

the navigator

Directions and Trends in Higher Education Policy

chepea

Center for Higher Education Policy Analysis

Globalization and Higher Education

Globalization is a term frequently used in the world today, but its precise meaning is not always clear. Globalization and internationalization are sometimes interchangeably used so that the differences between them are not consistently defined. In higher education, there are a dizzying variety of definitions of both words.

Rather than abstractly define globalization and internationalization, I use these words like Samuel Palmisano, Chair of the Board and CEO of IBM, who charts historical periods in the modern corporation's development.¹ "Internationalization," in Palmisano's view, describes the hub and spoke industrial networks of the last half of the 19th and early 20th centuries. These networks focused on home country manufacturing with international distribution and, in many cases, international supply of raw materials. "Globalization," on the other hand, is a late 20th century process in which corporations have modularized production and utilized new modes of information technology and in which protectionist national barriers are relatively absent.

Regardless of terminology, change is in the air in higher education. The knowledge economy is growing rapidly worldwide, and in most advanced nations, national wealth now depends more on education and creativity than on natural resources. Consequently, the value of and demand for higher education is increasing worldwide. At the same time, however, a major global political and economic change is occurring. This change is reflected in the government's shrinking role in many aspects of life and a corresponding increase in the importance of global market forces in the determination of individual, group, and state expenditures. It has also led to an almost universal lessening of per capita governmental support for higher education, resulting in higher education increasingly finding itself pushed out of its traditional protected national role into the competitive global marketplace.

However, there are also powerful pulls into the global marketplace for higher education.

For example, the corporations that hire our graduates have, themselves, become globalized. They expect that our graduates will be capable of working in Thomas Friedman's flattened world,² meaning that our graduates need new skills and increased exposure to multiple cultures. These corporations expect us to go wherever the students are- including internal markets- to recruit for our advanced education programs (e.g. Executive MBAs), and the competition for student and faculty talent is increasingly global. Of course, technology is producing miracles in communications and information management that enable higher education to move more aggressively and effectively into a wider geographic arena.

One of the most important developments of recent years is that governments have come to realize the key contribution of higher education in global national positioning, creation of national wealth and welfare, and attracting significant foreign exchange. Since the shrinking role of government often makes providing adequate financial support to enable higher education to maintain these roles very difficult, several governments have produced national policies³ that are intended to make the hub and spoke international activities of their universities more effective. The goals of such policies are generally to counteract falling government financial support for higher education by increasing income from international students, while at the same time attracting the brightest international students.

Another major change has been the growing use of English as the language of instruction in higher education. As English

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In Tom Friedman's popular tome on globalization, *The World Is Flat*, he makes a convincing case that globalization is more than old-fashioned progress and different from the expansion of American culture throughout the world. His book is provocative but not entirely persuasive in its optimism that positive results are assured if we follow his prescription for increasing free trade and embracing technological change. Although I may quarrel with his views on how to deal with globalization, I found many of his claims thoughtful. He argues that the forces of globalization are not going to be turned back. Just as it would appear ludicrous if I called for a return to the manual typewriter and the dissolution of the internet, Friedman contends much of what is taking place - technological advances and outsourcing, among other changes - are not going to stop simply because they are different from the way we have done things in the past. The challenge is how to harness these changes in productive ways.

Friedman discusses the importance of education and recognizes that a high school diploma is no longer sufficient, but he does not consider what the implications of globalization are on academe. Based on his analysis and the writings of others, I present six issues that will impact postsecondary education because of globalization.

Learning formats: Advances in understanding how people learn and how technology can support teaching will

enable us to break free of the straitjackets of credit hours, semesters, and what constitutes a course.

Interdisciplinarity: In a flat world social problems are not viewed in isolation. Teams work on projects from multiple perspectives.

Multiculturalism: When Congress called for English to be the official language of the United States, no major higher education association or any major college president objected. Globalization suggests that all citizens should be fluent in at least two languages, and if they are not, they risk their ability to be competitive in a global economy.

Engagement: The long held model of the university as an ivory tower divorced from the everyday concerns of society is not tenable in a global village. A greater sense of involvement is imperative.

Academic work: The static model where professors do the same sorts of work to achieve tenure is over. A more robust model that enables individuals to do multiple activities needs to be developed.

Academic freedom: Academic freedom is a campus-based concept that enables individuals to speak and write on controversial issues. In a global world, we need to be concerned not merely with our own campuses but with the rights of individuals on campuses throughout the world. (To that end, I am beginning an



initiative on academic freedom with Amnesty International. Stay tuned).

It is neither my role nor is it possible to provide cookbook-like recipes about how a campus should respond to these topics. Different campuses will develop creative responses based on their histories and trajectories. However, if your campus is not discussing these issues, start. If you have discussed these issues and simply reaffirmed that everything is fine, think again. If you think you have made changes, but they are little more than political compromises that reaffirm the status quo, start over. Most importantly, recognize that the often-glacial pace of campus change will be impacted by an academic version of global warming. To ignore such signals is to do so at our risk.

--Bill Tierney

CHEPA Comings, Goings, and News

We welcome associate professor Dr. Darnell Cole and assistant professor Dr. Alicia Dowd to the Rossier School of Education and CHEPA research team. Previously Dr. Cole was associate professor of higher education at University of Hawaii, Manoa. He was also assistant professor and co-director of the College Student Personnel program at the School of Education at Marquette University. His research areas of interest include race/ethnicity, diversity, and college student experiences. Dr. Dowd is former assistant professor in the Higher Education Administration Doctoral Program at the Graduate College of Education of the University of Massachusetts, Boston. She focuses her research on political-economic issues of public college finance, and the factors affecting student attainment in higher education.

Dr. Mari Luna de la Rosa, CHEPA's former postdoctoral researcher, has taken the position of Research Director with The Institute for College Access and Success (TICAS). Mari's efforts here were critical in our Financial Aid & Access research project. We wish her success in her new position.

Former research assistant, Dr. Paz M. Oliverez has recently joined the Los Angeles Unified School District, Board of Education as program analyst in their Educational Policy Unit. Her research focus is in college access and aid for at-risk and undocumented students. She remains a research associate of CHEPA.

Dr. Kari Holley, former CHEPA research assistant, is now assistant professor in higher education administration at the University of

Alabama. We miss her as former Navigator editor and researcher.

Mr. Victor Garcia has joined CHEPA as Director of Outreach & Engagement. Page 4 of this issue describes his current focus.

We welcome new CHEPA research assistants Ronn Hallett, Doug Bureson, and Kendra Kemp. Ronn is a second-year PhD student whose work focuses on equity for marginalized students in public schools. Doug and Kendra both belong to this year's new PhD cohort here at Rossier.

Rizza Gonzalez, former CHEPA undergraduate student worker, has moved on to study law at UCLA. Freshman undergraduate and 2006 SummerTIME

Globalization and Higher Education

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becomes the language of business and science, the ability to communicate well in it becomes more imperative for students who want to succeed. As a consequence, it is important for higher education in a country to offer course work in English not only to prepare their citizens for global competition, but also to attract the best international students. Although hard data showing the rising use of English in higher education is hard to find, anecdotal information indicates that the increase is major, and seen in countries as diverse as Malaysia, Korea, and France.

The most fundamental re-envisioning of higher education undertaken as a consequence of extra-national considerations is arguably that of the more than 40 countries that have joined the Bologna process.^{IV} This process has two major goals. The first is to use higher education to help develop and strengthen the identity of the European (very broadly defined) area. The second goal, which is global in its focus, is to attract students from around the world to the new European education. The Bologna process calls for the (regionally) typically 5-8 year first degree to be broken into two cycles, bachelor and master, with comparable definitions throughout the Bologna zone. The signatories are committed to create quality assurance systems, a common credit system, and to work to remove obstacles to student mobility. 2010 is the target for this process' completion with the creation of the European Higher Education Area. Within the European Higher Education Area, we are seeing a new kind of collaborative approach to higher education with a near-total removal of national educational protectionism. It will be very interesting to see the new kinds of educational collaborations that can be created in coming years within this new Area.

As globalization's pressures and opportunities escalate, many institutions of higher education have moved beyond Palmisano's international model. Most countries employ some form of educational protectionism, and getting around these barriers to present educational programs leads into something that looks like Palmisano's multinational phase. Generally, entry into a protected country requires local

partners. Often the required partner is a local educational institution. Sometimes it is a supplier of support services or the government. However, in the end, numerous institutions have succeeded in creating foreign campuses or degree programs where the home institution essentially controls curriculum, academic staffing, entrance criteria, etc. This has not been an easy process due to rapidly changing education regulations in many countries, difficulties in gauging student demand, dealing with the required partners, and getting faculty to participate in or oversee these campuses on a continual basis.

A much more interesting and controversial approach involves franchising, in which a course or program from an institution is licensed to and delivered by an overseas institution in the name of the franchising institution. This approach moves directly into Palmisano's globalization stage. The instruction process has been modularized with the curriculum's development separated from its delivery. Development has remained at the home institution, but delivery has been "off shored" to an overseas local provider for efficiency and effectiveness. At this time, quality control often has been a major concern with this approach (and to a somewhat lesser degree, with the foreign campus approach). Such concerns also exist in Palmisano's world. Part of the process of globalization of industry has been learning how to assure quality control from contractors worldwide. Thus the problem of quality in franchised higher education is almost certainly addressable with time and effort.

Higher education is just beginning to respond to the forces that have reshaped much of the world. Much thought and experimentation will be required to determine what our new missions should be and how best to fulfill them. These are indeed interesting times!

Lloyd Armstrong, Jr. is Provost Emeritus and University Professor at the University of Southern California with appointments in the Rossier School of Education and the College of Letters, Arts, and Sciences.

Endnotes:

- i. Samuel J. Palmisano, @The Globally Integrated Enterprise@, Foreign Affairs 85,127, May/June 2006.
- ii. Thomas L. Friedman, *The World is Flat*, Farrar, Straus, and Giroux, New York 2005
- iii. See, e.g. *Engaging The World Through Education: Ministerial Statement on the Internationalization of Australian Education and Training*, by the Honorable Dr Brendan Nelson, MP, Minister of Education, Science and Training (2003); and descriptions of England's Initiative for International Education (phases I and II), which can be found at www.number10.gov.uk.
- iv. For extensive background material, see the Bologna Secretariat website at www.dfes.gov.uk/bologna/.

On the Web

<http://www.ncee.org>

The National Center on Education and the Economy is dedicated to providing the tools and technical assistance the nation needs to lead the world in education and training. The center has re-established the Commission on the Skills of the American Workforce in response to changes in the global economy.

<http://www.ase.org>

The Alliance to Save Energy's Green Campus Program is leading the way towards campus sustainability by bridging the divide between students and institutional energy costs. Through Green Campus, students are working to save energy on campuses by building general campus awareness, incorporating energy conservation and efficiency into course curricula, and implementing projects targeting energy use, student purchasing decisions, and operational changes.

<http://scholarsatrisk.nyu.edu/>

Scholars at Risk (SAR) is an international network of more than 100 universities and colleges working to promote academic freedom and to defend the human rights of scholars worldwide. Membership is open to accredited higher education institutions in any country committed to the principle that scholars should be free to work without fear or intimidation. Academic associations and other organizations sharing common interest in academic freedom and related values are invited to join as affiliates.

<http://timss.bc.edu/>

The Trends in Mathematics and Science Study and Progress in International Reading and Literacy Study attempt to compare student achievement in over fifty countries. Every four years, the TIMSS assesses fourth and eighth graders, as well as students in their final year of schooling. The PIRLS evaluates fourth graders every five years.

<http://www.ogmios.org/home.htm>

The Foundation for Endangered Languages seeks to raise awareness about endangered languages, promote language use, and monitor policies affecting language use. They sponsor an annual conference and publish a quarterly newsletter.



The Time is WRITE! SummerTIME Writing Program 2006

From July 5 to July 28, the Center for Higher Education Policy Analysis hosted the fifth annual SummerTIME Writing Program. This year's cohort included sixty local, low-income students who graduated from public high schools. All of the students will attend four-year universities beginning this fall. By doubling the cohort size this year, CHEPA continues to expand its influence on the local community.

In addition to an intensive, college-level writing course, students attended sessions designed to help them navigate their transitions to college. These seminars' topics included how to talk to professors, library and computer skills, time management, study skills and note-taking, and financial aid. This year's students were also able to hear from last year's cohort at the SummerTIME 2005 student panel. Based on student feedback, all college knowledge sessions seemed to be equally popular, indicating the diversity of students' needs as they anticipate their college transitions. Students indicated that they would like to see additional sessions on dorm life, becoming involved at their universities, health-related issues, and how to choose which classes to take.

To provide additional support, staff mentors conducted interviews with each student in order to determine how the program could most effectively help him or her. Students commented that these

meetings allowed them to feel more comfortable in the program and gave them the individual attention they needed to obtain personalized information. Students also met individually with a tutor who discussed specific ways that the student could improve. Informal conversations between students and staff and with each other augmented scheduled meetings.

This year's program also included an expanded internal evaluation to assess program outcomes. The evaluation included both quantitative and qualitative components, which allow for the capturing of multiple perspectives. Three measures of student academic progress include standardized test results, rubric grades from a holistic pre- and post- writing sample, and teacher feedback. Based on all three measures, over 80% of students demonstrated improved skills by the end of the program.

All in all, students greatly enjoyed the program and appreciated the opportunity to participate. One student stated, "I thoroughly enjoyed the program. It was a great way for me to ease into the life of a college student. I am prepared for the fall." CHEPA staff will continue to keep in touch with this year's cohort in order to track students' progress and provide mentoring throughout the freshman year.

In Fact

- The number of bachelor's degrees awarded increased by 33 percent between 1989-90 and 2003-04, while the number of associate's degrees increased by 46 percent. (NCES, 2006)
- Nineteen percent of children living in the U.S. ages 5-17 speak a language other than English at home. (NCES, 2006)
- Students of color make up 43 percent of public school enrollment in the U.S. (NCES, 2006)
- Eighty-five percent of the people in the world who cannot read live in 34 countries. (UNESCO, 2006)
- Graduate school applications from foreign students are up 11% in 2006, following two years of decline due to increased security after 9/11; however, the total number of international applications is still down 23% since 2003. (Basken, 2006, available at http://www.cgsnet.org/portals/0/pdf/N_Bloomberg_IntlApps_306.pdf)
- The number of international students enrolled in U.S. postsecondary institutions has been steadily rising since 1976, with 3.6% of the student population consisting of foreign students in 2002. (NCES, 2006)
- From 1983-2003, 41.3% of Science and Engineering doctorate degrees awarded to international students were earned by Chinese, Taiwanese, and Indians. SOURCE: National Science Foundation, Division of Science Resources Statistics, Survey of Earned Doctorates, special tabulations (2003).

Increasing Access via Mentoring Program (I AM)

The Center for Higher Education Policy Analysis (CHEPA) is pleased to announce an expansion of the Increasing Access via Mentoring program (I AM). Building on last year's efforts which allowed USC staff, faculty, and student mentors to guide 55 graduating seniors at one local public high school through the college admissions and financial aid process, the program is now providing mentoring at 9 LAUSD high schools where CHEPA researchers conduct studies on college access, college readiness, and financial aid. The expansion has been made possible through a two-year grant by the state of California. We will work in collaboration with UNITE-LA, a community based organization dedicated to increasing access for low-income students. CHEPA also added the position of Director of Outreach and Engagement and welcomes Victor Garcia to that role.

At this time, CHEPA is interested in identifying mentors among USC students, staff, alumni, and faculty as well as interested individuals in the community. Mentors will commit to participating in 2-3 hours sessions held twice a month with 1 or 2 students at one of the nine schools for the academic year. The mentors should be willing to invest in learning about the particular challenges facing the target population since most of the students in question will be first-generation, college bound, underrepresented in college, low income, and in some cases undocumented. This is an exciting opportunity to continue USC's and CHEPA's commitment to help change the world, student by student. If you want to learn more about the project contact Victor at victorg@usc.edu or check out the CHEPA website: www.usc.edu/dept/chepa

SEPTEMBER

A. Kezar, M. Sundt, & J. Anderson:

- *Strategic global planning: Integrating organizational learning*

International Association for Institutional Research Conference in Rome, Italy

OCTOBER

M. Sallee and S. Harris:

- *An Eastern Perspective on Western Education*

International Conference on Service-Learning Research

NOVEMBER

K. Venegas, M. Luna De La Rosa, Z. Corwin, & P. Oliverez:

- *Responding to the needs of college-bound Latino students: Lessons learned through the evolution of a college preparation program*

The TRPI 3rd Annual Education Conference, Long Beach, CA

B. Kennedy

- *Opening Doors and Paving the Way*

The Princeton University Preparatory Program & The Goldman Sachs Foundation Forum, Princeton, NJ

Annual Meeting, Association for the Study of Higher Education, Anaheim, CA: November 2 - 4, 2006

A. Kezar with T. Bertram-Gallant, R.

Carducci, M. Contreras-McGavin, & J. Lester:

- *Grassroots leadership in higher education: Encounters with Power and Oppression*

A. Kezar with J. Robbins, N. Diamond, and S. Richardson:

- *Choosing the research mission: Strategic institution-building in the American Research university*

A. Kezar with T. Fulton, J. Jackson, & P. Eddy:

- *Preparing the next generation of higher education leaders: The influence of graduate program curriculum*

D. Cole

- *The Impact of Interracial Interactions on Students' Intellectual Self-Concept: An examination across racial/ethnic groups*

D. Cole with M. Orsuwan, & B. Ross:

- *Students' Satisfaction at a Minority-Serving Institution: Dominant, titled and token students.*

M. Sallee:

- *A Feminist Approach to Crafting Parental Leave Policies*

J. Gupton:

- *Homeless Youth and College Access*

P. Oliverez, R. Barato, J. Kier Lopez, & M. A. Olivas:

- *Restricted Access and Opportunity: College-ready undocumented immigrant students in California, North Carolina, and New York*

W. Tierney

- *Free Speech on Campus*

W. Tierney, B. Kennedy, P. Oliverez, and K.

Venegas:

- *Theory, action & measurable results: Designing, implementing and evaluating college preparation programs*

W. Tierney, K. Holley, J. Colyar & Y. Lincoln:

- *The Challenge of Translational Research in Education: Writing across the Boundaries*

W. Tierney

- *Academic Freedom and the Changing Nature of Faculty Work in an Age of Globalization*

International Forum on Higher Education

Policy Research & Management, USM

Penang HE Forum, Penang, Malaysia

November 8-11, 2006

Contract with California

The Center for Higher Education and Policy Analysis (CHEPA) has been working with policymakers and conducting research for over ten years in an attempt to increase access to college for students in urban areas. CHEPA recognizes the vital role the governor and government representatives have in improving educational opportunities for all students. Currently, we are distributing a "Contract with California" that describes the minimum educational improvements that should be established if the state is serious about progress. Eight points compose the minimum standards that are needed to achieve high quality education in California public schools including providing college financial aid, allowing undocumented students access to services, and ensuring high quality educational opportunities for all students.

Another area that the Contract addresses is the high school counselor ratios throughout the state. The tremendous student caseloads that California high school counselors are assigned to serve has attracted much attention. Currently, California has the highest student to counselor ratios in the nation. The California Department of Education (CDE) reports that the ratios are not consistent for kindergarten through grade twelve. Although students in high school have the greatest access to counselors in the state with approximately 500 students assigned to each counselor, their ratio twice exceeds the 250:1 supported by the American School Counselor Association and is five times over the 100:1 recommended by the American Counseling Association.

The Contract encourages government representatives to fully fund this essential service for students and to decrease the ratios to a maximum of 250 students per high school counselor. Improved ratios would give students the guidance necessary to choose appropriate courses and access services to increase high school graduation and college preparation.

For more information regarding the Contract for California go to:

<http://www.usc.edu/dept/chepa/>

New Research Grants at CHEPA

Professor Adrianna Kezar has been awarded a \$530,000 grant from the **Lumina Foundation for Education** for a three-year national study of Individual Development Accounts (IDA). IDAs are similar to 401K plans used for retirement preparation, and Kezar hopes to discover how they can help society's most impoverished have greater prospects to participate in higher education.

The grant has three objectives: to interpret the role IDAs currently have in generating college access through asset development; to examine the potential of IDAs for growth with respect to increasing college access for low-income students; and to explore the challenges and potential growth for IDAs within the higher education sphere.

Lumina Foundation for education is an Indianapolis-based, private foundation dedicated to expanding access and success in education beyond high school.

The Goldman Sachs Foundation has awarded CHEPA \$500,000 for a two-year project related to access for low-income public school

How do you define Globalization?

In this issue, we asked four scholars to define globalization and to discuss what they thought its impact would be on tertiary education in 5 years.



Philip G. Altbach

Monash Professor of Higher Education and Director of the Center for International Higher Education at Boston College

Globalization is defined as the broad economic, technological, and scientific trends that directly affect higher education and are largely inevitable in the contemporary world. These trends include information technology in its various manifestations, the use of a common language for scientific communication, the imperatives of society's mass demand for higher education (massification) and for highly educated personnel, and the "private good" trend in thinking about the financing of higher education.

According to this definition, globalization is not determined by the "neo-liberal agenda" or by multinational corporations, nor is it the "new neo-colonialism" put into play by power hungry governments. No doubt, the multinationals as well as some governments seek to manipulate the new global environment for their advantage. At the same time, NGO's, social movements, and some universities may oppose elements of globalization. All, however, are affected, and none can afford to opt out.

There is little doubt that these broad trends will continue into the future. Academic institutions, departments, and individuals must all understand the implications of the new global environment. It is, of course, possible to develop strategies and approaches to cope with globalization. Clear policies, for example relating to the World Trade Organization's General Agreement on Trade in Services (GATS) may permit nations or academic institutions to affect the outcome of negotiations. Policies concerning international academic linkages or toward the new for-profit higher education sector may affect governmental or institutional policies.



Simon Marginson

Professor, Personal Chair in Education
Director, Monash Center for Research in International Education
Monash University

The British political scientist David Held and his collaborators define globalization simply as "the widening, deepening and speeding up of world wide interconnectedness." It is the process of growing interdependence and convergence, on a worldwide or continental scale, driven by more extensive and intensive flows of people, ideas, information, technologies and money. It takes many forms and embodies various

projects including the roll-out of global markets, linkages from below among environmental and human rights activists, and the free exchange of knowledge and cultural artifacts within a common space. The distinctive elements in globalization today are (1) the open information environment with instant messaging and data transfer created by communications technologies, so that higher education and knowledge are becoming thoroughly networked on a world scale, and (2) the dominance of Anglo-American economic and cultural contents in many sectors including higher education. Globalization is associated with a global market of doctoral universities led by the Ivy League, the one-way influence of American institutions on the rest of the world, and a brain drain from emerging nations. But the power of the Internet, air travel and knowledge are not confined to English-speaking cultures. Over the next five years we can welcome signs of a more plural environment in which American institutions are affected in their turn by the growth of research in China, Korea and Singapore; the European higher education space is consolidated; conversations with Arabic-speaking institutions may advance; and Spanish begins to become a global language both outside and inside the United States.



Professor Dr. Morshidi Sirat

Director, National Higher Education Research Institute (NaHERI)

Malaysia: Globalization and Its Impacts on Tertiary Education

Based on my training in geography, I am more inclined to view globalization either as a "process" or as "a fact of the contemporary world." As a process, globalization is a heightened tendency towards interactions and interdependencies of socio-economic and technological factors, which drastically change our lives and economic spaces. As a fact of the contemporary world, globalization is "the compression of the world and the intensification of consciousness of the world as a whole" (Robertson, Globalization, 1992: 8).

In my adopted discipline of higher education policy research, globalization is loosely interpreted as a socio-economic and technological process, which tends to blur or diminish geopolitical borders and national systems. I associate this process with heightened competition among providers of tertiary education in Malaysia and Asia-Pacific. An important element of this competition arose from the penetration of transnational education service providers in the Malaysian tertiary education landscape. Policy-makers in Malaysia commonly conflate globalization and internationalization together. It is difficult to impress upon policy-

makers that these two terms should not be interchangeably used and that globalization is a process impacting internationalization. Jane Knight's statement that "internationalization is changing the world of education and globalization is changing the world of internationalization" (Updated Definition of Internationalization, International Higher Education, Number 33 Fall 2003: 2) made my task of explaining to policy-makers the distinction between globalization and internationalization much easier.

During the 1990s, opportunities and challenges resulting from globalization confronted the tertiary education sector in Malaysia. Admittedly, these private tertiary education providers have in some ways threatened the traditional "monopoly" of local (public) tertiary educational institutions in the provision of tertiary education in Malaysia. The 1969 Essential (Higher Education Institution) Regulation has effectively barred private sector providers from conferring degrees, and most importantly, foreign tertiary educational institutions were not allowed to establish branch campuses in Malaysia. With the onset of globalization in Malaysia in the late 1980s and coupled with other global developments and domestic pressures, private tertiary institutions offering pre-university courses, twinning, and franchise programs were introduced. These important developments were the precursors to significant reforms in tertiary education in 1996 and 1997.

Globalization clearly presents new opportunities, challenges, and risks for tertiary education. For Malaysia in the next five years, the government's strategic objective to turn the country into a regional education hub by fully endorsing and implementing an action plan suggests that globalization will impact further the Malaysian tertiary education sector. Transnational higher education providers will become dominant in the tertiary education landscape with trade in education services as an important national economic policy objective. In this scenario, regulating the quality of programs and provision of education services will be a daunting task. In the absence of regulations, there is the danger that Malaysian tertiary education would drift into some new "market-oriented format" with serious consequences for quality and equity.



Imanol Ordorika

Professor, Universidad Nacional Autónoma de México

Globalization designates the complex arrangements of contemporary society and the present phase of capitalist development. It has become an all-encompassing notion that attempts to be inclusive of and, at the same time, obscures a broad set of processes, ideas, policies, and structures. Like industrialization, globalization broadly depicts a historical period characterized by distinct dynamics, ideologies, forms, and institutions.

The concept's vagueness and ambiguity accounts for a multiplicity of perspectives. Unsurprisingly, debates about globalization's unique or distinctive character exist vis-à-vis other instances of economic and cultural internationalization, the extent to which capital accumulation has transcended nation-states, or the role and power of nation states.

This phase of capitalist development is grounded on economic processes, social interactions, politics, culture, and individual relationships that transcend national borders. These relationships take place in a world made smaller, at a virtually instantaneous pace, and enabled by information technologies, digital communications, and modern transportation. Space and time are redefined by interactions occurring in real time and on a planetary scale.

For many people, globalization is essentially a new economic order in which the most advanced sectors of the new economy - commodity exchanges, financial transactions, strategic innovations, corporate management, and even production - take place at a global level and in real time. Ideology, symbols and ideas are equally important. The discourse of globalization assumes that competition and markets organize and regulate elements of every aspect of social life.

New Research cont.

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youth. This grant will go toward expanding the mentoring and tutoring college-access program that is being developed for 11th graders.

The Goldman Sachs Foundation is a global philanthropic organization which promotes excellence and innovation in education and works to improve the academic performance and lifelong productivity of young people worldwide through a combination of strategic partnerships, grants, loans, private sector investments, and the deployment of professional talent from the Goldman Sachs.

Funded by the **Haynes Foundation**, researchers at the Center for Higher Education and Policy Analysis will conduct a series of interviews and observations over the next 18 months regarding the daily lives of

homeless youth. The research questions revolve around issues of personal identity and how homeless youth construct and make sense of their daily lives. In particular, researchers will pay special attention to how homeless youth navigate educational and social barriers.

The objectives of this project are to give voice to the experiences of homeless youth and document their lives as they move towards adulthood. The goal of this study is to develop research driven policies regarding homeless youth.

The homeless population in Los Angeles County alone is larger than most states' total homeless. On any given night, 88,000 people are homeless in Los Angeles County. Of those, 15,000 are youth under the age of 18.

The need to understand the lives of homeless adolescents and to provide policy solutions tailored for them is critical both to the quality of life and to economic health of Los Angeles.

Studying homeless youth is not merely a social justice issue, although that is certainly important. It is an education issue. The literature has pointed out that homeless youth enter into a vicious cycle: if a child is homeless, then he or she will probably experience homelessness again as an adult. One obvious reason is that homeless youth are poorly educated - most do not graduate from high school and very few go on to postsecondary education. If society is to break the cycle of homelessness, then it needs to confront the challenges that homeless youth face and create programs of educational support.

Selected CHEPA Publications

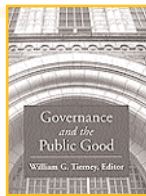
Kezar, A., Contreras-McGavin, M, & Carducci, R. (2006). *Rethinking the "L" word in Leadership: The revolution in leadership*. San Francisco: Jossey-Bass.

Kezar, A. (2006). Examining the ways institutions create student engagement: The role of mission. *Journal of College Student Development* 47(2), 149-171..

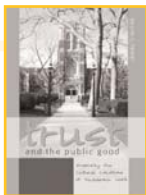
Kezar, A. (2006). The impact of institutional size on student engagement. *NASPA Journal*, 43(1), 87-114..

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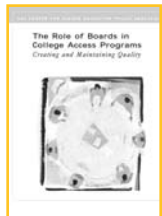


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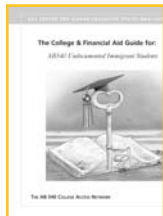


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