



AHE 599: Globalization in Higher Education

Spring 2015

Class Meeting

Day/Time: Wednesday 5:30 pm – 7:20 pm

Location: Furman 105

Instructor

Marigold Setsuko Holmes, M.S.
Manager, Sponsored Student Programs
International Student and Advising Services (ISAS)
Office: Suite 130 University Plaza
Phone: 541-737-6452
Email: Marigold.Holmes@oregonstate.edu
Office hours: by appointment

Teaching Assistant

Emiko Christopherson
International Student Advisor
International Student and Advising Services (ISAS)
Office: Suite 130 University Plaza
Phone: 541-737-2238
Email: Emiko.Christopherson@oregonstate.edu
Office hours: by appointment

Course Credits

This course combines approximately 60 hours of instruction, group activities and assignments for 2 credits.

Course Pre-requisites

Students wishing to enroll in this course must have graduate-standing. Priority will be given to students in the College Student Service Administration (CSSA) program.

Course Rationale and Overview

From communication to transportation and civil society to culture, we live in a complex world of interconnections on a global scale (Brainard, 2008). Global citizenship is critical to maintaining national security and ensuring success in an increasingly competitive world economic market (Perry et al., 2013). “Globalization, a key reality in the 21st century, has already profoundly affected higher education...It is not possible for higher education to opt out of the global environment since its effects are unavoidable” (Altach, Reisberg, & Rumbley, 2009, p. 7). Indeed, globalization has become a highly salient and powerful force in nearly all sectors of higher education around the world (Rumbley, Altbach, & Reisberg, 2012). This does not preclude student affairs, which is charged with the important task of cultivating coherent and ethical values (ACPA, 1996) and enhancing the learning outcomes for students through the empowering and supporting of in their academic pursuits, personal growth, and maturity (UNESCO, 1998). Thus, it is important for student affairs professionals to understand globalization, develop a global mindset, and gain skills that will allow them to foster global citizenship among the students they serve.

The purpose of this seminar style course is to expose students to the multifaceted nature of global education by exploring Globalization/internationalization as it relates not only to student affairs, but to the greater higher education setting. Specific topics to be covered include: a) an overview of the broader definitions of globalization and internationalization, its history, and its impacts to society, culture, and education; b) exploration of global higher education and its evolution; c) introduction to global education initiatives on college campuses; d) comparison of education systems from around the world; e) introduction and comparison of national global education strategies from around the world – e.g. Fulbright program, GARIOA program, Bolonia project, G-30, BSMP, 1000 Latin Americas project, and so on; f) introduction of traditional student affairs functional areas associated with international education – i.e. international student programs and study abroad programs; g) exploration of institutional globalization strategies and globalization efforts in various student affairs functional areas; h)examination of student mobility and the characteristics associated with of international students, study abroad students, and third-culture kids, including identity development and transitional issues; i) globalization and social justice, j) cross-cultural communication, and k) “hot topics” and trends in global education

References

- ACPA (1996). Principles for Good Practice in Student Affairs. Retrieved from <http://acpa.nche.edu/pgp/principle.htm>
- Altach, P. G., Reisberg, L., & Rumbley, L. E. (2009). Trends in global higher education. Report prepared for the UNESCO 2009 World Conference on Higher Education, Paris, France. Retrieved from <http://www.uis.unesco.org/Library/Documents/trends-global-higher-education-2009-world-conference-en.pdf>
- Brainard, L. (2008, July). Considering the global economy and development in national security. Center for a New Security Report, Brookings institute. Retrieved from <http://www.brookings.edu/research/articles/2008/07/national-security-brainard>
- Perry, L., Stoner, K. R., Stoner, L., Wadsworth, D., Page, R. & Tarrant, M. A. (2013). The importance of global citizenship to higher education: The role of short-term study abroad. *British Journal of Education, Society & Behavioural Science*, x(x). Retrieved from <http://discoverabroad.uga.edu/wp-content/uploads/2014/08/Perry-et-al-2013.pdf>
- Rumbley, L. E., Altbach, P. G. & Reisberg, L. (2012). Internationalization within the higher education context. In D.K. Dearoff, H. deWit, J. D. Heyl, & T. Adams (Eds), *The Sage handbook of international higher education*, (pp. 3-26). Thousand Oaks, CA: Sage Publications Inc.
- UNESCO (1998). The role of student affairs and services in higher education: A practical manual for developing, implementing, and assessing student affairs programmes and services. Follow up to the UNESCO 1998 World Conference on Higher Education, Paris, France. Retrieved from <http://unesdoc.unesco.org/images/0012/001281/128118e.pdf>

Course Learning Outcomes

Upon completion of this course, students will be able to:

- Define globalization in the context of higher education and identify the various social, economic and political trends that impact students, institutions, and society as a whole.
- Define internationalization in the context of higher education and describe traditional functional areas associated with internationalization, including international student programs and study abroad programs.
- Identify trends in global student mobility, globalization, and internationalization.
- Articulate the characteristics of and challenges face by international students, study abroad students, and TCK (Third culture kids) students.
- Compare and contrast different higher education policies and practices from around the world.
- Analyze various globalization initiatives at the institutional and national levels.
- Understand the impact and implications of globalization from a social justice framework
- Develop strategies to implement globalization in various functional areas across Student Affairs.

CSSA Competencies

This course will address the following CSSA competencies:

- **Knowledge and Understanding of Higher Education and Student Affairs**
 - Articulate knowledge of historical and philosophical underpinnings of past and current issues shaping the field of student affairs and the student experience
 - Demonstrate knowledge and understanding of the range, scope, and roles of different functional areas within higher education
 - Understand the primary challenges and opportunities being presented to student affairs professionals
 - Understand systems of privilege and oppression and the impact of these on institutional systems or organizations
 - Identify goals, trends, and key issues related to the future of the student affairs profession
 - Identify legal issues that impact higher education, field of student affairs, institutional policy and the student experience

- **Knowledge and Understanding of Student Populations and Student Development**
 - Understand the impact of student identity, cultural heritage, and institutional and societal systems (including power and privilege), on identity development, personal growth, individual perspectives, and students' experiences
 - Recognize various dimensions of identity and the intersectionality of those dimensions in the lives and learning experiences of students
 - Analyze and apply concepts and theories of student and human development to enhance work with students
 - Identify and articulate issues students face when transitioning into and out of institutions of higher education
 - Assess the impact of varied higher educational settings and institutional types on the student experience
 - Apply varying approaches and relevant technology to communicating with different students and student populations
- **Delivery of Student Services**
 - Utilize research and assessment data to identify needs and establish learning outcomes for the development of programs and services
 - Apply knowledge of diverse audiences in the development, communication, delivery, and assessment of programs, curricula, and services
 - Identify target populations and use appropriate marketing strategies to maximize program effectiveness
 - Implement accessible and engaging programs incorporating innovative techniques and technology to meet the needs of a diverse audience
- **The Developing Professional**
 - Identify one's professional values and ethics
 - Describe how one's own world view impacts values and assumptions when working with others

Statement of Accessibility and Equity

Our class will be welcoming and inclusive of all students. Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098. Students who require accommodations for religious or cultural reasons – including, but not limited to, being late to or absent from class – must consult the instructor as soon as possible and prior to needing the accommodations.

Expectations for Student Conduct

As stated on the [Student Conduct and Community Standards website](http://studentlife.oregonstate.edu/studentconduct), *Oregon State University is committed to providing programs and services designed to meet the educational and developmental needs of students in relation to community standards, civility, accountability, diversity, respect and truth. Choosing to join the Oregon State University community obligates each member to a code of responsible behavior which is outlined in the [Student Conduct Code](http://studentlife.oregonstate.edu/studentconduct). The assumption upon which this Code is based is that all persons must treat one another with dignity and respect in order for scholarship to thrive.* As a member of the OSU community, students will be expected to follow the standards set forth in the Student Conduct Code, particularly as it relates to academic honesty and classroom civility. For more information, please visit the Student Conduct and Community Standards website (<http://studentlife.oregonstate.edu/studentconduct>).

Instructor Philosophy

As an international educator, I strive to provide learning environments that foster mutual understanding and appreciation for individual uniqueness, regardless of cultural heritage. My teaching philosophy is grounded in sentipensante pedagogy – a holistic approach to teaching and learning that connects intellectualism to an individual's past experiences, insights, and awareness (Rendón, 2009). I believe in providing truly meaningful and transformative

educational experience by creating inclusive learning environments that foster creativity, encourage authenticity and prepare students to flourish in life.

Course Requirements

➤ **Required Text**

There is no textbook for this class. Readings will be assigned from relevant journal articles, book chapters, and websites. These materials will be available online through the OSU library, as a pdf in the Canvas weekly module files, or through other designated websites. A listing of the weekly reading assignments can be found in the Course Outline and in the Canvas weekly module files.

➤ **Canvas (Course Management System)**

Students will be able to access learning materials, such as the syllabus, presentations, discussions, readings and assignments through the course Canvas site. The Canvas site is organized as follows:

Announcements – This area will be updated at least once a week with course updates and any important information for the course.

Assignments – Details regarding your assignments are provided in this folder. Directions, as well as links for uploading your completed assignments may also be found here.

Discussion – This area is a forum for you to post questions and continue conversations outside of class time. While there is no discussion post requirement associated with the course grade, you may be asked from time to time to contribute your thoughts and reflections to the course discussion board.

Grades – You will be able to track your progress through instructor feedback provided here. Your grades and feedback will be updated by noon on Monday for the previous week.

Modules – There will be a folder for each week during the course. Reading materials, classroom presentations and other relevant resources for each weekly module can be found in the corresponding week folder.

People – This area provides your group members with a space for collaborative work. You may use this platform to exchange ideas and work on your graphic organizers or group projects.

Syllabus – the most recent version of the course syllabus will be available in this folder.

➤ **Attendance Policy**

The AHE Department's expectation is that graduate students will attend and participate in every face-to-face class meeting. Given the cohort and interactive nature of these classes, being present in class is fundamental, and any absence will affect the student's course grade. At the instructors' discretion, a student who misses a portion of any face-to-face class may not be eligible for a grade of A. A student who misses nine (9) or more hours of face-to-face instruction will not be eligible for a grade higher than B+. It should be noted, however that these grade reduction will not be in effect for students with contagious illnesses. In any case and at the instructor's discretion, the student may need to undertake additional work to make up for absences.

Course Assignments & Grading

1. Class Participation (10 points)

This course will focus on active learning. To create an active learning environment means to make the classroom experience an active process for the learners, to facilitate diverse learning styles and to provide opportunities for learners to make the materials their own" ([Meyers & Jones, 1993](#)). In other words, active learning encourages students to take ownership of their own learning through various activities beyond listening to lectures by instructors. While I appreciate the diverse learning and engagement styles that each student brings to the class, your participation and contributions are critical to the success of the course. As such, you are expected to come prepared for each class by completing all assigned readings and out of class activities, bring questions, critiques, and reflections, and be ready to

engage in meaningful dialogue with your peers and the instructor. This also means that you are expected to be free of technological distractions.

Furthermore, since this is an interactive class, it is critical that we create a safe environment in which all students are able to participate. In order for such an environment to exist, the instructor and student must work together to create a safe space in which everyone treats others with civility and respect and appreciates the different perspectives that are brought into the classroom. Any actions of disrespect and incivility will not be tolerated and may result in notification to university authorities as set forth by the [Student Conduct Code](#).

2. Graphic Organizer – due on Mondays by noon during weeks 3, 5, 7, & 9 (5 points each)

Graphic organizers provide you with a means to organize your thoughts and demonstrate your understanding of key concepts in a visual fashion. With a partner, you will create a graphic organizer throughout this course that will allow you to analyze and synthesize the key concepts and theories you have learned. A graphic organizer may take the form of a concept map, chart, diagram, Prezi, etc. Your team may select the means that will best showcase what you have learned, as long as the medium you have selected for your graphic organizer can be shared electronically with others, projected onto a large screen, and be printed as a paper document. Your graphic organizers should build upon the previous weeks' work. For each new version, your team must add at least three new theories or key concepts and submit the updated version with the previous versions. It is up to your team to decide which theories and key concepts to include. Be careful not to get too caught up in the visual presentation and remember to focus on the concepts.

During week 9 your team will briefly present your graphic organizer with the class by highlighting one or two key concepts or connections that you found interesting during the class. Your presentations will be no more than 5 minutes.

Your graphic organizers will be evaluated for: a) timely submission of each bi-weekly graphic organizer, b) inclusion of 3 new concepts, c) overall quality of the graphic organizer that demonstrates your understanding of the theories and key concepts and their relationship to other concepts covered in this class. *Please see the grading rubric available in Canvas for details regarding instructor expectations for this assignment.*

3. Alma Matter Globalization Initiative Review – due Week 2, April 8th (5 points)

For this assignment, you will be required to look through the website for your Alma mater and assess the institution's efforts for globalization. As you peruse the website, reflect on the following questions:

- What percentage of students on the campus are international students? What percentage of all students study abroad?
- Does your Alma mater have a Division of International Programs or an equivalent? Is there an international student office and if so, where is it located in the organizational structure? Similarly, is there a study abroad office and if so, where is it located in the organizational structure?
- Is globalization/internationalization addressed in the institutional mission/vision/objectives? If so, how is it addressed?
- Is there a strategic plan for globalization/internationalization? Is it a part of the overall institutional strategic plan or is it part of a division/unit/department's institutional plan?
- What goals for globalization/internationalization are identified in the strategic plan? How does the institution plan to achieve these goals?

Takes notes as you read through the website and think about the questions noted above. You will use these notes to participate in a classroom activity during week 2. You will also be asked to turn-in your notes. Your notes may be typed or handwritten (please use legible handwriting), may be in bullet point format, and need not be more than one page.

You will be evaluated for: a) your active participation in the class activity during week 2 and b) addressing most of the questions posed above in your notes.

4. Group Presentation: Higher Education/Global initiatives around the world – due week 4, April 22nd (15 points)

As a group, you will research the higher education system or a national initiative on globalization of higher education for a country other than the U.S. You will create a one page handout and give a 10 minute presentation on the country/topic of your choice. Your presentation and handout should address the following elements:

- Basic structure of the educational system in that country (e.g. 1 year kindergarten, 5 years elementary, 3 years middle, 4 years high school + higher education; compulsory education through high school)
- Other relevant information – e.g. standardized tests, mandatory swimming test, etc.
- English language instruction – is it mandatory or optional? If mandatory, when do students start learning English and for how long?
- Study abroad trends for students from that country - what percentage study abroad? What are popular destinations? What percentage come to the U.S.? What are popular fields of study here in the U.S.?
- What national initiatives have the country implemented to increase globalization?

Your group will be evaluated for: a) addressing all required elements of this assignment, b) the quality of your presentation, and c) the quality of your handout. *Please see the grading rubric available in Canvas for details regarding instructor expectations for this assignment.*

5. 24 Hour Audit of Material Objects – due week 8, May 20th (5 points)

For this assignment, you will be asked to keep track of the material objects that you use or consume over the course of 24 hours (maximum 25 items).

- List all of these items identifying the country that the item was manufactured – e.g. dress made in Vietnam, chocolate made in Belgium, etc.
- Write a one page reflection of any patterns you may observe – what do these patterns tell you about global economy and trade? How are you participant of global economy? Are there connections between global economy and education, particularly higher education? What is the role of higher education in terms of bringing equity to the global economy?

You will be evaluated for: a) completeness of the assignment and b) the quality of your reflections based on the prompts provided above. *Please see the grading rubric available in Canvas for details regarding instructor expectations for this assignment.*

6. Capstone Project: Globalization Student Affairs – due week 10, June 3rd (40 points)

You have been charged by the Vice Provost for Student Affairs to globalize/internationalize your unit. Select a functional area that you see yourself working in and create a comprehensive proposal outlining how you will globalize your unit. Your proposal should address challenges faced by institutions engaged in globalization efforts and propose how your unit can support interventions to address these challenges. Please be sure that your suggested interventions are supported by evidence – research and theories. The evidence you use need not be limited to the theories learned in this class. For example, you may wish to include other student development theories you have learned during the course of your studies in the CSSA program. Use at least 3 peer reviewed journal articles/research to support your interventions. The proposal need not be a formal written paper, but can be in the format of a white paper, presentation, or any other creative outlet that you think will be appropriate (please consult instructor). You will be presenting your proposal to the class during Week 10.

You will be evaluated for: a) incorporating all required elements of this assignment, b) quality of the proposal, and c) quality of your oral presentation. *Please see the grading rubric available in Canvas for details regarding instructor expectations for this assignment.*

Course Evaluation

<u>Points Value</u>		<u>Grading</u>	
Attendance/Participation	10	A	= 100-93%
Graphic Organizer	20	A-	= 92-90
Alma Matter Globalization Initiative Review	5	B+	= 89-87
Group Presentation	15	B	= 86-83
24 Audit of Material Objects	5	B-	= 82-80
Capstone Project	45	C+	= 79-77
TOTAL	100	C	= 76-72

About the Instructor

Marigold Setsuko Holmes is an international educator, currently serving as the Manager for Sponsored Student Programs in the International Student Advising and Services at Oregon State University (OSU) in Corvallis, Oregon. Prior to coming to OSU, she served as Manager for Public Affairs with the Japan-U.S. Educational Commission (Fulbright Japan) based out of Tokyo, Japan, where she worked for 16 years. Marigold earned a Bachelor of Arts degree in English from the University of Washington and a Master of Science degree in College Student Services from Oregon State University. Her area of research includes institutional globalization efforts, cross-cultural education and international student transitions. She also has a strong interest in technology, research, assessment, and legal issues in higher education.

About the Teaching Assistant

Emiko Christopherson is an international educator, currently serving as an International Student Advisor in the International Student Advising and Services at Oregon State University (OSU) in Corvallis, Oregon. As a part-time third year College Student Services Administration (CSSA) cohort member, Emiko is excited to be contributing to the body of knowledge both in Student Affairs and International Education. Emiko earned a Bachelor of Arts degree in International Studies from Chubu University in Japan and is expected to graduate from CSSA in June 2015. Her passions include international education, international student advising, and transitional and academic advising. Emiko is excited to share her learning and working experiences in the field of International Education and higher education.

Legal Caveat

The above policies, procedures and assignments, as well as the schedule provided in the following pages is subject to change in the event of extenuating circumstances, by mutual agreement, and to ensure better student learning.

Proposed Course Outline

As of March 1, 2015; this outline is subject to change

Class 1 (April 1, 2015)

Topics:

- Overview of the course and class expectations
- Overview globalization and internationalization: broad definition, components, history, and their impact to society, culture, and education

Resources:

- Boudreaux, D. (2007). Globalization: Yesterday and today. In Boudreaux, D. (Ed.), *Globalization* (pp. 1-15). Santa Barbara: Greenwood Publishing Group.
- Brainard, L. (2008, July). Considering the global economy and development in national security. Center for a New Security Report, Brookings institute. Retrieved from <http://www.brookings.edu/research/articles/2008/07/national-security-brainard>
- SUNY Levin Institute (2015). *What is globalization?* Retrieved from <http://www.globalization101.org/what-is-globalization/>
- Robertson, R. (2004). The historical context and significance of globalization. *Development and Change*, 35(3), 557-565.

Assignments due:

- none

Class 2 (April 8, 2015)

Topics:

- Exploration of globalization in higher education and its evolution here in the U.S.

Readings due:

- Maringe, F. (2010). The meanings of globalization and internationalization in HE: Findings from a world survey. In N. Foskett & F. Maringe (Eds.), *Globalization in higher education: Theoretical, strategic and management perspectives* (pp. 18-34)
- Mitchell, D. E. & Nielsen, S. Y. (2012) Internationalization and globalization in higher education. In H. Cuadra-Montiel (Ed.), *Globalization – Education and management agendas* (pp. 3-22). Retrieved from <http://cdn.intechopen.com/pdfs-wm/38270.pdf>

Assignments due:

- Alma Matter Globalization Initiative Review
- Selection of country or national policy for group project due in Week 4

Class 3 (April 15, 2015)

Topics:

- Introduction of American Schools and Neocolonialism around the world
- “English language” as a pre-requisite to higher education

Readings due:

- X
- X
- X

Assignment due:

- Graphic organizer [Monday, April 13 @ 5 pm]

Class 4 (April 22, 2015)

Topics:

- Comparison of education systems from around the world
- Introduction and comparison of national global education strategies from around the world – e.g. Fulbright program, GARIOA program, Bolonia project, G-30, BSMP, 1000 Latin Americas project

Readings due:

- X
- X
- X

Assignment due:

- Group Project

Class 5 (April 29, 2015)

Topics:

- Introduction to traditional student affairs functional areas associated with international education – international student programs and study abroad programs

Readings due:

- Perry, L., Stoner, K. R., Stoner, L., Wadsworth, D., Page, R. & Tarrant, M. A. (2013). The importance of global citizenship to higher education: The role of short-term study abroad. *British Journal of Education, Society & Behavioural Science*, x(x). Retrieved from <http://discoverabroad.uga.edu/wp-content/uploads/2014/08/Perry-et-al-2013.pdf>
- X
- X

Assignment due:

- Graphic organizer [Monday, April 27 @ 5 pm]
- Questions for guest speakers

Class 6 (May 6, 2015)

Topics:

- Globalization efforts in various student affairs functional areas
- Student Affairs in other countries

Readings due:

- UNESCO (1998). The role of student affairs and services in higher education: A practical manual for developing, implementing, and assessing student affairs programmes and services. Follow up to the UNESCO 1998 World Conference on Higher Education, Paris, France. Retrieved from <http://unesdoc.unesco.org/images/0012/001281/128118e.pdf>
- X
- X

Assignments due:

- Selection of Capstone functional Area

Class 7 (May 13, 2015)

Topics:

- Examination of identity / cognitive development theories associated with international students and third-culture kids

Readings due:

- X
- X
- X

Assignments due:

- Graphic organizer [Monday, May 11 @ 5 pm]

Class 8 (May 20, 2015)

Topics:

- Globalization and Social Justice

Readings due:

- X
- X
- X

Assignment due:

- 24 hour audit of material objects

Class 9 (May 27, 2015)

Topics:

- Introduction to cross-cultural communication
- Graphic Organizer presentations

Readings due:

- X
- X
- X

Assignments due:

- Graphic organizer [Monday, May 25 @ 5 pm]

Class 10 (June 3, 2015)

Topics:

- Capstone presentation
- Course wrap-up and celebration

Readings due:

- X
- X
- X

Assignments due:

- Capstone project