Education 870: International and Comparative Higher and Postsecondary Education (Winter 2016)
Center for the Study of Higher and Postsecondary Education
University of Michigan School of Education

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Class: Wednesday, 9-12:00

Course Description

ED 870 introduces students to the international aspects of higher education and the implications for students, faculty, and administrators. Different interpretations of internationalization and globalization of higher education are considered; organizations that sponsor and support international activities are examined; and select national “systems” of higher education are considered in-depth. The challenges of integrating multiple national systems of higher education within the European Union and through the Bologna Process are also a focus of discussions.

In this course, students will:
• Consider what it means to internationalize a university and assess the effects on members
• Learn to distinguish among higher education systems and
• Analyze the impact of globalization processes on national systems of higher education.

Course Requirements

Throughout the semester, students will be expected to take responsibility for leading discussions on select topics. Additional graded assignments include: a PowerPoint presentation (January 27), a briefing paper on a national system of higher education (March 30), and a Policy Case Analysis (due April 13). The PowerPoint presentation summarizes interviews conducted with UM staff, the national system assignment entails selecting a country of interest and preparing a briefing paper you would give to someone about to visit that nation, and the case study is a team project in which groups analyze a key international higher education report, taking into account the globalization processes that may have shaped it.

The final course grade will be based on class participation (30%), the interview and national system papers/presentations (35%), and the case analysis (35%).

Policies on Late Papers and Missed Classes

If an extension of time is needed to complete an assignment, please notify the faculty member prior to the due date. Late papers are accepted up to a week late, with a penalty of half a grade, regardless of reason. The grade penalty is non-negotiable, but one late assignment does not generally hurt the final grade. Missed classes will hurt the class participation grade, also regardless of reason. As you look through the syllabus, you will see several group assignments are to be completed prior to class and are used as a basis for class discussion.

Readings

The course readings are available electronically through CTools, provided in advance each week. Please download and print out these articles at your own convenience.

Academic Integrity

Operating under the highest standards of academic integrity is implied and assumed. Academic integrity includes issues of content and process. Treating the course and class participants with respect, honoring class expectations and assignments, and seeking to derive maximum learning from the experience reflect some of the process aspects of academic integrity. Claiming ownership only of your own unique work and
ideas, providing appropriate attribution of others’ material and quotes, clearly indicating all paraphrasing, and providing the trail to the original source of any idea are key components to the content of academic integrity. Aspire to the spirit and highest representation of academic integrity. I would also encourage you to read the University’s General Catalogue, especially the sections that detail your rights as a student and the section that discusses the University’s expectations of you as a student. (See http://www.rackham.umich.edu/StudentInfo/Publications)

**Accommodation for Students with Disabilities**

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way I teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the office of Services for Students with Disabilities to help us determine appropriate accommodations. I will treat any information you provide as private and confidential. See http://www.umich.edu/~sswd/ for more information about services for students with disabilities.

**Religious Observation**

This class observes University defined holidays (such as Labor Day, Thanksgiving Day, Fall break). Because other days may be of more significance than a University-designated holiday, please inform me as soon as possible if a class day or due date for a class assignment conflicts with your observance of a holiday important to you. I will work with you to accommodate your needs.
ED 870 Schedule of Readings and Assignments

January 6  Introduction

January 13  Internationalization and Globalization

Readings:


January 20  Internationalization: Perspectives on the What and the Why

Readings:

U.S. Perspective


Non-U.S. Perspectives


January 27  Internationalizing US Campuses

Readings:

Assignment Due: Please arrange an interview with someone at UM who is engaged in international education. If you do not know someone, I will make an introduction. The goal of the interview is for you to gain insights into the various ways the internationalization of UM is understood and conducted.

The following general questions should guide your conversation. However, you will need to tailor your questions to the particular activity the individual engages in:

- What does the person you interview believe “internationalizing the University of Michigan” means? (I wouldn’t ask this as your first question!)
- How does your interview subject perceive the climate on campus and in their administrative unit regarding internationalization (e.g., how much is it valued, what it is assumed to entail, is there a community of colleagues engaged in “international education” with whom they interact);
- How are decisions to undertake an initiative made (e.g., what considerations come into play, what is the chain of authority, where do the ideas for initiatives come from);
- How are decisions made regarding whether or not to continue an initiative (or how will the decision be made) – e.g., what kinds of monitoring and or data collection are undertaken, who would be part of the decision;
- What does your interview subject perceive are the advantages of centralized and decentralized decision making (as described by Edwards), are there certain tasks/responsibilities they believe should be centralized and are there others they think are best left to different academic units;
- What types of international engagement do they think will predominate at UM over the next decade; and
- What would they like to see UM do and why?

The responses of your interview subject should be summarized in a PowerPoint presentation.

February 3  Cross-Border Arrangements

Readings:

Types of Arrangements


Branch Campuses


Yale Case

Case and questions to consider will be posted

February 10  Student Mobility, Adjustment and Support

Readings:

Who Studies: Where & Why


*Please read Goldstein, Salisbury, or Bodycott*


**Adjusting**


**February 17 Assessing Quality and Impact**

**Readings:**

Assessing Program and Institutional Quality – Quality Assurance


Defining and Assessing Individual Learning Outcomes


**February 24 National Systems of Higher Education: Western European Models**

**Readings:**


March 2  \hspace{2cm} **Winter Break**

March 9  \hspace{2cm} **National Systems of Higher Education: Developing and Transitioning Nations**

Readings:


March 16  \hspace{2cm} **Presentations on Countries (continued)**

Readings:


March 23  \hspace{2cm} **Globalization: Homogenizing Trends and Resistance**

Readings:


*Please read either Hazelkorn or Marginson & van der Wende*


March 30  
**Higher Education and “Nation Building” agendas**

**Readings:**


April 6  
**Bologna Process**

**Readings:**


April 13  
**Policy Cases**

**Readings:**


Supplemental Readings

January 13

January 20
NAFSA (October 2007). An international education policy: For U.S. leadership, competitiveness, and security.
Merrill, M. & Rodman, R. (2012). Rethinking whose needs are being met by internationalization: Purposes, players, and Aberrations. *AUDEM: The International Journal of Higher Education and Democracy, 3*, 4-34.

January 27

February 3

February 10

February 17


NSSE 2015
NSSE 2016

**February 24**


**March 9**


**March 23**


**March 30**


Shahjahan, R. & Madden, M. (2014). Uncovering the images and meanings of international organizations (IO) in higher education research. *Higher Education* 


**April 13**
