

# **Internationalization and the American Research University: Implications for Faculty Scholarship and Graduate Education**

April 5, 2018

University at Albany, State University of New York

Globalization has precipitated a degree of dynamism and disruption in American higher education never before witnessed in its history. While much of the strategic and orchestrated efforts around internationalization has occurred at four-year and teaching institutions, much less has occurred at research universities. Yet it is research universities, as one sector of the academy, that are the primary engines of discovery and innovation, and that have the resources and infrastructure to be most effective at pushing the boundaries of knowledge the farthest, and finding solutions to the most pressing challenges confronting humanity. Recognizing that scholarship is increasingly an international endeavor, and acknowledging the imperative to prepare graduate students for careers that will be profoundly international, why then are so many research universities not engaged in explicitly and intentionally internationalizing their campuses?

## **Lessons Learned or Insights for Senior International Officers**

1. It is necessary to examine and learn from the experiences of other countries regarding internationalization
2. Approximately 75% of research and development occurs outside N. America, providing an important opening for faculty to collaborate with colleagues abroad and benefit from such funding
3. Graduate students should be encouraged to engage with scientists and networks of scholars around the world as a way of boosting their own scholarship. Dual degrees at the graduate level present the perfect opportunity for students to have such engagements. Research has shown that such international collaborations persists even after graduate students have been awarded their degrees.
4. In the aggregate, and viewed internationally, institutions that are highly ranked tend to be more deeply engaged in internationalization.

# INTERNATIONALIZATION AND THE AMERICAN RESEARCH UNIVERSITY: IMPLICATIONS FOR FACULTY RESEARCH AND GRADUATE EDUCATION

THURSDAY, APRIL 5TH AND 6TH, 2018  
UNIVERSITY AT ALBANY, ALBANY, NEW YORK

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This symposium will therefore explore the following issues:

- The state of internationalization at American research universities
- What research universities must do to respond to globalization
- Federal recognition of the importance of internationalization through grant funding
- Successful strategies deployed at research universities to link internationalization with scholarship and graduate education
- The role global rankings on faculty research and graduate education

**Times Higher Education (THE) World University Rankings Masterclass will be offered as part of this symposium on April 6th, 9AM to 12 Noon.** (Exclusive and detailed analysis of the performance of the US higher education sector will be presented. It will include a detailed briefing on the construction and methodology of the influential rankings, as well as previously unpublished data and analysis.)

## SPEAKERS AND PANELISTS



**Dr. Philip Altbach** - Professor & Founding Director of the Center for International Higher Education; World's leading scholar on international higher education



**Dr. Anne L. Emig** - Programs and Analysis Cluster Lead & Program Manager for Japan and Taiwan Office of International Science & Engineering National Science Foundation



**John Gill** - Editor of *Times Higher Education*, Publisher of *World University Rankings*



**Dr. Sigrid Berka** - Executive Director of the International Engineering Program, University of Rhode Island



**Dr. William Brustein** - Vice Provost for Global Strategies and International Affairs, West Virginia University

INFORMATION AND REGISTRATION ONLINE

[www.albany.edu/international/symposium.php](http://www.albany.edu/international/symposium.php)

Register and reserve your conference hotel before March 1 to receive the discounted rate!

## AIEA Thematic Forum Report

### Internationalization and the American Research University: Implications for Faculty Research and Graduate Education

April 5-6, 2018

The University at Albany, SUNY – Albany, New York

#### Description of Events

**Welcome: Dr. Harvey Charles, Dean for International Education & Vice Provost for Global Strategy**

**Remarks: Dr. Havidan Rodriguez, President**

**Keynote: Dr. Philip Altbach, Founding Director – Center for International Higher Education, Boston College**

**Title:** *The Internationalization Challenges for Research Universities: Global Perspectives*

Dr. Altbach presented on the internationalization challenges for research universities. He discussed how the Brexit vote and the election of Donald Trump as US president has significantly altered the landscape for research universities and international collaboration. While the implications of these developments are not favorable for higher education, particularly research universities, he believes that research universities have a special role to play in advancing internationalization and discussed strategies that they must adopt to make this more likely.

**Presenter: Dr. Anne Emig, Programs & Analysis Cluster Lead, Program Manager for Japan & Taiwan, Office of International Science & Engineering, National Science Foundation**

**Title:** *Support for International Research Collaboration Matters to the US: The View from the National Science Foundation*  
Dr. Emig established that the global science and technology landscape is changing, and



that even though we lead on many measures, our lead is decreasing, something that has implications for our economy, workforce and national security. Significantly, 75% of expenditure on research and development occurs outside of the US, and as such, it makes sense for academics in the US to seek to collaborate with international partners as a way of accessing grant funds for research. She encouraged participants to look and learn from the experience of other countries in terms of internationalization and that institutions should foster strategic partnerships that would allow graduate students to engage with scientists and scientific networks around the world. She reiterated the NSF's goals for these kinds of partnerships and mentioned the role of Partnerships for International Research and Education (PIRE) in supporting such goals.

**Presenter: Dr. Sigrid Berka, Executive Director of the International Engineering Program, University of Rhode Island**

**Title:** *The Educational Impact of Dual Degree Graduate Programs at Research Universities*

While there is way too little research on the impact of international research experiences, preliminary data seems to suggest that participation both increases the likelihood of continuing international collaborations and that there is a potential link between the networking opportunities international experiences provide and career success. Dr. Berka spoke at length about the graduate dual degree programs between URI and a number of international partners that grew out of the FIPSE funded International Engineering Program at the undergraduate level. The benefits of these collaborations include joint publications of dual graduate degree candidates with faculty, an increase in the number of masters degrees awarded, the ability to rival stronger engineering programs by being able to attract strong engineering students with a humanistic bent, as well as the ability to compete for grants from national agencies that might not have otherwise been possible.

**Presenter: John Gill, Editor, Times Higher Education**

**Title:** *How Internationalization Improves the Global Rankings of Research Universities*

John Gill began by explaining that the data that powers the World University Rankings comes from three sources, including Performance Data provided by universities, Reputation Data provided by academics directly to THE and Bibliometric data, provided by academics to Elsevier. This data is fed into five broad pillars that include Teaching, Research, Citations, International Outlook and Industry Outcome. Although "International Outlook" receives only 7.5% of the total score in the methodology, Mr. Gill explained that internationalization runs through practically all of the five pillars and therefore institutions would be seriously disadvantaged if they ignored this dimension. It turns out that the ten most internationalized universities in the world do not include any US institutions. Indeed, among seven countries, the US is ranked better only than China.

## **Thematic Forum Outcomes**

Participants left with a more comprehensive understanding of how internationalization can help drive university rankings and how this element intersects with the various rankings criteria. Although the US still leads in many science and technology measures, this lead is decreasing as more countries develop stronger capacity for research and graduate education. This is not a situation that should precipitate alarm, but rather lead to a further appreciation of the necessity for international scholarly collaboration. Participants had a chance to learn how federally funded programs have and continue to support this agenda. They also had a chance to explore how graduate dual degrees and other faculty initiated collaboration support the internationalization of the graduate experience.

The forum also revealed that while a great deal of attention is paid to student and scholar mobility, and to the internationalization of teaching, not much attention is paid to international research. Participants left the forum with a deeper grasp of the role of internationalization in helping research universities achieve their core goals in terms of innovation, discovery, and the preparation of students in general, but graduate students in particular.

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