspective to address the common concerns to find human solutions to global issues. In this sense, internationalisation is a great ideal, enterprise and an educational responsibility that demands we join together to fulfil it. The true end of international education must be global citizenship and only through internationalisation can the promise of liberal education be fulfilled. **F**

1. Hudzik, J.K. (2013). *Beyond Management: Leadership for Comprehensive Internationalization,* p. 3, NAFSA.

2. De Wit, H. (2011). *Misconceptions on Internationalization of Higher Education.* Retrieved June 27, 2013 from www.eurashe.eu/wp-content/uploads/2011/10/intlztion-Misconceptions.pdf

3. Knight, J., & Altbach, P.G. (2007) The Internationalization of Higher Education: Motivations and Realities. *Journal of Studies in International Education, 11,* 290-305.

4. Johnson, L. (2012). In Conversation with Martha Nussbaum, *EAIE Forum, Summer,* 13.

MOVING BEYOND THE IVORY TOWER

An exploration of the growing global movement towards greater social responsibility in higher education.

ROBERT M. HOLLISTER
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MARK GEARAN
Hobart and William Smith Colleges, USA

Photo: ***mgkaya (istock)***

In universities around the world, something extraordinary is underway. University professors and students are streaming out of their institutions to directly tackle pressing community problems. They are mobilising their human energies and expertise to combat poverty, improve public health and restore the environment. Through these efforts they are consciously rejecting the conventional model of the ivory tower and embracing a new ideal, that of the 'engaged university'. Brick by brick, in all parts of the globe, the engaged university is replacing the ivory tower.

Activities that define the engaged university approach include student volunteer programmes, service-learning, applied research and policy development, joint projects with external groups, and socially responsible institutional policies. While the individual elements of this trend are familiar and not particularly new, several things make the engaged university phenomenon new and important.

BRICK BY BRICK, THE ENGAGED UNIVERSITY IS REPLACING THE IVORY TOWER

First, the combination of various community engagement and social responsibility programmes and policies in individual institutions of higher education is achieving greater impacts and also elevating the institutions' public service missions. For example, in the USA, in response to the devastation wreaked by Hurricane Katrina in 2005, Tulane University dramatically expanded student volunteering, developed service-learning in multiple disciplines, made community engagement a degree requirement for undergraduates in all fields, and took on major responsibilities for redeveloping and operating primary health care services in New Orleans. Tulane has become a significant anchor institution in its home community. University President Scott Cowen notes, "We have dismantled the image of the remote ivory tower and replaced it with that of an engaged and dynamic community of learners and doers."

Second, the scale of civic engagement and social responsibility work is far greater than it was even a decade ago. A sizable fraction of the 150 million university students across the world participate regularly in social responsibility and community service activities.

Third, institutions of higher education in virtually all regions of the world, operating in dramatically different contexts are embracing very similar visions and strategies for their civic engagement work. Just as the ivory tower model transcended regional differences, today the engaged university model is universal. The community and social responsibility programmes of Stellenbosch University in South Africa and the University of Buenos Aires in Argentina look very much like those of Charles Darwin University in Australia and the Autonomous University of Madrid.

Fourth, this global trend is generating three major kinds of impacts which are reinforcing one another. Engaged universities are educating leaders for change, moving the needle on community conditions, and as a result of the first two, building support for higher education.

Fifth, we are starting to witness a fundamental reorientation in how institutions of higher education are conceptualising their civic engagement and social responsibility activities. Until quite recently, the dominant approach was to think of public service as a separate 'third mission' (and one that was distinctly third in the level of attention that it received, in comparison with teaching and research).

Photo: *Courtesy of Tulane University*

Tulane University prides itself on its volunteer programmes for students

Currently underway is a decided shift toward thinking of, and implementing, public service as an essential part of the two primary missions of teaching and research. A growing number of academics see community-engaged teaching and research as a pathway to higher quality teaching and research.

DRIVERS OF CHANGE

Why is this trend building momentum? Several factors are driving this movement. Leadership – both top-down and bottom-up – is a major influence. The current generation of university vice-chancellors, rectors, and presidents includes many for whom university civic engagement is a major priority, a central piece of their agenda. Compelling leaders of the Engaged University model include Sharifah Shahabudin, Vice-Chancellor of National University of Malaysia; Janice Reid, Vice-Chancellor of University of Western Sydney in Australia; Rafael Velasco,

Rector of Catholic University of Cordoba in Argentina; and Lisa Anderson, President of American University in Cairo.

At the same time, growing numbers of university students are inventing and building new community service initiatives. Today's students increasingly aspire to be 'practical visionaries', people with bold ambitions for social change and also with the concrete skills needed in order to get things done. From Brazil to Canada, more and more of them come to their universities having done community service in upper primary and secondary school.

TODAY'S STUDENTS INCREASINGLY ASPIRE TO BE 'PRACTICAL VISIONARIES'

They expect social responsibility activities to be part of their university experience and they expect their universities to help prepare them to be practical visionaries. In response to student interest and demand, Tecnológico de Monterrey in Mexico, for example, and other universities, are focusing greater attention on defining and measuring student learning outcomes.

In this period of tight financial resources, constituencies outside of universities are increasing their expectations that universities contribute directly to societal priorities, to address unmet societal needs. Furthermore, over the past two decades, the movement beyond the ivory tower has generated a growing number of proven models. There now exists an expanding set of programmes that have a track record of concrete achievements. Witness Puentes UC (Bridges UC), a well-established programme of the Pontifical Catholic University of Chile, involves a partnership through which each year, teams of faculty and students complete major projects requested by 10 municipalities in greater Santiago. Addressing transportation, health and community development challenges, Puentes UC teams have helped to improve community conditions, and in the process, advanced the development of thousands of UC students into practical visionaries – citizen engineers, citizen economists and citizen businessmen and women.

UNIVERSITY COALITIONS EMERGING

As individual universities on all continents are scaling up their civic work, new coalitions of universities have emerged to support and strengthen these activities. These alliances foster exchange of best practices, build the capabilities of their member institutions, and organise collective voice in interactions with funders, government agencies and the mass media. The South African Higher Education Community Engagement Forum, which was established just a few years ago, recently completed a series of capacity-building workshops for its members, all 23 public universities in the country. In 2012, the National University of Malaysia launched AsiaEngage, a multi-country coalition for exchange and collaboration to elevate university engagement in Laos, Vietnam, Thailand, Cambodia, and the Philippines, and elsewhere in the region. The Latin American Center for Service-Learning annually convenes universities and K-12 representatives, and provides training and technical assistance to universities' community engagement programmes throughout Latin America and the Caribbean. In Ireland, Campus Engage fosters mutual learning and joint action by several institutions of higher education. And across the Middle East, the Ma'an University Alliance for Civic Engagement connects and augments the work of institutions throughout the region.

What will be the future of the movement to dismantle the ivory tower? With continuing effort and international cooperation, the engaged university can become the new gold standard in higher education. Current trends suggest that more universities will plan and act as anchor institutions that have a lasting impact on pressing community problems and that, through their social responsibility programmes, they will educate leaders for change. **F**

The Talloires Network is an international coalition of universities committed to strengthening their civic roles and social responsibilities of higher education. Since its conception in 2005, the Talloires Network has grown to over 300 member institutions in 71 countries. The Network facilitates exchange, makes seed grants to members, provides training, and awards annual prizes for outstanding community engagement programmes.

JUXTAPOSED:

Insights from a long-awaited comparison study of development cooperation in higher education and research programmes in Europe.

HAN AARTS
Maastricht University Centre for International Cooperation in Academic Development (Mundo), the Netherlands

KEES KOUWENAAR
VU University, Amsterdam, the Netherlands

The world is changing fast and so are ideas about development and how less developed countries and disadvantaged people can be assisted in their development. Like many donor countries, the Netherlands is currently reconsidering its development policy and is looking for new ways to cooperate with the developing world. This includes cooperation in the area of higher education and scientific research. In this context, we set out to feed the discussion by looking to other European countries to see how their programmes for development cooperation in higher education and research compare.

COMPARISON OF PROGRAMMES

The programmes of eight countries were studied: Belgium (Flemish community), Finland, Germany, Ireland, the Netherlands, Norway, Sweden and the UK.[1] All these countries have one or more programmes in place to facilitate development cooperation in higher education and/or in scientific research, with the involvement of their own higher education institutions (HEIs) – and in most cases *only* their own higher education institutions.

Starting the comparison appeared to be like entering a labyrinth, built by many who do not know each other. There turned out to be so much relevant material that it was impossible to cover it all, even for just these eight countries. We found out that for a good and systematic comparison, much more time would be needed. In the time available, we made a quick scan of the most relevant programmes and instruments in each country, described their most obvious features and compared these. Even this is a step forward in the absence of any systematic inventory so far. A more detailed comparison could be the object of some interesting PhD work.

LACK OF COORDINATION

Most of the programmes studied seem to have been developed in relative isolation, without any systematic tuning with comparable programmes of other countries or organisations. What is also striking is that there is no recent overview, let alone comparison, of such programmes available. The absence of any apparent tuning of programmes for development cooperation in higher education in itself is significant in international development cooperation where the call for coordination is omnipresent. Nuffic recently published a small book on this topic under the suggestive title *Synergy in Action*.[1] This title may be too optimistic when considering the extent to which the donor countries are combining their efforts. We did not find any coordination between the programmes, they just co-exist, thankfully, generally peacefully.

VARIED PROGRAMME OBJECTIVES AND 'OWNERS'

The objectives of the programmes that we described range from capacity development in HEIs in the developing world to scholarship programmes for students from the developing world to study in Europe. Sometimes students at HEIs in Europe are targeted, by being offered scholarships to study in the developing world. Some programmes aim to contribute to the

EUROPE'S DEVELOPMENT COOPERATION PROGRAMMES

realisation of the Millennium Development Goals, but not all. Interestingly, in some cases, capacity development in HEIs *in Europe* (in terms of knowledge about development) is seen as an objective – in the Irish IAP programme for instance. In Sweden, the objective of the programmes is to raise the quality of (higher) education both in developing countries and in Sweden.

The latter objective suggests that many of the programmes that were compared are rather loosely associated with the national development policy of their government. Often, they are perceived as not only benefiting the targeted HEIs in developing countries, but also benefiting their own HEIs as well. In comparison, programmes like NFP and NICHE in the Netherlands, NORHED in Norway or DeIPHE in the UK seem to be closest to national development policies, the latter dominated by government-level bilateral or multilateral decision making, on which the influence of the HEIs is often pretty marginal. On the other hand, many of the DAAD administered programmes in Germany or the Flemish UOS programme seem to be practically 'owned' by the own HEIs, while for the Irish IAP programme this is fully the case – together with their counterpart HEIs in the developing world, that is.

IMPORTANCE OF GLOBAL LINKAGES

All this may reflect the fact that European countries increasingly realise how important global linkages are in terms of higher education and research. That is probably the main reason why they also take an increasing interest in cooperation in higher education and research with the developing world. This may be of benefit to the developing world, but this is probably not so much their main intention, rather just a fortunate side effect. The main intention seems to be in becoming part of the fascinating global circuit of cooperation in knowledge and the increasing movement of brains around the world. That may explain why most countries give their own HEIs an important, if not exclusive, role in the implementation of such programmes. And also why they show little interest in what other countries do in this respect, let alone tune their policies with them, for the sake of development objectives.

EUROPE NEEDS TO ENGAGE

The participation of the developing world in the global knowledge economy is of increasing significance and has a tremendous potential – not only in terms of aid and trade, but also in terms of higher education and research. Not to mention the need to address the enormous demand for higher education and new knowledge in the developing world. Indeed it could be quite harmful for European countries in the already near future to not be part of that. This may well be the main reason for most European governments to engage with the developing world. As long as a one-sided self interest can be avoided, there is nothing wrong with this engagement. An enlightened self-interest, based on an understanding that what will be good for your own HEIs is also good for HEIs in the developing world and *vice versa*, should be a sound basis for enduring relationships between the global North and South. What is more, the balance of power already seems be shifting, to an extent that too one-sided offers for 'cooperation' from the global North where the latter reap most of the benefits (as we have seen too often in the past) are not accepted anymore by an increasingly self-conscious developing world today. F

This contribution is partly based on a more substantial article 'Programmes for Development Cooperation in Higher Education and Research: A Comparison of Selected European Countries' by the same authors that was published in the EAIE Handbook *Internationalisation of European Higher Education* in November 2012 and in the *Journal of the European Higher Education Area* (Issue 2) in June 2013.

1. The programmes compared in the survey were: Belgium: UOS; Finland: NSSHEINP and HEI ICI; Germany: all DAAD administered programmes; Ireland: IAP; the Netherlands: NFP, NPT and NICHE; Norway: NORHED; Sweden: Linaeus-Palme, MFS and SIDA RTP; UK: DeIPHE.

2. Boeren, A. (2013). *Synergy in Action: Coordination of cooperation programmes in higher education and research*. Nuffic.

IN CONVERSATION WITH

CAROLINE CASEY

Photo: *Courtesy of Caroline Casey*

A social entrepreneur who has dedicated her life to changing the way people view those with disabilities shares her views on inclusive education, reminding us of the fundamental right all students have to receive an equal education. Caroline gives valuable advice for higher education institutions looking to provide greater support for students with disabilities and shares her own experiences of university life as a student with high ambitions and a drive to succeed.

SARAH FENCOTT
EAIE Publications Coordinator

Growing up, you were unaware of your sight disability until the age of 17, and you attended a regular school. How different do you think things would have been if you'd had special assistance at school?

CC: It's hard for me to say because my experience was my experience and I can't really imagine any other way, but there were certainly times that my learning experience was more difficult. I went to a regular school not knowing that I was visually impaired, which was a very different dynamic to if I'd have known I was visually impaired. It's only in hindsight that I can look back and say, had I known, then yes, it would have been very important for me. There is no doubt that having someone around you who can fill in the missing details when you're visually impaired (and there are a lot of missing details when you are visually impaired but don't know it!) makes a big difference, so it would have been extraordinarily helpful for me to have extra support. It was just before I sat my state exams at 17 that I found out about my visual impairment and the accommodation that was given to me to sit those final exams was unbelievable, it was a transformative experience for me.

How has the assistance for disabled children and students provided by schools and universities changed over the last few decades?

CC: It has totally and fundamentally changed. In Ireland, they have been threatening to cut the budget for special assistance in schools but this decision has just been reversed. The powerful voice of parents is great to hear because every child has a right to an equal education. We wouldn't have heard that fight as cohesively two decades ago, but we're hearing it now. We shouldn't be fighting in times of recession to cut support for the most marginalised group or the most marginalised need, yet that seems to be what's happening here, in Ireland anyway. It's a funny thing to me that special needs' assistance is seen as a 'nice to have'. It's absolutely essential. Things have definitely changed, but we've still got some way to go to get society and governments to understand that if we get our children with disabilities through education they can contribute much more in their adult life and that's far better for society as a whole.

International experiences for students can have a dramatic effect on their development during their studies, yet the number of students with disabilities undertaking an international exchange programme is still relatively low. What do you feel should be done to encourage greater participation?

CC: The first place to start is that the university needs to be accessible to its domestic students and then there is absolutely no reason why it shouldn't be reaching out to international students with disabilities. There's plenty of examples where this is happening – the University of Galway, for example, has a Centre for Disability Law & Policy which was set up by Gerard

Quinn, and he has PhD students coming and working with him all year round. I just opened up their Summer School for Policy and Disability and a huge number of the participants had disabilities themselves.

Somebody with a disability will have been used to accessing services and support in their home country, so a major fear is likely to be how much support will they get from the university abroad? The best way to alleviate these fears is to put that student in touch with a student who has had been at that university who shares a similar disability, so you create a kind of buddy system to reassure prospective students of the support they will receive. I would also want to see a university's website promoting an inclusive campus: showing that the university really embraces this concept, that it's a part of their fundamental beliefs, not just something that makes them look good.

I WOULD WANT TO SEE A UNIVERSITY'S WEBSITE PROMOTING AN INCLUSIVE CAMPUS

From your international experience, which country has the most open attitude to providing equal opportunities for people with disabilities? What can other countries learn from this?

CC: The Nordic countries have always stood out to me as being very accessible. They are places we often look towards for good examples. Countries like Sweden and Denmark are just further ahead in the field. So for me, if I had to go through education all over again, I'd probably choose to live in Sweden. Looking further afield, although it's very hard to make a generalisation of America since it's just so big, the legislation that exits there – the American Disabilities Act – is one of the greatest pieces of legislation on disabilities. How it is implemented from state to state varies, but the legislation itself is very clear and it's activated, which is important.

What benefits (or drawbacks) do you see of incorporating community work into the curriculum at universities to help develop students' social responsibility?

CC: It's just so obviously important that I'm amazed it's still not there. We definitely see that a social entrepreneur movement has caught fire within the education system. Students are yearning, literally yearning to know more, and they are asking the universities to include this into the curriculum and that's just fantastic. When we leave university, we have to understand the broader world we live in, we have to understand the social issues that exist, the importance of communities and how we can contribute to them – so developing social responsibility is vital. A way to make this happen is to get people coming into universities and talking about what they do, what they represent, what career they have within that field. There are also specific courses on social entrepreneurship, social enterprise or social innovation that students can take, so there are both formal and informal ways of developing awareness and I think they are equally valid. Whatever a student's future career may be, if they can work through a filter of having understood the wider world, if they understand the interconnectedness of the world then they will have developed a social conscience which is really, really important.

A SOCIAL ENTREPRENEUR MOVEMENT HAS CAUGHT FIRE WITHIN THE EDUCATION SYSTEM

Is there any advice you can give to universities in terms of better preparing students with disabilities for a smooth transition into the workplace?

CC: The transition period is really important, and for everyone, whether you have a disability or not, that first job is terrifying and exciting at the same time. Often, people with disabilities don't get the chance to have work experience prior to graduating so the opportunity to take part in an internship is really important to help students understand socially how they are supposed to behave. What's also useful for students with disabilities is for them to be hooked up in their final year with graduates who are currently working who can give them practical advice on some of the lessons learned.

Giving people with disabilities support during the transition period between

Caroline Casey as the Closing Plenary keynote speaker at EAIE Dublin 2012. Photos by *Chris Bellew*

university and employment is deeply important. When you have a really inclusive campus, everything is there to help you get through your education, and when you leave, suddenly you have nothing. So for the university to continue to support that student for maybe two, three or six months after graduation is really important so that the student isn't suddenly just cut loose and left feeling alone.

Throughout your life you've taken on some incredible challenges – riding an elephant 1000 km across India, circumnavigating the world in eighty different forms of transport; you've won numerous awards and set up some amazing initiatives. Do you think determination to succeed can be nurtured or is it an inherited characteristic, and is there any advice you could give to those working with students on a daily basis to encourage such a characteristic?

CC: The people we surround ourselves with will bring out things in us. During my university years, I had a great environment to grow and develop. The environment was geared towards bringing the best out in every student. Do I believe your outlook on life is nature or nurture? I think it's both, and that's why it's so important when you're in school – that's where your expectations begin. Your dreams and your aspirations are set young and early. But also in university, it's so important to have people believing in your capacity and ability to reach your full potential and be self determining.

While self-directed learning is hugely important, it needs to be supported as well. When I was at university I had to be totally self directed in my learning. I had to be responsible for myself, but the lecturers believed and wanted the best for all the students, and this is something that, once again, lecturers need to be supported in. For a student with a disability to perform the same as a student without a disability it requires a huge effort, and that effort needs to be recognised, and not patronised, and it needs to be encouraged. There's no doubt that you are born with your own DNA, but it is brought out of you by the people who surround you. I could have gone to university with the highest expectations possible, but if I hadn't been surrounded by people who believed in me, then I could have hit a wall and it could have destroyed me. So the support you receive is absolutely vital during your university years.

What's your latest challenge?

CC: There's the big challenge of getting our initiative, the Ability Awards Programme working around the world as soon as possible. That's a professional challenge of the organisation I founded, Kanchi. On a personal level, my challenge is to be still. I've been working now as a social entrepreneur for nearly 12 years and I have worked intensely hard and that was after coming out of a corporate environment. So I'm in a transition phase. I'm 41, I've been lucky enough to set up three companies, and as a social entrepreneur it's important to know when to walk away from those companies and let them flourish. I will always be an advisor to Kanchi, but I'm no longer operational in the business, so that's given me some time to start thinking about what next and how do I want the rest of my life to be. I have a million things I want to do, all these ideas circling in my head and I am excited at the prospects, but to make the best decision for my future, the best, and hardest thing to do now is simply to slow down. Inspiration comes through stillness! **F**

Photo: *ViktorCap (istock)*

BREAKING THE

"You'll never get experience without taking a risk, and you will never take a risk without experience. Study abroad broke the vicious circle for me."

— A student with a disability

ANN HEELAN
Association for Higher Education Access & Disability (AHEAD), Ireland

Students with disabilities have an equal right to take part in study abroad programmes, but the question is, are they getting the opportunity to exercise this right?[1] Unfortunately the evidence from participation across Erasmus programmes indicates that students with disabilities are seriously under-represented and are far less likely than their peers to take part in a study abroad programme. According to the Erasmus Report 2010,[2] the mobility of students is growing annually and there are now over 231 410 students engaging in mobility programmes, with this trend set to increase by 3.9% over the next three years. But students with disabilities who seek additional funding for support make up only 0.09% of this cohort of students. This is a shocking statistic and begs the question, why are students with disabilities missing out on these experiences?

STUDENTS WITH DISABILITIES ARE FAR LESS LIKELY THAN THEIR PEERS TO TAKE PART IN A STUDY ABROAD PROGRAMME

INCLUSIVE EDUCATION IS A COLLECTIVE RESPONSIBILITY

According to the 2011 OECD Report, under-representation of students with a disability in higher education is largely because "tertiary education institutions fail to make disability a component of their

BARRIERS

policy or to promote an inclusive ethos that mobilises the entire community around the success and future of each student".[3] The inclusion of students with disabilities is a collective responsibility, it is not simply the job of the disability support service, but the job of all higher education staff to be inclusive in how they provide their services. It is also vital that international officers are up-skilled in managing disability and have an understanding of the barriers which students may meet and the strategies to avoid, or deal with them. This is particularly so if institutions are to meet their obligations under the Bologna Agreement. In 2011, the Bologna Agreement inserted a new clause, 'the social dimension', which encourages institutions to include students with disabilities in all aspects of the course with the statement: "Access into higher education should be widened by fostering the potential of students from underrepresented groups and by providing adequate conditions for the completion of their studies. This involves improving the learning environment, removing all barriers to study, and creating the appropriate economic conditions for students to be able to benefit from the study opportunities at all levels."

THE INCLUSION OF STUDENTS WITH DISABILITIES IS A COLLECTIVE RESPONSIBILITY

Bologna is an important policy directive for inclusion as students with disabilities are a growing category making up between 3% to 12% of the student population across the EU; studying across all areas, including Computing, Information Technology, Journalism, Languages, Medicine, Accounting, Law, Social Science, Arts, and Education, many of which subjects have mandatory study abroad elements.

UNDERSTANDING STUDENTS' NEEDS

Students with a disability want to study abroad, but they are often afraid to take the risk as they feel they will meet too many barriers which other students do not have to deal with such as, stereotypical thinking, negative attitudes,[4] plus a lack of understanding of the impact of disability. There may also be cultural differences with regard to the understanding of what

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MANY STUDENTS MAY NOT WANT TO DISCLOSE THEIR DISABILITY

constitutes a disability, as well as the practical issues around travel *etc.* For example, Suzanne was studying for a Business degree in Spanish and a study period in Spain was a mandatory part of her course. She uses a wheelchair and her college liaised with a university in a medieval town near Madrid with whom they had dealt with in the past and arranged for Suzanne to bring her car with her. But when Suzanne arrived she discovered there was no wheelchair parking. The normal parking space was too narrow for her to get her wheelchair in and out of the car, which meant the car was useless. She couldn't manage to get around the steep streets in her wheelchair but the college lecturers were not forthcoming, refusing to provide her with lecture notes online as an accommodation for her mobility difficulties. The situation remained unresolved for the duration of her stay because the town didn't understand the concept of disability access.

So what can be done to ensure a smoother transition for the student? Adele Browne, in her article 'Going the extra mile' in the *Internationalisation Handbook,*[5] emphasised the importance of relationship building between the Disability Support Office and the International Office in the home institution, and the student. When these offices work together in a structured way they can create joint procedures to ensure a high quality experience for the student. Students themselves can also use the Study Abroad Without Limits forum[6] to ask questions about studying abroad in a number of countries in the EU.

IDENTIFYING THE SUPPORT NEEDED

Every student with a disability is different and therefore the impact of their disability will also be different. Doing an individual Needs Assessment is a systematic way to identify the support needs of the student in anticipation of making the transition to the host institution. It can be done in liaison with the host institution, based on the individual needs of the student. A Needs Assessment consists of three parts:

- **Part 1** gathers information about the student and the supports and accommodations they currently use.
- **Part 2** is a process of exploring the environment the student will be studying and living in, *ie* the course demands, the physical environment, living and travel, the definitions of disability in the host country, any cultural differences, the presence of a Disability Support Service or not in the institution, community supports such as organisations with a disability brief, and social and sports facilities in the host institution. This can be forwarded to the host institution in advance for completion and returned to the home institution before the student travels.
- **Part 3** is the final identification of supports and accommodations and this section can be shared with the host college. It is recommended that both the student and international officer sign off on this form.[7]

DISCLOSING A DISABILITY

Disclosure is often cited as one of the most challenging aspects of having a disability and many students may not want to disclose their disability particularly if it is non-visible. However, there are many reasons why they may need to disclose, including:

- The host institution needs to know medical information in the case of an emergency
- The student needs support/accommodations such as the use of a computer in exams
- The student needs help getting around[8]

Students are under no obligation to disclose, and have an entitlement to privacy, therefore student data must be handled sensitively and where it is shared with staff in the host country it is imperative to get the student's written permission to share the information and with whom it is to be shared. Ultimately, disclosure is a personal choice and the student should consider it carefully but the student should be encouraged to disclose if they have any special requirements.

Finally it is imperative that all international officers have the opportunity to up-skill in relation to managing disability. Anyone working with students with disabilities should always remember to ask the student anything they are unsure of since the students are the experts when it comes to their own disabilities! **F**

1. United Nations Convention on the rights of persons with disabilities, article 24. Retrieved from http://www.un.org/disabilities/convention/conventionfull.shtml

2. European Commission (2012), *The Erasmus Programme 2010-2011: A Statistical Overview.*

3. OECD (2011), *Inclusion of Students with Disabilities in Tertiary Education and Employment, Education and Training Policy,* p. 100. OECD Publishing.

4. World Health Organization (2011), *World Report on Disability.*

5. Browne, A. (2011). Going the extra mile. In *Internationalisation of European Higher Education Handbook, 8.* Amsterdam, the Netherlands: Raabe.

6. www.thelinknetwork.eu

7. For more information, see: www.ahead.ie/erasmus

8. AHEAD (2013), *A Guide to Disclosure,* AHEAD Press.

International service-learning: STRATEGIES FOR ENTRY, ENGAGEMENT & EVALUATION

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Photo: *Tyler Olson (shutterstock)*

Institutions of higher education universally recognise their fundamental role in preparing students to engage responsibly in a world that is increasingly interconnected and interdependent. Whether the issue is employability, environmental sustainability, national security, or human rights, a global perspective is touted as an essential characteristic of university graduates.

In contrast to study abroad and international education exchange programmes, a new form of experiential pedagogy – service-learning – has become a popular strategy for exposing students to issues that transcend national boundaries. Short-term faculty-led service-learning experiences involve international travel to communities and engage students in charitable activities while combining academic readings, research, and reflection in order to promote intellectual insight, human compassion, and intercultural competence. For example, graduate students at Portland State University in the USA travel for three weeks to Madurai, India where they work in cooperation with Lady Doak College to assist orphaned children, abused women, and HIV-positive sex workers. Undergraduate students at International Christian University in Tokyo, Japan, collaborated with Bunda College, Africa, at *Total LandCare* where students conducted quantitative and qualitative research to compare 'improved' versus traditional mud stoves on fuel (wood) efficiency in Malawian villages.

STUDENTS CREATE KNOWLEDGE AND A SENSE OF SELF THROUGH SOCIAL AND INTERPERSONAL INTERACTIONS

EFFECTIVE PEDAGOGICAL MODELS

While experiential and educational components vary across institution, country, and community, the research literature demonstrates a positive array of student learning outcomes including greater academic knowledge, increased intercultural understanding, and enhanced motivations for undertaking leadership roles in facilitating community improvement.[1,2] Indeed, students' global consciousness is raised when they have the opportunity to address human and community needs in combination with intentionally-designed, structured reflection activities.

Globally, numerous volunteer and private organisations offer international service; some even provide academic credit. But issues like culture shock and improperly planned programmes can stymie insight into social problems like religious divides, gender roles, and economic class hierarchies. Furthermore, disciplinary connections and professional knowledge development are likely to be weak if not framed through academic lenses.

If such experiences are to become catalysts for transformed global perspectives, pedagogical models for short-term faculty-led international service-learning must prepare students for: 1) entry into the experience; 2) meaningful engagement; and 3) thoughtful evaluation of learning and impact (see Figure 1). Moreover, each of these must be informed by the epistemological processes of learning; that is, how are students making sense of their experiences.

THE EDUCATIONAL PSYCHOLOGY OF SERVICE-LEARNING

Vygotsky[3] contends that students create knowledge and a sense of self through social and interpersonal interactions. He emphasises the influence of culture and language in becoming an active member of the community.

Figure 1. PEDAGOGICAL COMPONENTS OF INTERNATIONAL SERVICE-LEARNING

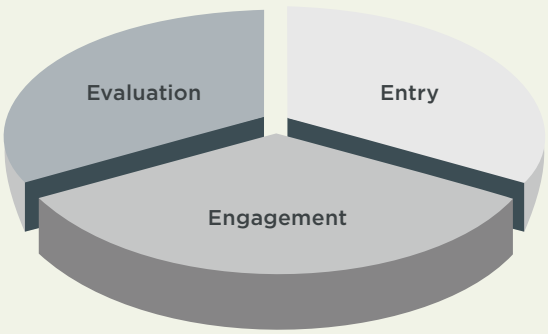
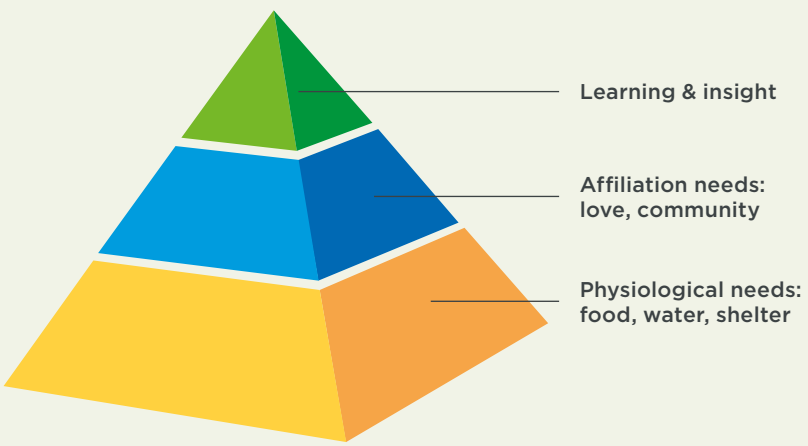


Figure 2. HIERARCHY OF NEEDS AND LEARNING



However, Maslow[4] cautions that before reflection can lead to insight, one's survival requirements must be managed (see Figure 2). Known as the *hierarchy of needs*, this model asserts that life essentials must be met, before connections of community and affiliation can form, and only then can individuals engage in reflection, which leads to insight and learning.

Why might this pyramid of physiological and psychological priorities be important? Quite simply, most of us in new environments do not eat and sleep well and, consequently, we may lose patience with our companions. If that happens, then it is quite difficult to stay engaged in learning. And, more than likely, our ability to provide appropriate service becomes compromised.

Given the logistical demands of learning and serving internationally, keeping this model in mind along with its associated epistemological aspects can assist in identification of key pedagogical facets of programme and course design.[5] Summarised here is a set of recommendations for short-term faculty-led international service-learning experiences.

1. ENTRY PREPARATIONS (PRE-DEPARTURE)

Learning goals and logistics

Clarify the purposes for international service-learning. If administrators and faculty are unsure of the learning and serving goals, then students will be too. Solicit students with the right mindset. Try to uncover students' real motivations for participating. Do they want to get away from their parents? Do they want to party and have a good time? Do they want to see exotic places? Or, do they want to learn and serve?

Institutional learning and serving goals should match those of the sponsoring country, institution, and community organisation (NGO) with which you are partnering. Given the myriad of logistical details that will need to be confirmed, having well-documented objectives can facilitate efficiency. Re-state goals on memoranda of understanding (MOUs), programme materials, student applications, course syllabi, websites, and assignments.

Understanding individuals, community, and culture

Pre-departure meetings set the tone as students begin to form their new learning community. Conduct ice-breaker activities and facilitate discussions of a *learning community agreement*. What are the expectations for performing service? What should happen if someone is not doing their share? What are the expectations for participating in reflection sessions? And, what if someone doesn't listen and speak with respectfulness? Pre-departure learning should also include readings, lectures, and information for how to interact with the community. As an outsider, it is impossible to fully understand the economic, environmental, and social antecedents of those who are in need, but it is educationally imperative to try.

Search out websites and YouTube videos of customs, non-verbal communication, and language. Being able to say, "please" and "thank you" in the local dialect can be highly meaningful in facilitating intercultural learning and exchange. Moreover, find out about common courtesies concerning dress, introductions, meetings and gifts.

2. ENGAGEMENT IN SERVING AND LEARNING (IN-COUNTRY EXPERIENCES)

Praxis: learning through serving

The word *praxis* means applying ideas to real-life situations. Or, the application of theoretical research and conceptual models in problem-solving community conditions. After all, that is the purpose of learning through international serving – doing short-term good while gaining insight into issues to which academic knowledge and skills can be applied toward longer term solutions.

At first, students' ability to engage in *praxis* will be limited. Rather, acclimatisation to new sights and sounds will take precedence (recall Maslow's *hierarchy of needs*). Stabilise basic physiological issues and address possible travel exhaustion. Next, facilitate discussions about *cultural surprise* (small differences such as food), *cultural stress* (anxieties resulting from uncertainties about appropriate social interactions) and *cultural shock* (extreme negative reactions that can become debilitating). Recognising these responses is the initial step in higher cognitive functioning and intercultural empathy.[6] Otherwise known as *emotional intelligence*, how one feels does not have to dictate how one acts.[7] Internationally, employers and government leaders agree that culturally-competent *emotional intelligence* is a critically needed feature of univeristy graduates[8] and, often, it is an outcome of thoughtfully-expedited international service-learning.

CULTURALLY-COMPETENT *EMOTIONAL INTELLIGENCE* IS A CRITICALLY NEEDED FEATURE OF COLLEGE GRADUATES

Engaged Reflection

The range of knowledge and skills that can be gained through international service-learning is endless. For instance, economic students from Celal Bayar University in Turkey enhanced their mathematics and statistic skills when they travelled to Tennessee to assist with asset mapping in low income neighbourhoods as part of a city-wide reinvestment plan for small businesses.

To promote such learning and *praxis*, the DEAL Model of Critical Reflection[9] is a strategic epistemological tool. DEAL is an acronym for *Describing, Examining,* and *Articulating Learning.* Based on the assumption that critical thinking is a developmental process, the model starts with asking students to describe what is happening. The second stage, examining, asks students to view the situation from different academic perspectives. Finally, in the last stage, students disseminate their learning. The model can be utilised in written reflection or discussions.

The DEAL model is also useful if conflict or miscommunication occurs at the service site. Since serving is emotionally, psychologically, and interpersonally 'messy', using a framework like DEAL can help in understanding causes and possible solutions.

The purpose of *praxis* is to facilitate reflection and insight into how academic

knowledge can be applied to real-life situations. This is the unique characteristic of faculty-led international service-learning (as compared to other types of volunteer service activities). Make sure that if students have travelled hundreds of miles to new places to meet new people, to serve and learn, that the experience be educative not just exotic.

INTERNATIONAL SERVICE OPENS STUDENTS' MINDS TO LEARNING ABOUT NEW CULTURES, BUT ALSO THEIR OWN CULTURE

3. EVALUATION OF IMPACT AND LEARNING (RE-ENTRY)

Making a difference: community impact

International service opens students' minds to learning about new cultures, but also their own culture which they may not have previously reflected upon in a critical manner. Travelling to another country and the contrasting 'foreignness' of that culture to our home culture can bring to light social paradoxes (and social responsibilities). Mezirow,[10] refers to this experience as "transformational learning"; meaning that how students see, feel, and think about the world will be radically different.

As such, evaluation of learning should begin while students are still in the host country. Determining the impact of project-based service is often easier than determining the impact of community-based service because of the existence of a tangible product (a new website for the community partner) or object (a new house for a family). Having a reference point such as, "I built that brick wall", or "I dug that water well" helps students to feel that their contributions are durable. In contrast, tasks that seem menial can leave students feeling as if their time and energy doesn't matter. Facilitate student counting of their 'droplets in the ocean of service' while they are still performing service. Gather community impact evidence such as:

- Counting the number of clients served or hours of assistance provided.
- Interviewing community members about their experiences.
- Asking the community partner their thoughts – what is working and what should be changed?

In addition, the community partner may have ideas for assessing impact. They might have tracked programme and service activities for years which can be linked to student data in order to examine short- and long-term trends. Do caution students that in collecting and analysing data, they should be careful of interpreting data through their own cultural lens. If possible, seek out a cultural expert from the community who can support or counter their perspectives on the findings and potential recommendations or solutions.

Becoming different: student learning

Often, students do not experience change until they return back from the service trip. For British students who travelled to Morocco, having easy access to drinking fountains in their science building became a daily reminder of the contrasts between their own lives and the camel caravan people with whom they had interacted.

For other students, re-entry can be challenging. When asked by his housemate, "how was Bangladesh?" Max, a US student, stood silent recalling the incredible stench of sewage in Dhaka and the colourful sights and joyful sounds of the Pôhela Boishakh New Year festival. Max was perplexed about how to describe his amazing service-learning trip. All he could stammer was, "Uh, great."

To make further cognitive, psychological, and academic sense of their experiences, students need post trip reflection sessions. Ideally, these should begin within two weeks of return when the stark contrasts between current life and the serving experience are most salient. Even if students did not become good friends, processing together during re-entry will unveil additional perspectives and viewpoints that they may not have considered during their experience. The DEAL Model can be a useful tool again for examining thoughts, feelings, and insights about personal and professional learning.

TO MAKE COGNITIVE, PSYCHOLOGICAL, AND ACADEMIC SENSE OF THEIR EXPERIENCES, STUDENTS NEED POST-TRIP REFLECTION SESSIONS

Conclusion: iterative teaching and learning

Most students find that they feel called to engage in service frequently throughout their lives and many continue to seek out service opportunities near and far. One of the tremendous outcomes of contributing service multiple times is not just the impact on others, but the impact on the self as we compare and contrast experiences and further hone a variety of our knowledge and skills in novel situations and contexts.

The same is true for teaching and learning. With each new international service opportunity, faculty can apply what they learned from the previous experience to the next. Self-initiated iterative cycles of engagement, assessment, and enhancement by faculty increase effective educational practices.[11] Sharing insights through disciplinary and academic research, publications, and presentations helps educate others about the most efficient ways to assist and empower people around the world. Surely, faculty-led international service-learning is not a panacea for global peace. But undoubtedly, it holds great promise for educationally-sound enhancement of diverse individuals and communities. **F**

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OFFSHORE ACTIVITIES: WHAT ABOUT THE STAFF?

Managing human resources in study abroad programmes poses a different set of challenges to those faced at home campuses. A strategic Human Resource Management (HRM) plan which involves intercultural competence training and takes advantage of the accumulated knowledge of the host country staff is vital for ensuring the smooth running of offshore activities.

SASHA PERUGINI
Syracuse University, Italy

Typical and significant differences arising for study abroad programmes (SAPs) can be divided into two broad categories: on the one hand there are cultural, economical and legal differences between the home and host country culture; on the other, there are political and strategic issues.

As for the first category, the differences include aspects such as staff performance expectations, academic systems, salary standards, cost of living and inflation rate, labour laws, turnover rates and job market flexibility. As for the second broad category, these differences involve internal agendas (home base versus host country campus) in relation to matters such as staff selection standards as well as curriculum development and academic standards.

While these differences may appear obvious, when the strategies planned at home campuses (HCs) for their offshore activities are investigated in some depth, it often transpires that these factors are not taken into sufficient consideration nor included into strategic planning. Often, offshore activities are characterised by a colonial approach which takes for granted that the system that is in place in the host country will be adjustable to that of the home base. An example of this tendency can be seen in those programmes which are run by HC faculty who go and live in the SAP host country for a year, often with their families. By the time the director has acquired professional knowledge of the host country system and his or her family have adjusted to the culture and developed intercultural competence in the country, they have to return home.

COMMON ISSUES ARISING

Case studies and anecdotes gathered in the field seem to point toward several general HRM tendencies in SAPs that can be summarised as follows: unrealistic expectations, both of the SAP director from HC higher management, and of the local staff from the SAP director; staff dismissal as a common solution to HRM problems; general lack of procedures and standard best practices (also because of high turnover rates); home base campus agendas which are incompatible with the host country systems and no clear identification of the professional characteristics of SAP human resources. Moreover, the academic curriculum development is frequently designed according exclusively to HC standards with little inclusion of the standards of the host culture (the question comes to mind: what are the primary goals of the study abroad experience?). Finally, there often seems to be inadequate preparation of, and support to, SAP staff and directors. Fully articulated strategies are rare.

UNREALISTIC EXPECTATIONS

Staff dismissal as a solution to HRM issues seems to be quite a common practice, especially in a scenario where SAP staff tends to be regarded as 'second class' staff. Another interesting trend seems to be the selection and evaluation of staff

Photo: *Rob Wilson (shutterstock)*

performance according to standards that are either conflicting or unrealistic. For instance, the following is an excerpt from a job description for an SAP director published online in October 2010: "The list of responsibilities includes, but is not limited to, student advising, monitoring of the programme at all levels, preparation of student grade reports, maintenance of the programme library, teaching of one or more courses, managing visas, housing, cross-cultural training, budget, human resources and the promotion of the programme. The position is responsible for all aspects of in-country operations as well as for long-range planning, ongoing programme evaluation, development, and marketing and for ensuring the highest levels of programme quality and customer satisfaction."

The description continues to state that in terms of knowledge and skills, an MA is required and a PhD preferred in the culture of the SAP host country. Native or near-native fluency in the host country language is also requested. The director is also "expected to be on call for emergency circumstances 24 hours a day, seven days a week. S/he will also be expected to travel on occasion, as required. It is expected that the resident director will live in a university apartment on campus in order to provide daily support to the […] students." Finally, the position is also responsible for "other duties as assigned".
To sum up, the candidate must have an academic background and at the same time provide high quality financial and marketing management. All the responsibilities listed are specific to the director and are not referred to as a general effort on the part of the SAP team that the director has to supervise, coordinate or guide; the director has to be on call 24/7 and open to any "other duties as assigned"!

VITAL SUPPORT TOOLS

Successful HRM in SAPs (and as a result, SAP success) appear to be correlated strongly with the administrators' level of intercultural abilities and an understanding of how cultural differences can be managed constructively. Vital and effective support and tools for successful HRM in SAPs include cultural awareness training for staff (home-to-host and host-to-home culture), workshops on intercultural issues for faculty, staff and managers/directors in both directions (home-to-host and host-to-home culture), and an orientation for host staff and faculty on the home base culture and academic standards. Career development plans and professional development opportunities for all staff are invaluable as they can not only enhance staff skills and provide stimulation, but make staff feel valued, thereby enhancing their motivation and broader commitment to the programme.

A management strategy is also necessary to support HC directors in their decision making process – the home base manager of SAPs and/branches of the home base university around the world is often someone who cannot be involved in the details of the HRM challenges in the host programme because they are often responsible for numerous centres around the world.

A successful SAP needs a strategic and carefully thought about HRM plan in the host country which must involve two vital components: intercultural competence training for staff at all levels and a management strategy that takes full advantage of the accumulated experience of host country staff. Successful management of Human Resources in SAPs is crucial to the success of the overall programme and of the image of the home institution abroad. **F**

EMPOWERING GLOBAL CITIZENS FOR THE 21ST CENTURY

The perceived value of education is changing. Students are looking for an education which empowers them, an education which enables them to develop the skills to transform rather than merely contemplate. Innovation is necessary if higher education institutions are to succeed in catering to the needs and demands of today's discerning, global student.

FERNANDO M. REIMERS
Harvard University, USA

Photo: *franckreporter (istock)*

Knowledge is the result of action, of deliberate attempts to influence the world. This is the basic logic of experimental research. Our experiments, attempts to arrange conditions designed to produce particular results, help us determine whether in fact such conditions can produce the results we seek. There is knowledge that can then only be gained in particular forms of organisation. Democratic societies, for example, provide opportunities to engage in 'the commons' of democracy, and those experiences allow people to internalise the notion that social progress is the result of the work of ordinary people, engaging with others in those deliberations and collective action. People living in societies where there are no democratic commons, where ordinary people cannot influence social progress, will be limited in the understandings they can draw and in the competencies they can develop to become agents of social change. It was the idea that the same principles apply to the organisation of educational institutions that John Dewey expressed in the notion that 'what we teach is how we teach'. This is also the logic of experiential education.

WHAT WE TEACH IS HOW WE TEACH

Universities can indeed provide students with the experiences that help them develop such agency. Because the establishment of universities predates the Enlightenment – the philosophical movement that contributed the idea of empowered citizenship among ordinary people – many of their traditional practices are better aligned with a worldview that favours contemplation, rather than the development of the competency to transform the world. Indeed numerous education reform movements, at least since the establishment of the University of Berlin by Whilelm Humboldt in 1810, have centred on challenging such traditional contemplative view of education, in favour of more empowering and engaging educational purposes and approaches. But the influence of tradition is large in higher education, not only in the rites that are generally followed at graduation, but also in the notions that exist within academe about the purposes of higher education, as well as about how best to prepare students to achieve those purposes. The contestation over those purposes and approaches to higher education involves not just members of the university community, students, faculty, administrators or trustees, but increasingly members of the larger public: elected leaders, business leaders, civic leaders and the larger public, who in many nations ultimately provide direct or indirect financial support to higher education. One of the manifestations of this contestation is in the growing debates about the value of a higher education.

TODAY'S STUDENTS ARE THE PRODUCT OF THE MOST TECHNOLOGICALLY SATURATED ENVIRONMENTS IN HISTORY

CHANGING EXPECTATIONS

There is abundant evidence that higher education can provide personal, economic and civic benefits, and also that such benefits are in part the result of the competencies gained in higher education, rather than the result of the credentials provided by a degree, or the mere selection and sorting of talent which universities also do. For example, in a recent survey conducted by the Gallup organisation in the USA, 65% of those who have had some college education report that the skills they use in their job were developed in school, this figure is lower, 41%, for those who did not have college education, and higher, 79%, for those with graduate studies.[1] But universities operate in a larger context where developments on a number of fronts create new expectations and needs among students, which shape their views on the question of the value of a higher education. Today's students, for example, are the product of the most technologically saturated environments in history. They have skills and experiences that allow them to communicate, organise and learn in unprecedented ways. It is logical that most of those students would be especially alienated by traditional forms of instruction. Similarly, today's students, in many parts of the world, are very aware of their own agency and expectations for agency. They aspire to be more empowered citizens than previous generations. Many of them, for example, expect to create organisations, rather than join existing organisations.

Students today are living in a world of unprecedented global integration and interdependence. Students have continuous access to information about global events, many of them have relationships and direct experiences that cross national boundaries, most know that global events have shaped

INNOVATIVE GLOBAL EDUCATION APPROACHES ARE INDEED ESSENTIAL IF WE ARE TO SUCCEED IN EDUCATING EMPOWERED GLOBAL CITIZENS

the economies, politics and societies where they have lived, and will likely continue to do so over their lives and future careers. The prism of this experience and the intuition of globalisation, as well as of the expectations of empowerment or technological prowess, exacerbate the debates over the value of a higher education. It would be a challenge in this context to make the case for a higher education decidedly parochial, contemplative and based on traditional instructional methods. The aspirations of students to develop skills to *transform* the world, rather than contemplate it, a world decidedly more integrated and interdependent, pose a particularly urgent need for innovation in higher education. In the same survey mentioned earlier, only half of US college graduates reported that they had worked on a long-term project extending over several classes, and only 27% reported educational experiences in which they had used what they were learning to develop solutions to real problems in their communities or in the world. Only 31% had studied other countries or cultures in college.

INNOVATIVE APPROACHES

Addressing the challenge of educating students with global competency and with the skills to invent the future, rather than just contemplate the past, will require a serious commitment to innovation in universities. Innovative approaches in global education provide unique opportunities to help students develop those competencies. In the Master's programme in International Education Policy at Harvard University, we follow a series of principles aligned with such an aspiration to educate empowered global citizens. We select into the programme students who have already demonstrated global interests and who have had some global experience that has cultivated global awareness and skill, such as living and working in more than one country, often engaging in social development activities that expose them to the many divides and forms of difference which exist within any society. We seek to admit a class of students whose diverse experiences will shape the interactions with their fellow students, and future colleagues because we know how powerful diverse professional networks are in promoting education, innovation and future professional effectiveness. We engage them in a rigorous curriculum that develops depth of understanding of global education challenges and that invites them to develop innovative solutions to those challenges.

In the course on Educational Innovation and Social Entrepreneurship at Harvard University, for example, students have to design a social enterprise that will find a sustainable solution to a global education need, such as how to foster 21st century skills, how to successfully educate disadvantaged students, how to develop global competency, how to integrate arts and science education, or how to support the development of a 21st century teaching profession. Throughout the course, practicing education entrepreneurs and innovators are invited to share their work, discuss the challenges they have overcome and provide mentoring to students in their projects. Their final projects receive feedback, using an online platform, from a global community of educational innovators in multiple geographies and are presented at an event attended by other entrepreneurs, funders, and colleagues from multiple schools and departments in the university. Students work in designing these projects in an ecosystem where they are supported and stimulated by peers doing similar things, not just in this particular course, but in a range of other courses and experiences in the university. At the Harvard Innovation Lab, students work over extended periods, often over weekends and long hours into the night, working on the design of their innovative projects. The fellowship of peers doing similar things, from all different schools and departments in the university is an invaluable resource to support this work. A number of competitions and grand challenges at Harvard, including a Presidential challenge sponsored by the President of the University every year, provide stimulus, recognition and financial support, for students to work in multidisciplinary team, in projects that have the same aspiration to find sustainable solutions to real problems.

These innovations at Harvard are extending rapidly in higher education as faculty and administrators understand the urgency to lead the conversation on the value of a higher education. This comes at a time when so many skills and competencies can indeed be gained in other ways, and at a time when exponential growth of developments in science, technology and globalisation hasten the need for more globally competent graduates. Innovative global education approaches are indeed essential to reinventing the purposes and methods of the university if we are to succeed in educating empowered global citizens. **F**

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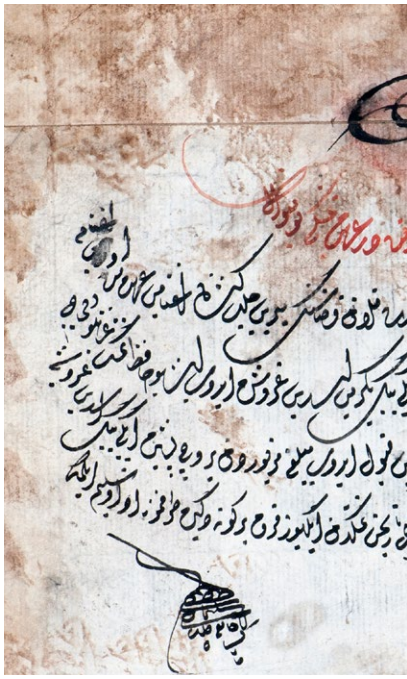
ISTANBUL CONFERENCE 2013



Turkey's rich language deserves some exploration ahead of the EAIE Conference and this article sheds light on the exotic lingo you will come across in the country which bridges East and West. With Turkey playing host to renowned authors including a literature Nobel laureate, we also provide some excellent suggestions for your pre-conference reading list!

ANJARIITTA RANTANEN
Istanbul, Turkey

Turkish language originates from Central Asia and belongs to the family of Turkic languages, and according to some linguistic theories, to a wider group of Altaic languages. Not being an Indo-European language, it is sometimes baffling to a foreign visitor that there is no grammatical gender, no definite article (in its place an accusative case is used), and that instead of using prepositions, nouns take case-endings as in Latin, and even suffixes that assign a person. Vowel harmony is important. The language works with extensive agglutination, and verbs indicate both person and show tense. It is possible to express a complete idea with one word. If your colleague misses an EAIE workshop, we would say: *Gelememiş* ("Apparently, for whatever reason, s/he was not able to come"). Agglutinated words tend to be very long, but there are some advantages in Turkish as well. Modern Turkish is written with Latin alphabets and spelling is phonetic with very few exceptions.

LANGUAGE EVOLUTION

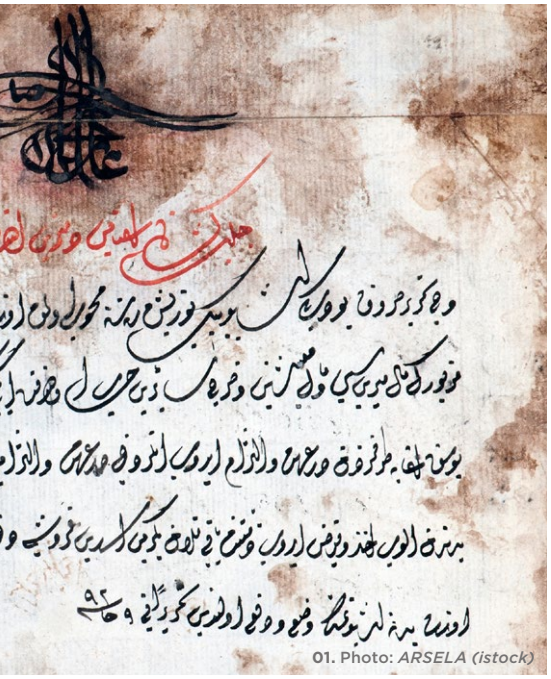
Turkish is the official language of the Republic of Turkey, but there is a range of minority languages, of which the largest is Kurdish in its varying dialects. Suppressed in the past for political reasons, in recent years the cultural rights in terms of using and teaching Kurdish have improved. With its multicultural heritage, you will be able to catch fragments of Greek, Armenian, Italian and even Ladino on the streets of Istanbul. English is not yet a *lingua franca* in Turkey, but Turkish people are extremely hospitable and go to great lengths to help a stranded visitor. Just learn the everyday greeting *Merhaba!* Another phrase that may come in handy for your trip to Istanbul is *Hoş bulduk!* – we are glad to be here!

ONE PHRASE THAT MAY COME IN HANDY FOR YOUR TRIP: HOŞ BULDUK! – WE ARE GLAD TO BE HERE!

Modern Turkish is the result of a language reform in the beginning of the republican period in the country. The Republic of Turkey was established in 1923 and the language reform took place in 1928. Prior to the reform, Ottoman Turkish, heavily influenced by Persian and Arabic and written with script, was the language of the literati and government in the Ottoman Empire. With the language reform, the Latin alphabet was introduced and loanwords of Arabic and Persian origin were replaced with Turkish equivalents. Ottoman Turkish is almost unintelligible to a modern Turkish speaker, but to some extent, older words do co-exist with the modern usage, and having the two different periods of Turkish makes the language richer – it is possible to indicate very slight nuances by alternating between the two vocabularies.

TURKISH LITERATURE

A juxtaposition of the highly sophisticated Persian-style Ottoman Divan poetry and simple folklore gives Turkey a versatile literature tradition. In the last century of the Ottoman rule, Western (especially French) realism and naturalism influenced Turkish literature in the 'new', 'future' and 'national' literature movements. From the beginning of the republican period, the Western notion of progress on one hand, and the folk tradition on the other, produced works of social realism and so-called 'village novels'. Maybe the first modern Turkish author to become known internationally is Yaşar Kemal with his *Memed, My Hawk* (1955). In poetry, expressing a strong communist political stance and adopting free verse, Nâzım Hikmet remains both controversial and



01. Photo: *ARSELA (istock)*

02. Photo: *Ekaterina Pokrovsky (shutterstock)*

03. Photo: *Gökhan Çelem*

01, 02 Turkish language through the ages; **03** Elif Shafak, EAIE Istanbul 2013 keynote speaker

beloved (an example of his work is *Human Landscapes from My Country* [1939]).[1]

The 2006 Nobel Prize in Literature was awarded to Turkish novelist Orhan Pamuk "who in the quest for the melancholic soul of his native city has discovered new symbols for the clash and interlacing of cultures".[2] His international breakthrough was *The White Castle* (1985; English 1990), and other major works following were: *The Black Book* (1990), *My Name is Red* (1998) and *Snow* (2002).

Pamuk could be considered a postmodernist as he experiments with different narrative techniques, but he is first and foremost a great storyteller, soul-searcher and a social critic. There is conflict between West and East, modernism and traditionalism in *My Name is Red*. Similarly, there are conflicting elements of contemporary Turkish society, right and left, establishment and anti-government, secular and fundamentalist, Turkish and Kurdish in *Snow*. His repeated themes are questions of self-identity and loss in love. *The Black Book* is a detective novel of its own kind. A man has a missing wife, or is it that he has lost himself? Will he be able to find either of them on the Kafkaesque streets of Istanbul? Pamuk is essentially an Istanbul writer, a real *İstanbullu*. He uses the city as a backdrop during different centuries, different decades. The transformation throughout the times is evidence of the clash between old and new, East and West. An excellent primer for your visit to Istanbul is Pamuk's *Istanbul: Memories and the City* (2003; English 2005). If you remain curious after *The Museum of Innocence* (2008), you can visit the *actual* museum during your stay; an entrance ticket is included on the closing pages of the book.

THE MOST-READ CONTEMPORARY FEMALE AUTHOR IN TURKEY IS ELIF ŞAFAK

The most-read contemporary female author in Turkey is Elif Şafak (spelled Shafak in English publications). A political science scholar by training and employed in academia, she has a body of work encompassing both fiction and non-fiction. Having lived intermittently outside of Turkey and in Turkey over the years, she is able to make the backstreets of Istanbul and global and multicultural conflicts ring equally true. She writes both in Turkish and English, so the reader will be able to enjoy her books in her original words. In *The Bastard of Istanbul* (2006), she interweaves themes as various and sensitive as growing up in a matriarchic household, Turkish-Armenian relations, rape and incest. *The Forty Rules of Love: A Novel of Rumi* (2010), a novel within a novel, is one part contemporary and the other part set seven centuries ago. Deeply delving into Sufi mystics in the story of Rumi and Shams of Tabriz, this is an extraordinary book from a young feminist writer. About her own conflict between a career and motherhood, she published *Black Milk* (2007, English 2011). In *Honour* (2011, English 2012), she tackles displacement, immigration, cultural ghettos, Turkish-Kurdish identities and the tradition of honor killings. Elif Şafak will be the Opening Plenary keynote speaker at the 2013 EAIE Conference in Istanbul, so don't miss her opening speech on Wednesday 11 September! Online registration for the conference is open until 21 August at www.eaie.org/istanbul. F

1. For a comprehensive list of modern Turkish literature available in English translation, visit: www.booksfromturkey.com/files/catalouge-31.pdf

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Perspectives

Three international students in Turkey share their insights into the service-learning projects they have been working on during their studies.

Name: Graham May

Nationality: Canadian

Degree: Environmental Studies (Hon.) and International Relations

Host institution: Koç University, Istanbul, Turkey

Community/service work engaged in:

GM: I organised a charity bike ride across Turkey in support of a women's microfinance project, which helped me to develop skills in public speaking, project management, professionalism, and conflict resolution – not to mention a deepened understanding of Turkey. I also founded and coordinated the first KU-EMU Peace Summit in North Cyprus, which involved coordinating the logistics of an international conference, acting as liaison between two universities, and communicating with UN officials - it was International Relations in action!

What kind of impact have these projects had on your studies?

GM: I believe that putting education into practice will always strengthen and deepen learning. These projects are intensely relevant to my degree and my professional goals, so they complement, rather than compete with, my studies. For example, during the KU-EMU Peace Summit I had the opportunity to interview a senior UN negotiator, whose perspective I later incorporated in an International Relations final paper.

Name: Alizeh Atif

Nationality: Pakistani

Degree: International Studies

Host institution: Sabanci University, Istanbul, Turkey

Community/service work engaged in:

AA: I take part in an activity called 'Refugee Pinhole Project' in which I accompany refugees in the scenic parts of Asian Istanbul and introduce them to a simple yet enjoyable technique of capturing moments through handmade cameras. The project has opened up my way of thinking. I now view refugees as a neglected and underrepresented group in society as they require guidance and attention but do not receive sufficient amounts of these. Projects like these benefit both the students taking part through the learning experience we gain and also groups in society who are in dire need of our attention, care and awareness regarding their existence and conditions.

What kind of impact has it had on your studies?

AA: As I am an International Studies major, I plan on taking courses which will enlighten me regarding such socially pertinent issues. I want to gain understanding as to how this group in society can actively and responsibly be attended to.

Name: Lena Bruce

Nationality: Swedish-Turkish

Degree: International Relations

Host institution: Koç University, Istanbul, Turkey

Community/service work engaged in:

LB: I am a member of the group KU Global Aid, which currently has three separate projects underway. One of these projects is in Turkey, the other two abroad. The common feature of all three projects is that they aim to create a sustainable form of aid based on the needs of each individual community. The responsibility of planning and executing the projects lies heavily on the students, which has taught me how such projects are actually put into action. The projects themselves have given me great perspective and shown me the amount of room there is for change in the world.

What kind of impact have they had on your studies?

LB: I am now more capable of seeing the pragmatic aspect of my classes, and linking knowledge gained from them to these real life experiences. I believe that such projects are equally as important as your studies, if not more valuable. I don't think it's possible to learn what you learn during these projects in the classroom.

Calendar

21 AUGUST

25th Annual EAIE Conference online registration closes

21 TO 24 AUGUST

17th Annual IEASA Conference

'Internationalisation in a Changing World: Higher Education's Response'

LOCATION: Central University of Technology, Free State, Bloemfontein, South Africa

INFO: International Education Association of South Africa, Pretoria, South Africa

TEL +27-124-81 29 08
E-MAIL ieasa2013@cut.ac.za
www.ieasa.studysa.org

28 TO 31 AUGUST

35th Annual EAIR Forum

'The Impact of Higher Education: Addressing the challenges of the 21st century'

LOCATION: Erasmus University Rotterdam, the Netherlands

INFO: European Association for Institutional Research, Amsterdam, the Netherlands

TEL +31-203-20 59 73
E-MAIL eair@eair.nl
www.eair.nl

10 TO 13 SEPTEMBER

25th Annual EAIE Conference

'Weaving the future of global partnerships'

LOCATION: Istanbul Congress Center, Istanbul, Turkey

www.eaie.org/istanbul

2 TO 4 OCTOBER

5th ANIE Annual Conference

'Intra-regional higher education cooperation: Making internationalization and regionalization work for Africa'

LOCATION: Addis Ababa, Ethiopia

INFO: The African Network for Internationalization of Education, Eldoret, Kenya

E-MAIL jowij@anienetwork.org
www.anienetwork.org

8 TO 11 OCTOBER

AIEC 2013

'Global imperatives, local realities'

LOCATION: National Convention Centre, Canberra, Australia

INFO: The International Education Association of Australia, Melbourne, Australia

+61-280-96 87 70
E-MAIL aiec2013@epicconferences.com.au
www.aiec.idp.com

16 TO 18 OCTOBER

25th ICDE World Conference

'New Strategies for Global Open, Flexible and Distance Learning'

LOCATION: Tianjin Open University, China

INFO: International Council for Open and Distance Education, Oslo, Norway

TEL +47-22-06 26 30
E-MAIL icde@icde.org
www.tjrtvu.edu.cn/icde/en/index-en.html

24 TO 25 OCTOBER

EADTU: The open and flexible higher education conference

'Transition to open and online education in European universities'

LOCATION: Les Cordeliers, Paris, France

INFO: The European Association of Distance Teaching Universities, Heerlen, the Netherlands

TEL +31-455-76 22 14
E-MAIL secretariat@eadtu.eu
www.eadtu.eu

★28 OCTOBER

EAIE Autumn Academy registration deadline

17 TO 20 NOVEMBER

2013 CBIE Annual Conference

'Education for a Better World: Our Global Social Responsibility'

LOCATION: Vancouver, British Columbia, Canada

INFO: The Canadian Bureau for International Education, Ottawa, Canada

TEL +1-613-237 48 20
E-MAIL info@cbie.ca
www.cbie-bcei.ca

★18 TO 22 NOVEMBER

EAIE Autumn Academy

LOCATION: Tallinn University, Estonia

www.eaie.org/autumn-academy-2013

21 TO 23 NOVEMBER

8th European Quality Assurance Forum

'Working together to take quality forward'

LOCATION: University of Gothenburg, Sweden

INFO: European University Association, Brussels, Belgium

TEL +32-2-230 55 44
E-MAIL sue.pavis@eua.be
www.eua.be

27 TO 29 NOVEMBER

EAPRIL 2013 Conference

LOCATION: Haute Ecole Pédagogique - BEJUNE, Biel/Bienne Switzerland

INFO: European Association for Practitioner Research on Improving Learning, Leuven, Belgium

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