

EMERGING CHALLENGES FOR THE PROFESSION

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SEVERAL CURRENT ISSUES PRESENT US WITH BOTH CHALLENGES AND OPPORTUNITIES. THEY INCLUDE:

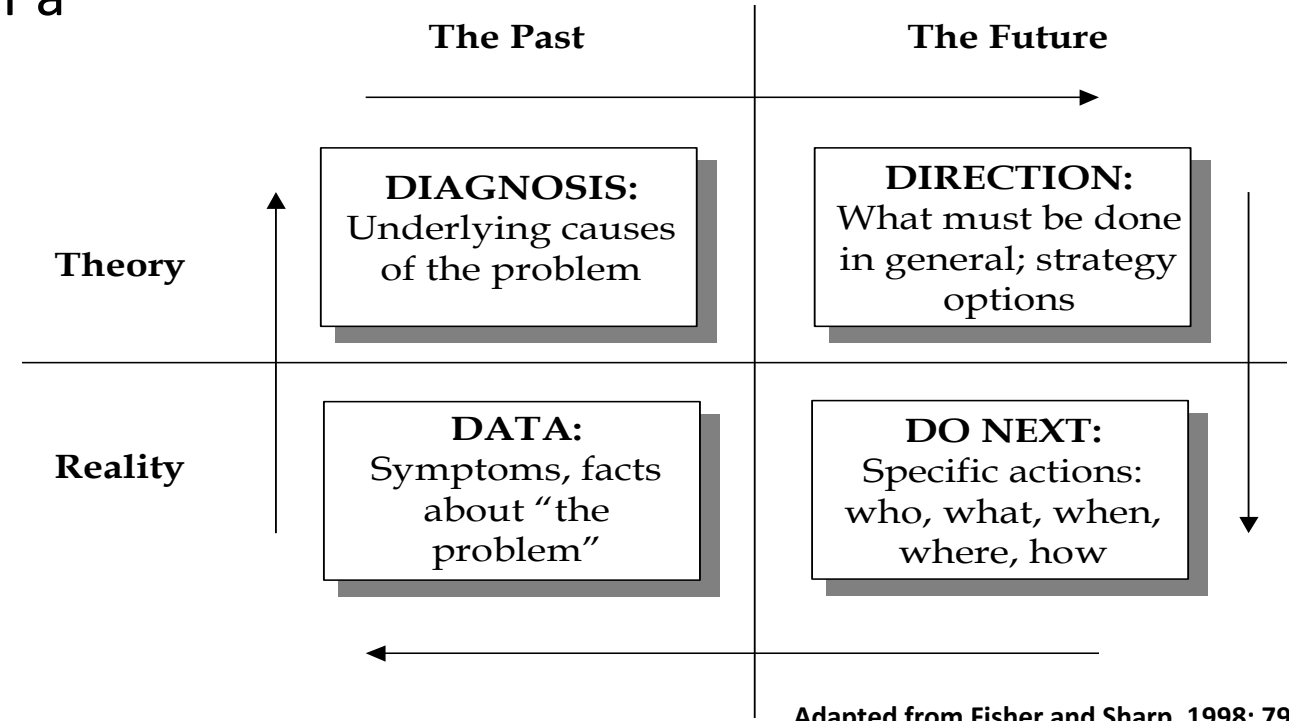
- The increased corporatization of international education, together with changes in the patterns of international enrollments in US universities.
- The rigidity of university tenure and promotion policies with respect to international activity, coupled with the nearly stagnant growth of study abroad.
- The (re-) emergence of various forms of extremism, in the US and abroad, coupled with changes in the nature of American influence and “soft power” on the international stage.

We believe it is important for us to discuss how and why to respond to these.

We'd like to structure this session in terms of a commonly-used model for discussion and decision.

Each of our presenters will outline “**data**” and “**diagnosis**” for one of the three issues.

- *Gil on extremism and soft power;*
- *JoAnn on corporatization and international enrollments;*
- *Riall on tenure and study abroad*



We will then turn to the group, and brainstorm with you on “**direction**” and “**do next.**”

We recognize that campus responses to these issues will vary considerably.

But we also know that it is important for all of us to understand these issues in a general way, in order to better craft effective local responses.

EXTREMISM AND SOFT POWER: DATA

- The U.S. withdrawal from international agreements is causing consternation among former partners and allies.
- Trumps “America First” policy is causing a world-wide decline in U.S. prestige (Pew poll of 39 nations finds only 22% of respondents have confidence in the Trump administration, compared with 64% for the Obama administration, and positive views of the U.S. as a nation dropped from 64% to 49%.)
- In the U.S., conservative hostility to higher education is rising (Pew finds that 58% of Republicans had a negative view of higher education in 2017.)
- Right-wing groups are targeting some faculty and institutions (New Republic headline: “The Republican War on Higher Education.”)
- Public funding of higher education is stagnant or falling (between 2008 and 2015, 47 of 50 states reduced funding per student. Based on trends since 1980, state funding of higher education will hit zero by 2059.)
- New visa regulations and procedures create hurdles for foreign students, faculty, and speakers.
- Foreign student applications to U.S. institutions have dropped sharply (40% of colleges report a decline).
- Foreign student enrollments dropped this academic year for the first time in a decade.

EXTREMISM AND SOFT POWER: DIAGNOSIS

- Higher education risks being a hostage in the U.S. “culture wars.”
- International education is at risk as chauvinism grows and is validated by the opportunistic politicians.
- Hostility to migrants may translate to hostility to foreign students and faculty.
- Chauvinist attitudes may also lead to hostility to study abroad programs.
- The four pillars of the internationalized campus are all threatened:
Foreign students and faculty, study abroad programs, foreign language and area studies, and overseas development programs.
- We need to take positive measures to defend internationalization.

INTERNATIONAL ENROLLMENTS: DATA

- International enrollments fell by 3% for the first time in years in 2016-17;
- AACRAO 2017 Survey reported
 - 39% of institutions have reported declines in undergraduate applications for Fall 2017 from the Middle East.
 - Many institutions reported that applications from India and China have also been impacted. (Open Doors 2016 indicates that these two countries currently make up 47% of our international student enrollment, with almost half a million students studying in the U.S.);
- New NSF survey indicates the enrollment decline continued into 2017-18;
- An INTO/PIE News global survey of agents suggests the decline may well continue in 2018-19.

INTERNATIONAL ENROLLMENTS: DIAGNOSIS

Demographics and global enrollment patterns confirm that student interest in higher education opportunities is still growing. Why are US enrollments falling?

Difficulties in obtaining visas

Perceptions of being unwelcome

Fears of being unable to complete degree

Rising costs of tuition and housing

Loss of scholarship assistance from US universities

Loss of financial sponsorship in home country

Inefficient application and visa processing at under-staffed universities

More attractive alternatives in other countries

If this trend continues, the economic impact on universities is likely to be dramatic at some US institutions.

“CORPORATIZATION” OF US HIGHER ED: DATA

1. Diminished support from Federal, State, Local, and private funding sources has strained institutional budgets across all sectors of US higher education.
2. This has resulted in **retrenchment** in faculty positions, student services, administrative support, academic programs, and delayed physical repairs or expansion.
3. Tuition has soared to unprecedented levels to cover the shortfall.
4. Universities are challenged to develop other revenue streams to address the funding crisis.
5. The private sector has a stake in the fiscal health of universities and has stepped forward to help create a wide range of win-win partnerships.

DIAGNOSIS OF THE “CORPORATIZATION” OF HIGHER EDUCATION

- In the absence of adequate public support, universities have increasingly turned to the private sector to help sustain their missions. This explains the rapid growth of
 - Out-sourcing of key services
 - Public-Private Partnerships
 - Private Equity Investment
- The key priority of comprehensive internationalization requires significant resources and new revenue generation. Collaborations with the private sector, when well-designed and well-executed, have proven both compatible and productive.

UNIVERSITY TENURE AND PROMOTION / STUDY ABROAD POLICIES: DATA

- Only around 10% of our higher education institutions have recruitment, promotion and tenuring policies which allow international activity to be “counted.”
- Universities pay little if any attention to previous international activities when recruiting, opting instead for other measures of “scholarly” achievement.
- Nor is language ability something that is necessarily selected for in most searches.
- Very few of our universities – and virtually no “elite” institutions – require study abroad for students. ACE and other data indicate that while 60 – 70% of incoming first-years want a study abroad experience, only 1% of them actually have this experience.

UNIVERSITY TENURE AND PROMOTION POLICIES: DIAGNOSIS

- The professoriate is largely monolingual.
- International networks and connections are neither particularly highly valued, nor used, except for research.
- Publication and peer review tend to be US-based, and often restricted to AAU institutions.
- Faculty are warned not to waste time on international activities while they are on the tenure track.
- By the time they are tenured, they often have other obligations which make international activity a low priority for them.
- Students therefore see faculty who are largely unengaged with the international arena, and who do not advocate strongly for study abroad for students.
- Such faculty, having little lived experience outside the US, find internationalizing the curriculum difficult, unattractive, and risky.