

THIRD ANNUAL ICG THOUGHT LEADER SESSION

Looking Beyond the
Global Economic Crisis:
International Education Ten Years Out

IMPRESSUM

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FOREWORD

Dear colleagues,

I am pleased to share the proceedings of the third annual ICG Thought Leader Session on *Looking Beyond the Global Economic Crisis – International Education Ten Years Out* at the 2009 NAFSA Conference in Los Angeles.

This year's Session discussed the future direction of international education. It used the current global economic crisis as a starting point. But rather than focusing on today's tactical issues, the Session looked at long term trends and explored strategic change scenarios.

Themes touched upon include economic and policy trends, the role of alumni, the impact of technology, institutional strategy setting, and global competition dynamics. Given the broad thematic nature of the Session, contributors were recruited from both the realm of international education as well as advancement and journalism.

In keeping with previous Sessions, the 2009 Session was again capped at 50 attendees. A list of registered attendees is enclosed on pages 26-27. The invitation-only format of the Session was maintained to ensure its from-experts-for-experts character.

Looking forward to 2010, ICG will hold its fourth annual Thought Leader Session on international education development with a focus on high quality teaching and research capacity creation. Invitations will be sent out in the spring of 2010.

Yours sincerely,

Dr. Daniel J. Guhr,
Managing Director

SESSION PROGRAM

Session Program

- | | |
|-------|--|
| 08:30 | Continental Breakfast |
| 09:00 | Welcome and Introduction |
| 09:15 | Education, Economic, and Policy Trends: Acceleration and Amplification
Daniel J. Guhr (Illuminate Consulting Group) |
| 09:35 | Leading a University Into International Competition
Wedigo de Vivanco (Freie Universität Berlin) |
| 09:55 | Discussion |
| 10:20 | Coffee Break |
| 10:40 | The Idea of Community: The Future of Student and Alumni Engagement
Andrew B. Shaindlin (California Institute of Technology) |
| 11:00 | The International Higher Education Landscape Ten Years Out
David L. Wheeler (The Chronicle of Higher Education) |
| 11:20 | Discussion |
| 11:55 | Session summary |
| 12:00 | Session close |

AN INTRODUCTION TO THE SESSION

About the Session

Thought Leader Sessions aspire in their own small way to provide their attendees and the readers of the Session reports with an objective, expert-based, and unencumbered set of perspectives on salient topics in international education. The Chatham House Rules-based discussion sections are aimed at facilitating an open, frank, and apolitical discourse in an expert-to-expert mode.

This year's Session theme arose from the drumbeat of daily headlines about declining economic indicators, mass lay-offs, and exploding debt loads. This unpleasant reality has intruded into more and more discussion in international education circles, yet few discussions have attempted to analyze the implications for higher education from a holistic perspective or from a long-term, strategic vantage point.

By contrast, this Session was squarely aimed at discussing the major change dynamics from such a strategic, long-term view. It purposefully spanned a broad array of topics, ranging from labor market policies to changes in communication preferences amongst students and alumni. The unifying character of the presentations was thus based on their focus on strategic change dynamics.

Presenters, Chair, and Contributors

Dr. Daniel J. Guhr led off with a take on the global crisis and changes in conditions driving higher education development in more than a dozen countries. Dr. Wedigo de Vivanco added an institutional perspective, reflecting on the need for an integrated international positioning strategy. Mr. Andrew B. Shaindlin contributed a stakeholder view by commenting on students and alumni, and their usage and the impact of communities. Mr. David L. Wheeler concluded the presentation part by laying out a vision for the overall international education landscape.

Ms. Britta Baron chaired the Session's discussion sections. In these discussion sections, four Session participants offered additional reflections on their respective institutions and regions: Ms. Nuria Alsina from Pontificia Universidad Católica de Chile on South America, Mr. Chris Madden from Griffith University on Australia, Prof. Anne Pakir from the National University of Singapore on NUS, and Prof. Sarah Todd from the University of Otago.

EDUCATION, ECONOMIC AND POLICY TRENDS: ACCELERATION AND AMPLIFICATION

International Education and the Knowledge Economy

There is no longer a debate about the future of the world's economic direction – we are heading directly and with accelerating speed into a global knowledge economy. This is an unprecedented boon to higher education, yet there is a discernible amount of angst amongst many faculty members, administrators, policy makers, and the general public about potential negative implications.

While impolitic, much of these worries are simply based on a naive misunderstanding of this unfolding transition. One cannot simply claim the benefits of a knowledge economy while denying the fact that these benefits involve inherent changes and transitions which may outright destroy established industrial models. It is therefore incumbent to educational leaders to clearly articulate the role of education in this transition, and international education should be at the forefront of this discourse.

The Global Economic and Financial Crisis: Acceleration and Amplification

Until the current crisis, higher education institutions as well as policy-makers in many countries still operated in “splendid isolation” from the realities of a globalized monetary and economic world. Certainly, lip service was paid to managing talent flows, instituting modern management techniques, and devising forward looking innovation policies. Yet most but all practices and policies in fact remained inward-focused, ill applied, and most definitely not managed for risk.

Three examples illuminate this situation:

- The Madoff scandal. Unfolding in the waning weeks of 2008, this vast Ponzi scheme is said to have involved over USD 60 billion of which over USD 20 billion have been actual cash losses. Higher education was hit hard with losses of well over USD 1 billion in university and foundation endowments. Many savvy investors had stayed away from Madoff based on proper due diligence; those who did not often incurred a complete loss of their investment
- The Iceland bank crash. The only surprise with regards to the crash of the entire financial system in Island was the eventual date in the fall of 2008 – analysts had warned about the dangerous financial exposure of Icelandic banks well before the crash. Yet more than a dozen UK universities, including Oxford and Cambridge, nonetheless held around USD 125 million in cash in accounts of these banks, much of which has been lost

- The decline of the New Zealand currency. In late October 2008, the US Federal Reserve quietly took New Zealand's foreign currency market into "receivership" with a USD 15 billion swap facility. This followed a precarious decline of the New Zealand Dollar. With New Zealand now a more affordable destination for many international students, application numbers have increased by about 20%. Yet this may not be a good thing after all as this is an artifact of a weak currency and subject to a sudden reversal

An already visible outcome of the current crisis is that it brings into sharp relief the interconnectedness of not just the world's economies and fiscal systems, but also the fact that international education is subject to the same global dynamics and pressures as other industries and service sectors. It is now definitive: International education is a global industry.

This is a fundamental departure from the way higher education has operated historically which for the most part has been routed in internalized, national, static, and often non-rational decision making. The best practice future of (international) higher education promises to be about good governance, good management, rational decision-making, competitive behavior – and a fundamental shift of education, science, and research from a sideline business into a mainstream pillar of advanced knowledge economies.

Some of the above mentioned changes have been afoot for decades, others are of a more recent provenance, and some are a direct result of the crisis. Overall, the crisis will accelerate and amplify – albeit in granular and different ways – these change dynamics. For many institutions, education systems, and decision-makers a period of painful adjustments lies ahead.

Perspectives

Projecting the precise pathway of change scenarios ten years into the future is a risky business at best. Too many factors as well as unforeseeable events can contribute to event chains which fall outside the realm of what seems likely in today's light. However, under an assumption of broad and logical development trajectories, 14 countries' changing conditions for the future development of their higher education are sketched out below.

As a disclaimer it must be stated that the following brief vignettes are only intended to provide a flavor of the obviously complex trends and change dynamics. Moreover, they solely denote directions of overall conditions; no specific prediction is implied. Finally, the below perspectives are intended to stimulate debate rather than present a final analysis.

Countries with favorable overall development conditions:

- Abu Dhabi. Abu Dhabi is well positioned to capitalize on the mix of existing financial resources with substantial energy reserves and a solid, well managed policy approach to attracting building blocks of high quality human capital creation. Indeed, old development mistakes are not being repeated. Instead sophisticated decision-making is now firmly entrenched. An initiative such as Masdar has the potential to act as a global innovation game changer
- Canada. Having enjoyed sustained increases in international student inflows despite the lack of a national recruiting or brand policy, Canada is poised to capitalize on emerging policy shifts. This is additionally supported by a diversified, resource-rich economy; a positive economic outlook and labor force needs; and an open and tolerant, Anglo-Saxon national culture
- Chile. A recent entrant into the group of well developing higher education countries, Chile has done well based on the dual thrust of a commodity-based economy and long-term economic and social liberalization. Sustained recruiting efforts in Chile by other countries testify to this dynamic. Future increases in commodity prices will re-energize this change dynamic
- Singapore. Decades of sustained investment into education, a strong competitive drive, and leadership in the region with regards to relevant human capital attraction factors put Singapore firmly onto a positive pathway – the current economic crisis none withstanding. A challenge is the emerging transition from an engineering to an innovation and risk culture

Countries with neutral and/or conflicting overall development conditions:

- Australia. The pioneer in international education commercialization, Australia is characterized by two conflicting factors. For one, it is too small and not industrialized enough to support a deep research landscape. Yet the higher education system has been highly entrepreneurial with regards to raising revenues from international students and it is likely – albeit being rather dangerous on an institutional level – that this trend will continue
- China. In many ways, China is already forcefully emerging as a new higher education power. The Chinese Government's relatively unfettered ability to set policies and allocate resources will ensure the continuation on this path. However, factors such as serious air, water, and soil pollution; public health problems ranging from tobacco use to emerging obesity; and quality issues in the non-elite education sector will dampen progress
- Dubai. Within a short period of time, Dubai has made substantial progress in raising higher education capacity – and creating a rational policy-making infrastructure – while at the same time recruiting international students. Much of this is connected to the labor market which currently is under duress. Much of Dubai's future success as an education provider will hinge on its economic performance – and a decoupling from this dynamic

- Saudi Arabia. After decades of relative inaction, Saudi Arabia has committed itself to fundamental and even revolutionary changes in its approach to higher education and labor force development. An initiative such as KAUST has already begun to showcase this transition. Yet serious problems remain, amongst these the influence of religion, the dominance of the state in all matters educational, a demographic tidal wave, and outmoded concepts of learning and academic progress
- United Kingdom. The UK has been the beneficiary of a sustained, organic, and well balanced growth dynamic in international education. Much of these ground conditions remain in place, but the economic situation of the UK has sharply worsened in 2009. This will result in strong budgetary pressures starting in 2010. In addition, an eventual recovery of the British Pound will put strong pressure on tuition price points for non-EU students

Countries with unfavorable overall development conditions:

- Germany. Over the last five years, German higher education has undergone more sustained reforms than in the 20 years before; progress has been made. Albeit, much is too little, too late. Critically, reforms are largely system-immanent and do not break the constraints of federal and state policy and funding dominance. Germany's labor market remains unattractive for international talent and related immigration policies have verged on the embarrassing. Germany is a story of what might be
- Japan. The export-driven, industrial strength of the Japanese economy has been seriously impacted by the current crisis, laying bare numerous structural deficiencies. Amongst these are a lack of focus on certain innovation-based industries; a lack of connectedness with the rest of the world; a still far to rigid and gender-imbalanced labor market; and highly challenging demographic trends
- New Zealand. Out-punching its weight will become more difficult, and New Zealand is likely to experience growing structural competitive pressure. Too small to support a deep research landscape and suffering from information infrastructure deficiencies, it also lacks size and diversity in its economy to attract sufficient numbers of desirable international talent. Changes in immigration policies and improved long-term recruiting efforts can serve to mitigate but not eliminate these dynamics
- Switzerland. Swiss international education seems to perform well – and on many levels it does. However, key factors and policies are currently not properly set up to ensure future performance: The limitation on the percentage of international students overall but especially in the light of Switzerland's demographics; consensus as a driver for policy-making; the resistance to adopting modern marketing and branding methods; and repeated instances of immigration-unfriendly sentiments

- United States. The post-9/11 international education landscape quietly experienced a diminishing of the US' automatic, dominant leadership role. The current economic and fiscal crisis is amplifying this dynamic: The combination of multi-trillion dollar debt loads and poor policy-making will negatively impact US higher education for many years to come on many levels, including the hitherto stalwart and crucial private funding layer. While the end is not near for US universities, success will have to be hard earned

Outlook

International higher education is big business, easily exceeding USD 50 billion annually. The time when international education could claim a special, non-commercial, high culture status is irreversibly gone – much to the apparent yet also misplaced dismay of many faculty members.

Further growth in terms of student numbers and investments in international education is all but assured, yet such growth will take place within a changing policy, human capital, and competition framework. Simply relying on traditional responses to this change dynamic is as much bound to disappoint as attempts to opt out from the emerging fully global talent landscape by means of nationalizing responses.

Ten years from now we will live in an integrated global knowledge society which will be fundamentally different from today's fragmented international education landscape.

About the presenter:

Dr. Daniel J. Guhr is the founder and Managing Director of the Illuminate Consulting Group.

LEADING A UNIVERSITY INTO INTERNATIONAL COMPETITION

An Institutional Perspective

Internationalization has undergone much iteration and by now has come to mean many things. Yet for a comprehensive research university, three aspects stand out: First, how well is the university really embedded in a global academic landscape? Second, how well does it manage the inbound and outbound flow of talent? Third, how and how well does it set its international strategy in order to compete?

The FU Berlin's "International Network University" Strategy

Right from its very beginning, the Freie Universität Berlin (FU) developed strong international ties, starting the first student exchange with Stanford University as early as 1949, its second year of existence. To overcome the danger of academic provincialism on the political island of West Berlin, the FU had to develop strong international ties. Before the wall came down, more than 2,000 academics visited the campus of FU annually; of those more than 1,000 were international guests.

It was therefore only natural to put the FU's internationalized, networked character first in Germany's "universities of excellence" competition in 2006. With its success, the FU has demonstrated that domestic policy-makers view internationalization as a competitive asset. Cutting edge research and teaching have to be tied into international networks and draw new ideas and stimuli from a discourse across national borders.

Therefore the FU's concept of an "International Network University" provides a closely cooperating structure of three internationally interconnected centers: the Dahlem Research School, an umbrella organization of FU's Ph.D.-programs, resembling somehow a graduate school; the Center for Cluster Development, a working group that helps disciplines and departments to develop new clusters of research; and the Center for International Cooperation, securing that the other two centers and the university as a whole are well intertwined with the international academe.

The Rationale for a Comprehensive International Positioning Strategy

German universities lack an essential driver in internationalization: Tuition! As tuition is an important incentive to develop international recruitment strategies it helps to instigate clever and sustainable marketing and to create an infrastructure to improve student mentoring. This global academic marketing movement bears the danger that those institutions who do not engage in the active search for talent run the risk of losing recognition and consequently importance.

Therefore it is of great importance that a globally ambitious university develops strategies to scout for talent. The FU became active within the GATE Germany marketing campaign, experiencing ever increasing name recognition right from the beginning. To benefit from this, the university decided to establish liaison offices in targeted areas like China, India, Russia, Latin America, North America and in Brussels. The directors of these offices help intensify the cooperation with universities and research institutes in the respective region, they assist in recruiting students, and they connect with alumni.

It is very helpful to create consortia in order to defray costs and increase name recognition. The Group of Eight of Australia is an excellent example. The TU9 of nine top German technical universities and the UAS-7 of seven top German universities of Applied Sciences are very good examples for such a strategy.

The FU started its Summer and Winter University (FUBiS) in 1998 in order to draw the attention and interest of an international student body. This strategy bears fruit with over 500 participants and quite a number returning to Berlin for continuous studies. Furthermore, summer schools are an excellent means to provide students with a short term testing ground for study abroad. We guess that approximately 40% will go on semester or year abroad programs after the reassuring experience that they can function in an unknown educational environment.

A small group of German universities embarked into a very promising venture which eventually should bear fruit and help to establish a constant flow of talent to their institutions - they are knitting a close net of cooperation with International German Schools to win their graduates to study at their institutions. Anglo-Saxon institutions have discovered this pool of talent quite some years ago, but the Germans started only very recently to market their programs to these "natural" graduates, knowing the language of instruction and much of the subtext being transported by language.

Domestic versus International Dynamics

The FU, from a domestic view point, has always been a research flagship with a high degree of attraction to researchers and students alike. With the fall of the Berlin Wall in 1989, the FU Berlin became part of a fundamentally changing political and economic landscape. Due to serious financial constraints of the Land of Berlin, the budget of the publicly funded FU Berlin was cut into half over a period of 10 years, reducing the number of students from 66,000 to 32,000 and that of professors from 800 to 380.

As a consequence, the FU could not continue to represent a wide array of specializations in the respective disciplines, but had to concentrate, build on her strengths, and pursue necessary support from the outside (the third party funding has tripled and the cooperation with non-FU researchers was strengthened). In teaching areas, more and more FU faculty look for international partners to enrich their curricula with strengths from other institutions. This development is a global phenomenon and can be seen in the ever increasing numbers of joint programs, joint and double degrees.

Key Factors Driving International Positioning

Key factors include

- Student exchanges – help to weave ties between institutions and to create trust. Exchange students do not only serve as their home institutions' ambassadors and thereby allow for a reciprocal assessment of the intellectual quality of partner institutions, they also help reduce cultural stereotypes and prejudice
- Research partnerships – the most important ingredient to build trust, loyalty and a sustainable cooperation between institutions
- Alliances – an excellent way to join forces among equals, to promote name recognition and to lobby for common interests
- Rankings – are all in all still very flawed but they won't go away. It is important that the universities get involved in the development of parameters that provide a fair picture of the strengths and weaknesses of an institution, assuring that these are not culturally tainted and have a disciplinary bias
- Tuition fees – will eventually be introduced everywhere and influence the market driven recruitment of students even more. The inherent danger of tuition fees in publicly funded institutions is the proportional reduction of public funding. In this case, the financial situation of under-funded institutions would not improve. Often, paying tuition actually increases the service expectations which cannot be met due to the aforementioned under-funding
- Bologna – a true higher educational revolution that will take 15 more years until it will be fully implemented and run smoothly. But then it will prove to be a boon

for internationalization in higher education and on the labor market. We will see other continents copy this major reform

- Scholarships – most important to avert social injustice from talent, to involve less developed countries in the international mobility of academics

The Emergence of New Forces in International Positioning

Over the course of the last decade, new and/or additional forces have begun to shape an institution's international positioning landscape. Such forces include the emergence of international alumni networks as a source of systematic institutional support. Current graduates are the best ambassadors and recruiters for new talent. They are an ideal force to draw the attention of international students and researchers; eventually they might also be able to support their alma mater financially.

Another example is the rapid, global proliferation of courses taught in the English language. This is of mixed blessing as it clearly disadvantages the countries where English is not the official and most used language. The globalization of the labor market helps to counterweight this development as market reality shows that the workforce has to be bi- and even multilingual to succeed in their career.

À la longue, it is unthinkable to be successful in China without speaking Mandarin or Cantonese, in Argentina without speaking Spanish etc. Therefore higher education in non-Anglo-Saxon countries has to retain domestic tongues on the academic level, both in teaching and research. Nevertheless I do not doubt that English is the lingua franca of the 21st century.

As the economic pressure on higher education will increase rather than improve, it will be important to join forces internationally. In the future, we will see more and more joint ventures in research and teaching to cover niches and provide an internationally competitive product. I predict this especially for the smaller disciplines with little staff to cover the whole range of knowledge and specificity in a certain field. The Jewish Studies joint degree program between Graz (Austria) and Heidelberg (Germany) is an excellent example. Joint degrees will have their future especially in niches where a joint effort creates clearly visible added value.

A prime example of the further integration of internationalization with labor force needs and students' pragmatic interests is the increase in professional internships. Hitherto, internships were often centered on classical placement schemes in governmental and non-profit agencies. The DAAD's RISE program has shown that already undergraduates are willing and welcome to do an internship in laboratories of universities, public and private research institutes, and thus gaining an experience in different research cultures.

Outlook

The FU's experiences are both unique and representative of larger change dynamics in Europe. More than ever future differentiation and "discrimination" will depend from the financial support of universities. To optimize the use of limited resources, we will see more and more international consortia joining forces to position themselves optimally in the global competition. This will be true for recruiting talent and marketing discoveries and patents.

We will see new forms of international cooperation averting an obvious brain drain/ brain gain developing and using talent jointly. This holds true especially between developed and less developed yet emerging societies.

Once the European universities have digested the stress and irritation of the fundamental change they have to go through with the Bologna Process, they will become much more alert and fierce competitors on the international academic market.

About the presenter:

Dr. Wedigo de Vivanco serves as Dean of International Affairs at the Freie Universität Berlin.

THE IDEA OF COMMUNITY: THE FUTURE OF STUDENT AND ALUMNI ENGAGEMENT

An Advancement Perspective

“Advancement” is the umbrella phrase used to connect the fields of fundraising, alumni relations, and communications in higher education. In almost every case, these branches of advancement are overlapping and converging, requiring professionals working in these areas to leave their silos and engage with colleagues across the institution. In addition to collaborative thinking, advancement professionals must increasingly abandon traditional views of functionality and process in their everyday work.

We have long believed that higher education was becoming “internationalized,” with students from foreign countries enrolling in our institutions, and our own students spending parts of their college career overseas. But the advent of almost universal online community and the ease with which students and faculty cross international boundaries means that higher education is not merely internationalized – it is “globalized”.

With that in mind, your university is facing an environment in which its identity as an institution is no longer confined solely to a specific national or even regional profile, but rather is intermingled and mixed with the profiles of institutions which you have never thought of as competitors. Alumni, faculty, staff and students will compare your university with a new set of competitors along multidimensional lines.

The university’s focus is now, more than before, moving toward brand stewardship and management, and the role of advancement is to engage and shepherd its far-flung community by providing relevant, flexible frameworks on which the community can build and maintain meaningful relationships.

The Emergence and Role of Key Technologies

The convergence of mobile technologies (so-called “smart phone” devices as a platform) and increasingly real-time updates of our interests and activities (“ambient awareness”) provides new opportunities for connecting our alumni to each other and to our institutions. Importantly, however, we will certainly lose the domestic focus that physical presence requires.

As a “flatter” world takes shape, the ease of international transactions, communication, and networking will create greater comfort with virtual, global activity. Technologies

will tend to eliminate familiar national boundaries that have guided our strategy and outreach methods until now. Our own thinking should incorporate this new, open view of mobility and “always on” communication.

Social and Professional Online Communities

We are in the early stages of online community, despite the presence of various forms since the late 1970s. Ultimately, the difference between online and physical communities will lose its meaning; online will simply be a mode available to us at all times in all places (as the telephone is now).

Until then, web-based services divide roughly along two lines: business (or professional) networking, and social networking. Dominant professional networks include LinkedIn and Xing, while the most prominent social sites include Facebook, Orkut, hi5, Mixi and Bebo.

What do students and alumni do on these platforms? They provide a continual stream of information about their interests and activities in the form of status updates, work and job achievements, blog posts, photo and video albums, and personal, professional or social commentary.

Some adoption trends (based on comScore and Nielsen Online):

- Twitter’s growth has been meteoric (83% April over March; 3,000% in 12 months), but nobody knows how many new users will continue with the technology after trying it
- From a “time spent” perspective, online communities surpassed e-mail in global reach for the first time in February 2009
- Social network “reach” is highest in Brazil, but growth is most rapid in Germany, the UK and Italy

These communities are influencing students’ and graduates’ relationship with the institution, by shifting the context. The school is no longer the only “place” where interaction occurs; rather the individual’s profile displays the person’s connection to the school for the world to see.

Caltech’s own experience with a LinkedIn group shows 14% adoption with alumni status verification. With group tools and communication strategy, an alumni program can deliver relevant services to alumni as (1) community manager, (2) connection broker/network hub, (3) coach/teacher of what networking is and how and when to do it.

Online groups created by prospective students show us who the motivated, self-selecting, interested future students are; they create their own groups for students who *want* to attend our institutions (Orkut, Facebook).

Communication Tools

So-called microblogging allows people to share very short bursts of information about their interests, challenges, and activities in a continuous stream. Along with SMS and other “instant”/always-on tools, these channels allow us to learn more individually about our audiences, but mean that mass communication becomes less effective:

- E-newsletters will be replaced by targeted, action-oriented e-mails that represent mini-campaigns to raise awareness, volunteerism, attendance, or giving
- Student-written blogs are becoming a standard tool in student recruitment, adding authenticity and informality to a process that was until recently entirely print-oriented; we can expect faculty members and institutional Vice Chancellors or Presidents to follow suit
- Educational content via services like YouTube and iTunesU is gaining in quality and accessibility and will meld with classroom instructional materials to make access to high-quality education more widespread, and affecting the perceived value of mid-level institutions
- School-aged audiences increasingly ignore e-mail, as SMS, “chat” and other informal and spontaneous permission-based channels grow

The web: Worth considering is the idea that web sites *per se* are becoming less prominent and services are poised to take over. The features and functions built into specific sites will likely become part of the web browser itself (100 million people log in to Facebook each day; but 270 million per day launch Firefox to surf the web). Then these functions (messaging, sharing media like photos, identifying connections and resources) will become part of the computer desktop and ultimately the operating system itself.

Changes in Student and Alumni Behavior

The transition from applicant to enrolled student to alumnus is becoming less sharp, as students and alumni engage in joint activity (virtual and real world) more and more. Furthermore, online tools allow for self-generating and self-directed groups to represent the institution without any of the traditional top-down control of the past. And these groups are increasingly seen by everyone (except us, the administrators) as valid carriers of the institution’s flag.

Implications for Higher Education Institutions

These changes suggest that advancement offices must regroup and reinvent themselves to reflect the role they are needed to play. No longer the sole repository of alumni contact information, of special interest group activity, or even of fundraising efforts, the development or alumni director must cede ownership and control of many (and soon, most) activities to far-flung volunteers. And since these same influences are changing the role of recruiters and admissions, all administrators must join forces to collaborate from the time a student first hears about an institution on through her student and alumni lifetime.

For their part, the alumni should be given opportunities to share their real experience and expertise in meaningful ways, to serve as a resource that 1) represents the educational outcome of the institution's student experience and 2) carries the institutional brand globally, to continue the recruiting cycle and to reinforce the ever-increasing definitions of "successful alumni."

Ten Years Out – New Notions of Community

As the value of traditional alumni relations activities fades steadily, and as new ways to self-identify, to communicate and to collaborate internationally continue to grow, advancement professionals must rethink their notion of what it means to "have a community" of alumni, friends, and donors. Monitoring how a university's "global brand" is (or is not) reflected in the visibility, the achievements and the closeness of its alumni will be a central facet of higher education community management.

The technological tools will further erode the old top-down, centralized model of control, and alumni offices will become brokers of information that alumni need from one another (and from the institution): making potentially valuable connections discoverable will be a strategic goal for these offices, and deploying helpful tools according to a structured, but flexible, framework will enable it to succeed.

Career and professional help, fundraising, communication and marketing (as well as alumni relations and admissions/recruiting) will overlap more and hybrid offices and job titles will appear on campus:

- Director of Alumni Relations and Career Services
- Director of Recruiting, Admissions, and New Media
- Manager of Government Relations and Major Gifts
- Annual Giving Coordinator and Community Manager, etc.

How we measure our success will also change, with emphasis moving toward outcomes and success stories, network value, presence/visibility among different channels and layers of online media, and connectedness, influence and power in formal organizations (government, education, business).

While new and recently-established advancement offices will wonder how to obtain the staff and budgets to make this happen, getting started in this direction may require only a modest reallocation of existing resources, and willingness by advancement professionals to stand up and point out a new direction. Leadership opportunities abound, and as with every truly new effort, for most that enter this field there will be no “wrong way” to go – but there will be many unexplored avenues to pursue.

About the presenter:

Mr. Andrew B. Shaindlin serves as the Executive Director of the Caltech Alumni Association.

WHAT THE INTERNATIONAL HIGHER EDUCATION LANDSCAPE WILL LOOK LIKE IN 10 YEARS

An Exercise in Vision

An international race in higher education for excellence and reputation has started, with many countries pledging to become “education hubs” and “knowledge economies” dependent on research and higher education. Some are putting their money where their mouth is, others are not. But more than just money is required. Who will the winners in terms of well-prepared students, talented faculty members, and research output that contributes to a country's bottom line be?

Disturbances that make prediction difficult:

- No guarantee that major terrorism events, such as 9/11 or the train bombings in Spain, are over. These can have two or three-year dampening effects
- Public health officials expect infectious diseases to become worse, as antibiotics lose their power. They can cause sharp swings in student population movements
- World has tended toward tighter immigration control, and advocates for higher education don't always win the day in the policy arguments
- There is no guarantee that war will not break out, especially in the saber-rattling regions of the Middle East

Some factors, obviously, help to make prediction easier: Stated government ambitions for education, proportion of GDP devoted to education, research support, and natural resources, such as oil, that will support a conversion into a “knowledge economy”.

Major Change Parameters in International Education

Funding and Alumni Relations

- Science funding is a bit like the stock market: A lot of investors chase returns in sectors where the money has already been made. Little thought given to betting on the “value stocks” of scientific research: Finding the future growth stock before everyone else does
- Research support, not just total amount per country, but the growth rate, is one of the most important factors in predicting the winners. The growth determines the degree to which the grant-approval system supports new revolutionary ones or just cycles through the same old ideas. One report has predicted that R & D spending on research in the US will fall 1.6 percent in 2009

- The US does have an edge, generally, with fundraising, alumni relations, and communications and marketing. Marketing directors are more apt to be members of the senior management team in the US. Rising embrace of fundraising and marketing in Asia could help give it an edge 10 years out, especially over the Europeans, anyways. The National University of Singapore has made a big leap in this regard, and stands ahead of many UK institutions, which have been trying to revamp their advancement offices since the early '90s. Alumni relations could have benefits other than just fundraising (imagine that) in the formation of business and research networks that could benefit the institution

Mobility of Faculty and Students

- Clearly more faculty members are crossing borders than ever before, and the lure of research money and equipment, also means that they feel like they will have a better chance of returning to their home country. Countries are also stepping up recruitment of graduates and undergraduates inclined towards STEM disciplines in the hopes they will stay and create a cheap pipeline into faculty and corporate STEM research
- Star researchers will be most interested in living or working at institutions that will give them a cut of research success, so shifts in intellectual capabilities will become more common
- The student experience: How much will “customer service” and campus amenities count in steering the international student flow? How pampered will the smart students want to be?

Domestic Policies and Cultural Peculiarities

- Policy changes, such as the Obama administration’s easing of stem-cell research restrictions, can affect movement of faculty and researchers
- Will some countries and cultures have more success at fostering innovation than others? The winners of the higher-education and research race will successfully blend creativity, high mathematical knowledge, and the ability to buck authority. It is an open question if authoritarian societies can tolerate the “weird geniuses” who may make the highest contributions. Albert Einstein was a bit of a maverick
- Asian institutions have a big advantage over US institutions with longer-term vision and commitments. A 3-year funding cycle, for instance, is a big advantage over the one-year funding cycle of many US public institutions, which ride the annual rollercoaster rides of tax revenue
- High fertility rates in some countries, such as Saudi Arabia, may serve as a drag on the effort to introduce more people to higher education, while the demographically challenged countries in the other direction, such as Japan, may not find themselves with enough talent in the future

So What Will the Landscape Look Like, After These Parameters get Plugged in?

The United States

In research and the quality of students graduating from universities, Asia will advance and America will recede. The US will fade from being the preferred destination for top talent. In particular the growing inability of the US to recruit or keep students in its doctoral STEM programs in second-tier institutions will hurt it.

Another drag on US performance will be the rather persistent unwillingness of US students to study abroad in any significant numbers and the reluctance of many US researchers to work outside the country, compared to their Asian and European counterparts. The global pollination of ideas will thus be less apt to involve the US.

The highly adaptable, for-profit US-based companies that provide their education chiefly online will have expanded into every niche they can find in other countries. Some countries may adopt protectionist stances against them, but universities outside the US are better off trying to find a way to provide education after the undergraduate degree to older, working students before they lose the market to the for-profit companies.

China

More Chinese students will stay at home, and when they leave China, they will leave the country for shorter periods. Chinese institutions will be able, in ten years, to recruit good faculty from around the world, and will become less dependent on ethnic Chinese.

India

Many Indian students will continue to be attracted to the US. But spending on sports programs and the high cost of education in the US will be a drag on the country's performance, after a long period of tuition increases outpacing parental income.

Europe

Among many European countries, the problems are the same: The governments cannot let go its control of universities, and the public does not expect to have to pay—through either tuition or fundraising. The United Kingdom will probably at least hold its position, due in part to a strong educational pipeline and the rise of private fundraising and alumni relations.

Other Countries and Regions

Saudi Arabian universities, and KAUST in particular, will start having some meaningful research output.

Three-way higher-education partnerships between pairs of universities in developed countries and universities in places such as Bangladesh or Africa may emerge.

Countries that are able to shift from recruiting students just for revenue to offering some financial aid will be able to capture a larger share of talent. The same arguments that occur inside countries about making sure qualified students have access to a good education could become a global moral force. Someday, it may be considered shameful just to recruit students for money.

Some places will surprise us. You can't always manage success. Sometimes it just happens.

About the presenter:

Mr. David L. Wheeler serves as the Managing Editor of the Chronicle of Higher Education.

SESSION ATTENDEE LIST (I)

- Elizabeth Allen, Caltech (USA)
- John Andersen, Københavns Universitet (Denmark)
- Bibian Aguirre, Canadian Education Centre Network (Canada)
- Nuria Alsina, Pontificia Universidad Católica de Chile (Chile)
- Peter Ball, University of Sydney (Australia)
- George Barlos, University of California at Santa Cruz (USA)
- Britta Baron, University of Alberta (Canada)
- Laurel Bright, Australian Catholic University (Australia)
- Les Brighton, University of Canterbury (New Zealand)
- Filomena Marques de Cavallo, Universidade de Coimbra (Portugal)
- Rahul Choudaha, World Education Services (USA)
- Robert Coelen, Universiteit Leiden (Netherlands)
- Wedigo de Vivanco, Freie Universität Berlin (Germany)
- Ben de Winter, Boston University (USA)
- Hans de Wit, De Wit International Higher Education Consultancy (Netherlands)
- Lars Fransson, Uppsala Universitet (Sweden)
- Antoine Fromentin, Ecole Polytechnique Fédérale de Lausanne (Switzerland)
- Wayne Gonion, University of Tasmania (Australia)
- Daniel J. Guhr, Illuminate Consulting Group (USA)
- Pauline Ho, Nanyang University of Technology (Singapore)
- Bianka Jäckel, Universität Frankfurt (Germany)
- Alex Olde Kalter, European Association for International Education (Netherlands)
- Ayoub Kazim, Dubai International Academic City (UAE)
- Kasia Kwietniewska, Bucerius Law School (Germany)
- William Lacy, University of California at Davis (USA)
- Markus Laitinen, Helsingin yliopisto (Finland)
- Simon Lange, Hertie School of Governance (Germany)
- Sonny Lim, Nanyang University of Technology (Singapore)
- Frances Little, Auckland University of Technology (New Zealand)
- David Lundberg, University of California at Los Angeles (USA)
- Chris Madden, Griffith University (Australia)
- Charlotte Mayne, Lincoln University (New Zealand)
- Beth McMurthy, Chronicle of Higher Education (USA)
- Karin Klitgard Møller, Københavns Universitet (Denmark)

SESSION ATTENDEE LIST (II)

- John McPartland, Trinity College Dublin (Ireland)
- Alexandr Mokry, Hessisches Ministerium für Wissenschaft und Kunst (Germany)
- Anne Pakir, National University of Singapore (Singapore)
- Sheila Pakir, Brown University (USA)
- Peter Pang, National University of Singapore (Singapore)
- Gudrun Paulsdottir, Mälardalens högskola (Sweden)
- Chris Robinson, Victoria University (Australia)
- Rick Russo, University of California at Berkeley (USA)
- Andrew Shaindlin, Caltech (USA)
- Joanna Shearer, Imperial College London (UK)
- Jean-Philippe Tachdjian, Foreign Affairs and International Trade Canada (Canada)
- Sarah Todd, University of Otago (New Zealand)
- Niklas Tranaeus, Svenska institutet (Sweden)
- Olivier Vincent, Université de Genève (Switzerland)
- Katherine Wan, University of Hong Kong (Hong Kong)
- David Wheeler, Chronicle of Higher Education (USA)
- Bruce Wilson, Chronicle of Higher Education (USA)
- Mike Woods, New Zealand Embassy to the US (New Zealand)
- Valerie Woolston, University of Maryland (USA)
- Thomas Wu, Chinese University of Hong Kong (Hong Kong)
- Brooke Young, University of Melbourne (Australia)

N.B. RSVPs as of 22 May 2009.

SESSION PRESENTERS

Wedigo de Vivanco

Dr. de Vivanco serves as Dean of International Affairs at the Freie Universität Berlin. Previously, he taught at the University of London, and served as director of the German American Exchange Service (DAAD) office in New York. Dr. de Vivanco served as President of the European Association of International Education (EAIE), and is a board member of numerous other organizations. He holds a joint doctorate degree in history and political science from the Ludwig Maximilians University Munich.

Daniel J. Guhr

Prior to founding ICG, Dr. Guhr served as a consultant with the Boston Consulting Group and as a Director of Business Development with SAP. He holds a D.Phil. in Higher Education and a M.Sc. in Educational Research Methodology from the University of Oxford, as well as a M.A. in Political Science from Brandeis University. Dr. Guhr also trained at Bonn and Harvard Universities, and conducted research at Berkeley as well as the Max-Planck-Institute for Human Studies in Berlin.

Andrew B. Shaindlin

Mr. Shaindlin serves as the Executive Director of the Caltech Alumni Association as well as acting Assistant Vice President for Development & Alumni Relations. He previously worked at Brown University and the University of Michigan. Mr. Shaindlin serves on the CASE Board of Trustees and chairs the Commission on Alumni Relations, and publishes the blog Alumni Futures. He holds a Bachelor Degree from Brown and is pursuing a Master's Degree at Claremont Graduate University.

David L. Wheeler

Mr. Wheeler serves as the Managing Editor of the Chronicle of Higher Education. He has been with the Chronicle for 22 years as a science writer, international editor, and a member of the Chronicle's senior management team. Mr. Wheeler holds a Master's Degree in journalism from Columbia University and a Bachelor Degree from the University of Massachusetts at Boston. In addition, he was awarded a Vannevar Bush Fellowship in science journalism at MIT.

2008 THOUGHT LEADER SESSION

A Look Back – University Alliances

The second annual ICG Thought Leader Session was held at the 2008 NAFSA Conference in Washington, DC.

The session was dedicated to a discussion of three prominent international university alliances – IARU, the IDEA League, and Universitas 21. It drew an attendance of more than 50 participants from 17 countries.

Presenters and Moderator

Presenters included:

- Dr. John Andersen from Københavns Universitet (IARU)
- Dr. Piers Baker from Imperial College London (IDEA League)
- Mr. Anders Hagström from the ETH Zürich (IDEA League)
- Dr. Christopher Tremewan from the University of Auckland (Universitas 21)

The session was moderated by Mr. Christopher Madden from Griffith University.

Session Report

A report titled *University Alliances* was released at the session. It is available free of charge from ICG and can be accessed at www.illuminategroup.com.

2007 THOUGHT LEADER SESSION

A Look Back – Best Practices in International Education

The first annual ICG Thought Leader Session was held at the 2007 NAFSA Conference in Minneapolis.

The session was dedicated to a survey of current best practices in international education. It drew an attendance of 49 participants from 14 countries.

Presenters

Nine institutions from six countries presented best practice initiatives:

- Mr. Stuart Boag from Education New Zealand
- Dr. Robert Coelen from Universiteit Leiden
- Ms. Laurel Bright from the Queensland Department of Education and Ms. Erika Müller-Blass from the Hessisches Ministerium für Wissenschaft und Kunst
- Dr. Ayoub Kazim from Dubai Knowledge Village
- Mr. Chris Madden from Griffith University
- Mr. Wolfgang Meke from Universität Tübingen
- Dr. Kirk Simmons from the University of Arizona
- Ms. Tracy Thomas from the University of Tasmania

Session Report

A report titled *Best Practices in International Education* was released at the session. It is available free of charge from ICG and can be accessed at www.illuminategroup.com.

ABOUT ICG (I)

Mission

ICG operates as a strategic academic consulting firm with the mission to combine the highest quality academic analysis with the project management experience of strategy management consultants and the institutional experience of education administrators.

History & Organization

ICG was founded in 2002 in California by Dr. Daniel J. Guhr, who is serving as ICG's Managing Director. ICG is organized as an international expert network of academics, administrators, consultants, and entrepreneurs. Since our inception, we have grown to comprise more nearly 40 members in eight countries.

Practice Areas

Our advisory service is based on eight Practice Areas. These Practice Areas develop and codify our consulting knowledge, and drive client engagements. They are fundamentally embedded in academic research, administrative practice, and client service. Each Practice Area has a dedicated Practice Area Leader.

Members

ICG is firmly embedded in the academic world: Our members are connected to eight of the world's Top 10 universities. 20 members hold a doctoral degree, and 17 members have served or continue to serve as faculty members. In addition, 19 members have academic administration experience.

Half a dozen ICG members have been trained in leading strategy consulting firms such as the Boston Consulting Group and PwC. Most ICG members had lived and worked in two or more countries and our members are fluent in more than ten languages. In total, our members have published more than 80 books and 900 journal articles.

Client Service

We are dedicated to deliver well researched, comprehensively reasoned, and honest advice to our clients. Earning our clients trust and forming long-term relationships to us means to never compromise on these values.

ABOUT ICG (II)

Dr. Daniel J. Guhr, ICG Managing Director

Dr. Guhr serves as ICG's Managing Director. Prior to founding ICG, he served as a strategy consultant with the Boston Consulting Group in Munich and San Francisco, and as a Director of Business Development with SAP in Silicon Valley.

Dr. Guhr has authored more than twenty-five research papers and studies. During his studies, he was awarded 17 scholarships, fellowships, and grants. In 2007-08, he contributed to 38 sessions and workshops at conferences. In addition, he comments frequently on educational issues in the media.

From 2003-06, Dr. Guhr served as President of the Oxford University Society's San Diego branch. He served on the Board of Bonn University's Universitätsgesellschaft from 2006-09. He currently serves on the Councils of the University of California at Santa Cruz's College Eight as well as First Lutheran Church of Palo Alto.

Dr. Guhr holds a D.Phil. in Higher Education and a M.Sc. in Educational Research Methodology from the University of Oxford, as well as a M.A. in Political Science from Brandeis University.

Dr. Guhr was also trained for three years in political science at Bonn and Harvard Universities, served as a research specialist at the Center for Studies of Higher Education at the University of California at Berkeley, and conducted research at the Max-Planck-Institute for Human Studies in Berlin.

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