

**International Student and Faculty Mobility:
Moving beyond Current Practices**
CCID Annual Conference
The Woodlands, TX

Dr. Dan E. Davidson
American Councils and Bryn Mawr College
February 22, 2010

Reflecting on internationalization trends in US education, Arne Duncan has noted:

- *“US education is too parochial. We need a new generation of Americans who can speak at least one other language besides English;*
- *Our students must have the experience of studying and living abroad to learn first hand how others see the world. This experience should happen not only in college, but at K-12 levels as well...*
- *Those Americans who speak Arabic, Chinese, and Russian will have a great advantage in the work force of the 21st century.” Arne Duncan, 10-23-09*

Reflecting on the impact of globalization on US higher education:

- “While the US is strongly associated with the rise of economic globalization, including globalization in higher education, much of US higher education has remained remarkably untouched by these processes.” (Marginson, and Wende, Globalization and Higher Education. OECD Directorate for Education, Working Paper No. 8, July 2007.
- Governments in Europe and Asia are investing heavily in higher education-based research and in establishing quality institutions to ensure their competitiveness in the 21st century knowledge-based society. The topic today is not ‘should the US Government do more’ in this respect, but rather what are we in US higher education doing?
- In a recent survey by the Paris-based International Association of Universities, improving student preparedness has replaced strengthening research capacity as the top priority of internationalization strategies at 150 member universities around the world. (CHE, October 2, 2009)

Globalization, student faculty mobility, and US higher education

- To what extent does your campus refer to or emphasize international learning opportunities, study abroad, international students and faculty, etc. in your publications and marketing to prospective freshmen?
- Does your campus have an internationalization strategy?
- Have you developed a plan for global student learning goals.

Reflecting on the state of student/faculty mobility, formulating the question:

- What percentage of U.S. students overall would you estimate undertake a period of study overseas for credit during the course of their college career?
- How does this number compare to the declarations of US entering freshmen regarding their intentions to study overseas, pursue an international field of study, learn a foreign language?

Reflections on international mobility, cont.

- How to account for this disjuncture between student expectations and the manifest situation? For example,
- How readily can your students gain recognition of academic credits obtained through study abroad?
- What would you say are the top 3 – 4 study abroad destinations of your students?
- How long are they away from campus on average?

Where the 262,416 US students studied abroad in 2007-8: (Open Doors, 2009)

- Europe 57% (UK, Italy, Spain, France)
- Latin America 15% (Ecuador, Argentina)
- Asia 10%, (China)
- Oceania (Australia, New Zealand and South Pacific Islands) - 6%
- Africa 4%.
- Middle East 1%

Reflection on mobility, cont.

- How readily does existing financial aid transfer for approved overseas study?
- How important are external sources of funding for the support of overseas study on your campus?
- How would you rate current faculty interest on your campus in the issue of overseas study and teaching, international institutional connections, international conferences, etc.
- What percentage of the faculty are experienced in international study or research?

Considering in-bound international students, and domestic heritage students:

- What percentage of your students matriculate from overseas?
- What sending countries account for the majority of those who come to study at your campus?
- Are there particular heritage communities represented within the population that your campus serves? Can these communities be useful to a campus internationalization effort?

How important are world languages on your campus?

- The paradigm for 18-th – 20th century was Eurocentric: French, German, Spanish + Latin. Grammar/translation approach, which has yielded to more proficiency-based approaches in most places today.
- Sputnik ushered in the study of Russian in 1957; economic development brought Japanese and Chinese in the 90's; Arabic and Persian after 9-11. US study of critical languages has been largely re-active and crisis-driven. The new emphasis is on professional-level proficiency and development of a national “surge capacity” in all the major world languages.
- How has your campus responded? Is internationalization possible without languages? Who needs a language today? How much language? Do you have a language requirement? How does it function?

Beyond the US: Bologna, the EU Internationalization Strategy

- The Emerging European Higher Education Area:
- from the Atlantic to the Pacific -- “from Galway to Vladivostok”
- Erasmus goal: 10% mobility in EU higher Ed
- By 2010 the EHEA* will encompass
 - 12 million students
 - 4,000 universities

The purposes of the Bologna Process

- “Europe is to become the most competitive dynamic knowledge-based economy in the world by 2010.”
-- Lisbon 2000
- Brace universities and national systems for global competition.
- Be competitive through cooperation and transparency in the global competition;
- Concentrate resources where you have strength, to identify new areas of strength.

International Student Mobility Trends: Who goes where?

- **To US:** India 76k, China 63k, Korea 59k, Japan 39k, Canada 28k (675k total)
- **To UK:** China 51k, India 19k, Greece 18k, Ireland 18k, US 15k
- **To Australia:** China 66k, India 36k, Malaysia 36k, Hong Kong 17k, Indonesia 13k
- **To Germany:** China 27k, Turkey 22k, Poland 15k, Bulgaria 13k, Russia 12k
- **To France:** Morocco 26k, Algeria 22k, China 16k, Tunisia 10k, Senegal 9k

NB: Malaysia, Singapore, China all building up domestic system, offering courses in English, seeking more foreign students.

Russia may accept 100,000 foreign students annually in the years ahead.

What is the US Gov doing to help US higher education remain competitive internationally?

- More than you might think!
- “Education USA” network of overseas advising centers
- Direct scholarship and overseas testing, interview, and document verification support, administered by organizations like American Councils, IIE, AmidEast, LASPAU
- And for out-bound US students much new since the launch of National Security Education Initiative of 2006
- NSLI-Y, StarTalk, Critical Language Summers, the Language Flagships
- Expansion of Fulbright and Gilman awards for US post-BA students; Fulbright visiting TA programs.
- Boren Scholarships and Fellowships
- Fulbright-Hays Group Projects Awards (USED)
- Coming soon: the Paul Simon Scholarship Program

Testing and Outcomes Measurement

Quality assurance, accountability, and managing the expectations of students, parents, deans, and funders

Teaching for Proficiency, the Organizing Principle

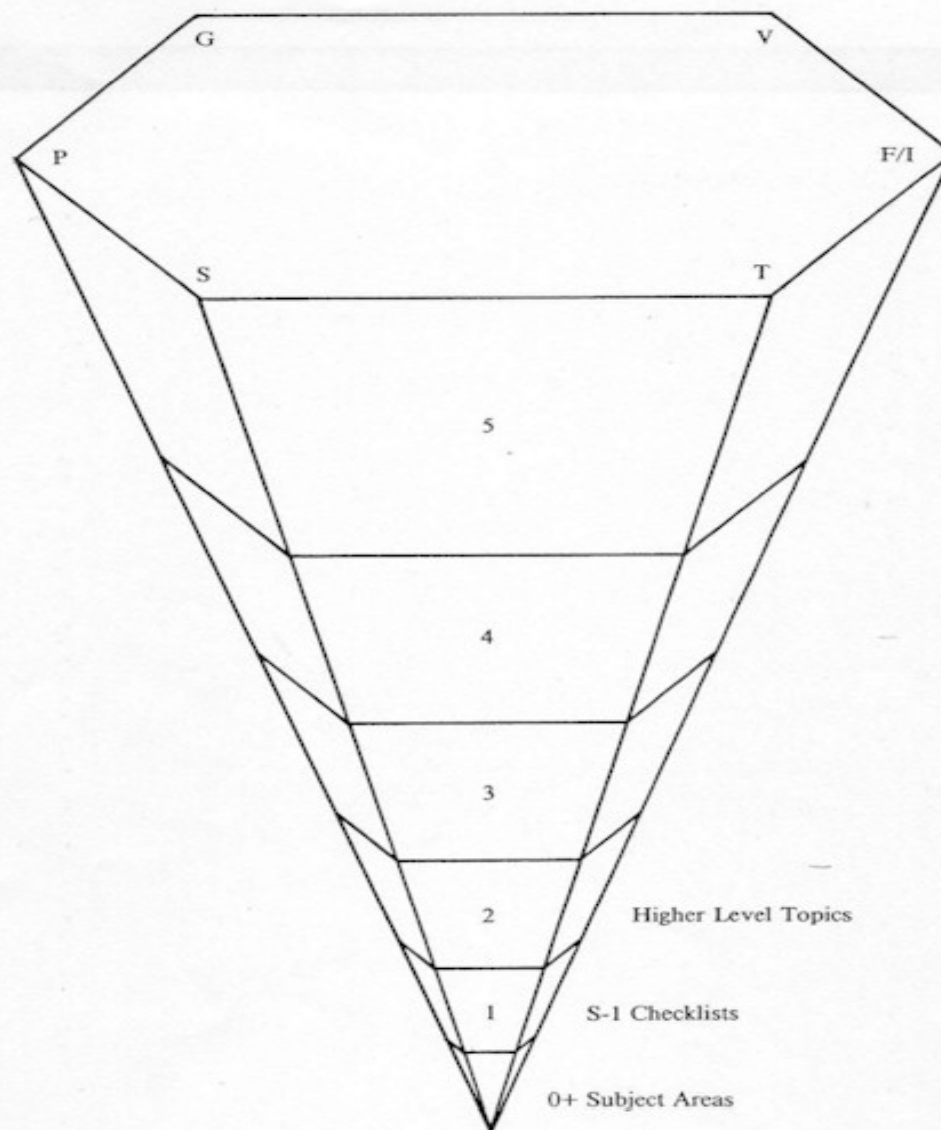
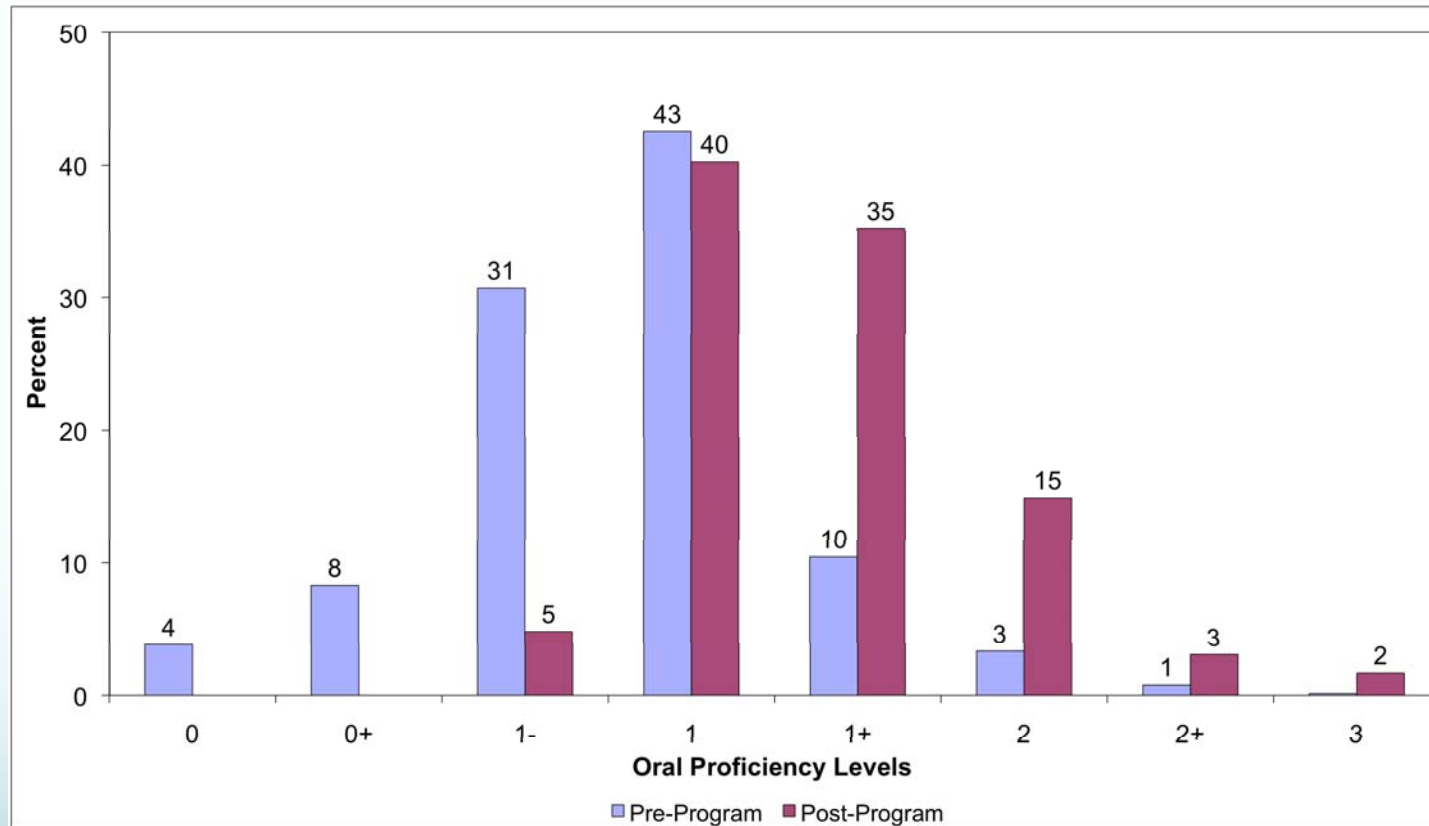


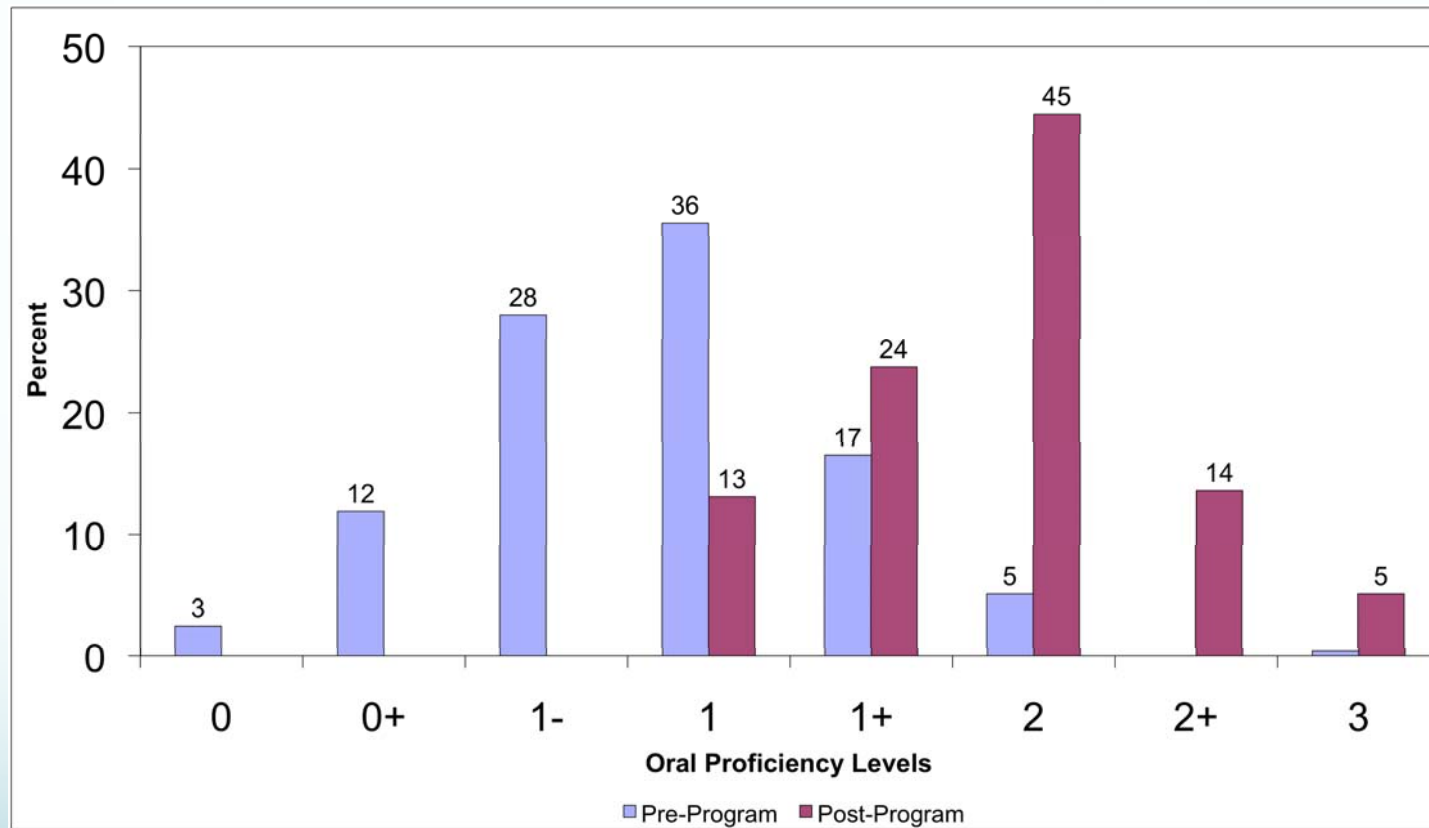
Figure 1. Inverted Pyramid of Language Proficiency

Reprinted with permission from the *Manual for LS Oral Interview Workshops* (June 1980).

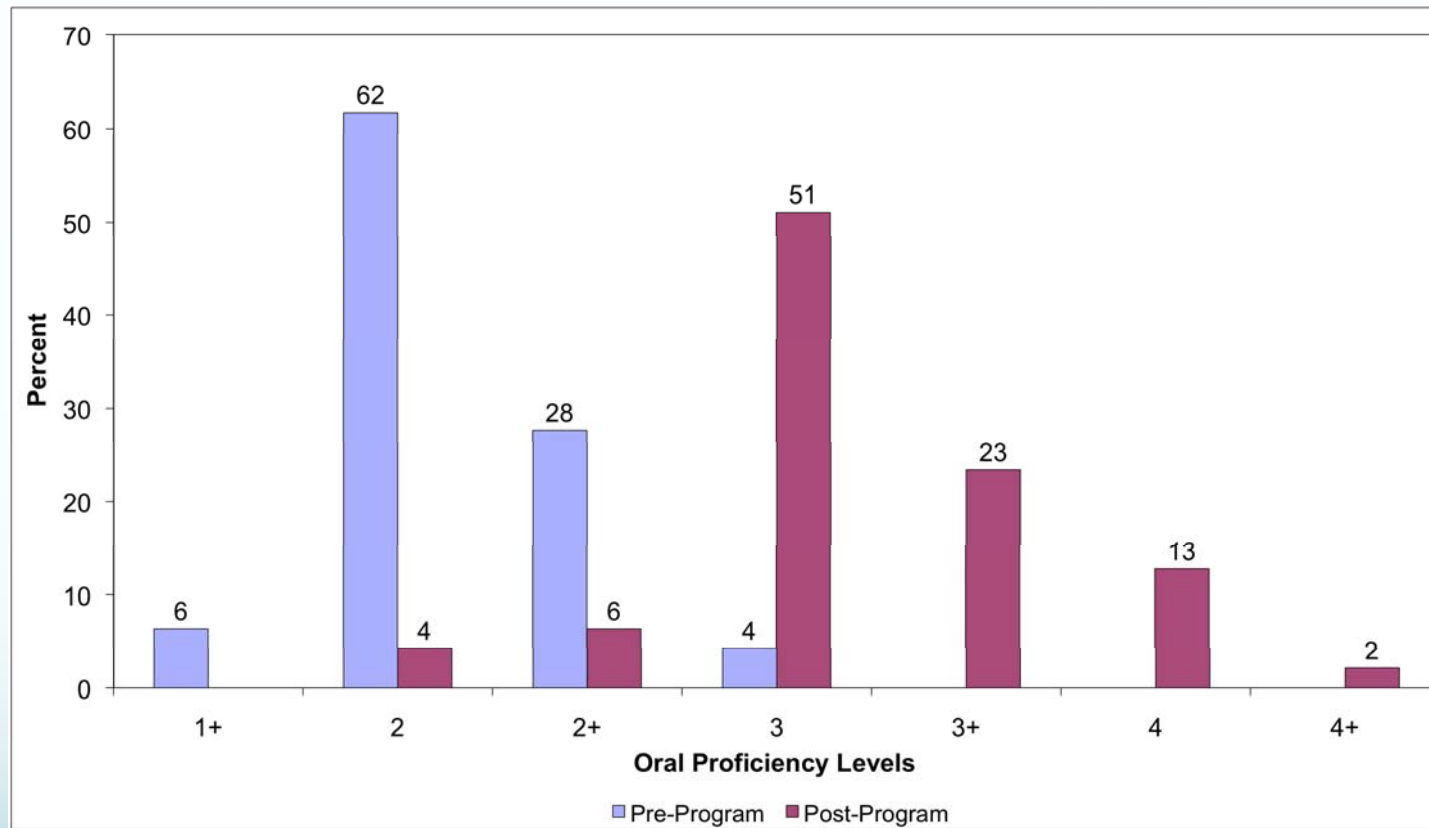
Comparison of Pre- and Post-Program Oral Proficiency Scores: Semester Students ($N = 785$)



Comparison of Pre- and Post-Program Oral Proficiency Scores: Academic Year Students ($N = 236$)



Comparison of Pre- and Post-Program Oral Proficiency Scores: Flagship Students (N = 47)



Policy recommendations, cont.

- Do not overestimate the impact of short-term SA programs in producing measureable gains. Much of the increase in US SA in recent years based on short stays.
- Base-levels of proficiency during SA have very significant effects on L-2/C-2 integration, utilization, learning
- Long-term SA (9-12 months) contributes substantially to acquisition at high-levels of proficiency for a range of learners.

<http://www.americancouncils.org>

Ddavidson@actr.org