Over the nearly four decades that I have been a faculty member and university administrator, I have witnessed a transformation within higher education driven by increasing globalization of our planet.

This shift has influenced nearly every aspect of university life—from student recruitment, to the technological tools that we use, to faculty research.

In my academic discipline, when I first started attending the annual Society for Neuroscience meeting, of about 5,000 people there were only a few international participants. At the last meeting in the fall of 2016, the 30,000 attendees were strikingly international, many studying at American universities. I plan to attend the June 2017 bi-annual meeting of the World Association of Cooperative Education, organized out of Massachusetts, which will be held this time in Southeast Asia. Meetings too have gone global.

In terms of the dynamics that are bringing about this transformation, there is no question that higher education has been deeply impacted by the mobility of students studying outside of their home countries.

(continued on pg 20)
A few weeks ago, I had the good fortune to visit the University of Padova, the second oldest university in Italy after the University of Bologna, and the fifth oldest university in the world. There are a number of things that are fascinating about the history of this institution, and a few examples stood out.

The University of Padova was established when a large group of students and faculty at the University of Bologna decided to escape the increasing levels of control being imposed by the Commune on the student corporations and their ability to exercise academic freedom, notwithstanding the fact that this “right” had been guaranteed by Emperor Frederick I. The University of Padova also made a commitment from its earliest years to welcome students “from beyond the Alps.” In effect, they opened their doors to foreign students, believing this to be fundamental to the enterprise of the academy and the search for truth. Additionally, the University of Padova has the impressive distinction of being the first university to award a Ph.D. degree to a woman, Elena Lucrezia Cornaro Piscopia, in 1678. This significant event was clouded only by the fact that she was denied the chance to earn the Doctorate in Theology, the most prestigious degree at that time, because the bishop did not believe that it was acceptable that a woman should earn such a degree. The lessons that we can draw from this 1800-year old history are significant. In the first instance, the academy cannot survive or thrive if academic freedom and the unfettered search for truth is compromised. And just as important, the academy needs to be open to students and scholars from around the world, regardless of race, religion, gender, political belief or country of origin, in order to be more effective in the pursuit of its mission.

In recent weeks, however, it seems as if we in the US have taken a turn away from these lessons, although this turn has not come out of the blue. Rather many would argue that recent decisions rest on nationalist sentiment which has been a stunning rise in many industrialized democracies over the past few years. Perceived as occupying the margins of society, nationalist groups have been steadily gaining ground, particularly in Europe, and the 2016 Brexit vote in the UK signaled a new kind of legitimacy that seems poised to wrest control from the staid and aging politicians who have shepherded Western democracies since the end of that ghastly period when nationalism was last in ascendancy. Although it is no stranger to American political life, nationalist rhetoric was particularly conspicuous during the recent presidential campaign, with slogans such as “America First,” “Make America Great Again,” and “Build That Wall.” In the wake of the election results, nationalism now occupies the most visible and powerful stage in the world and may even tip the outcome of elections in many European nations later this year in favor of parties espousing such ideology.

In the wake of these surprising outcomes, it has not taken long for the dark underbelly of nationalism to reveal itself. In the days immediately following the elections (as well as the Brexit vote), hundreds of attacks were visited upon people of color and others who look like immigrants. In addition, numerous schools and places of worship were covered with racist and sexist graffiti that linked these acts to nationalist ideology. Barely a week had passed into the start of the new administration when a presidential executive order was issued imposing (continued on pg 16)
Globalization and the Internationalization of Social Work Education in the United States

By Prof. Katherine Bircz-Lazan and Lynn Warner

As a profession, social work has always been attentive to the human costs as well as the benefits of social, demographic, and economic changes, including globalization.

An adage in the field is “think globally but act locally.” This dual focus is manifested in social work education as the ecological approach to multisystem interventions, in which students learn about the strengths and challenges of individuals and their families, along with the organizational and policy influences on their choices and opportunities for intervention. In the 21st century, technological advances, global capitalism, and the worldwide increase in wage-based labor have changed the scope and distributions of poverty, inequality, and social exclusion, outcomes which historically have been social work’s mission to address. The rapidity with which these changes are occurring has reinforced if not compelled the internationalization of social work education. The social work profession in the United States, and now across the globe, is often one of the first responders to address the effects of globalization.

Globalization has been accompanied by a dominance of neoliberal policies that prioritize deregulation, privatization, and cutting public expenditures for social services. Such policies have influenced the corporatization of universities in the U.S. Declining state investments have forced new forms of differential tuition for students from other nations. In addition, community-engaged faculty researchers are funded to adapt social programs and service models from other nations in the U.S. context, thereby internationalizing the research opportunities available to undergraduate and graduate students. These projects include, for example, the wide-scale adoption by the United Nations and adaptation in the U.S. of the Grameen Bank from Bangladesh, involving microenterprises and microlending for the poor. Another example is the indigenous program of the Family Group Conference from the Maori in New Zealand, now widely used as a best practice in child welfare in the U.S. and in many other nations.

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Globalization is redefining the field of information technology faster than a casual observation might indicate. In the interconnected world where news and ideas, goods, and services are disseminated across the globe very rapidly, computer networks are expected to be robust, with intrinsic resiliency and redundancies that reduce the distance and age gap between individuals and across generations. The notion of being competent in the digital age therefore requires an exploration of how globalization has shaped and helped to transform the field of information technology in recent years. It also imposes on institutions of higher education an obligation to create an environment where students can attain a high level of digital and cultural competencies in order to be functional in the global community. The need to acquire adequate competence stems from the simple fact that if the stages of digital development are poorly managed, students will emerge with a sense of inadequacy in the global society.

The sense of inadequacy can exacerbate when students transition into the highly competitive global workforce because of the extreme dependence on technology. Human interactions across the globe are increasingly relying on electronic devices. In fact, it has become difficult to separate information technology and international relations from globalization. Once seen as orthogonal academic disciplines, these two fields are gradually becoming combined vectors that are directed by the overall impact of globalization.

Instantaneous transactions ranging from online dating and online gambling to scholarly exchanges, including shared research collaborations across borders, are a few examples of interactions that are being complemented by the use of modern-day technology to produce a deluge of information. The successful completion of these transactions is part of the responsibility of technology professionals, who must understand not just the complexities of computer networks and systems, but also the overall user experience in the broad context.

The abundance of information available in the public domain of the Internet has added global threats and data security to the list of hot-button issues. (continued on pg 23)
Internationalizing Women’s Studies While Critiquing Globalization

By Prof. Vivien Ng

In the fall of 1994, the Ford Foundation, in collaboration with the National Council for Research on Women, launched a multimillion-dollar and multiyear initiative aimed at “internationalizing” women’s studies and “globalizing” area studies curricula. Thirteen institutes and programs received funding from this initiative, including a joint project proposed by University at Albany’s Center for Latino, Latin American, and Caribbean Studies (CELAC), Institute for Research on Women (IROW), and Center for the Arts and Humanities.

A survey of the Ford Foundation–funded projects shows that while they differ in structure and approach, they share a common feature: de-centering of Eurocentric concepts of women and forms of oppression. At the University at Albany, for example, one of the foundational texts read by participants in the curriculum transformation institute in summer 1995 was Chandra Talpade Mohanty’s essay, “Under Western Eyes: Feminist Scholarship and Colonial Discourses.”

The Ford Foundation did not invent or usher in “globalized” women’s studies, but the initiative validated the work of individual feminist scholars and community activists who had objected to the naive “sisterhood is global” premise embraced by many U.S. and European feminists in the 1960s and 1970s (and to some extent even today).

“Global sisterhood” presumes universality of women’s experience and allows some scholars with only superficial knowledge to write authoritatively about oppression of women in cultures other than their own. “Globalized” women’s studies, on the other hand, would instead draw on the knowledge and expertise of an international community of scholars to speak about their own research and experiences. In the three years of the Ford project at the University at Albany, scholars from Latin America, Africa, Eastern Europe, and Russia visited the university and participated in a wide range of activities, including panel discussions and symposia. CELAC, IROW, and the Department of Women’s, Gender, and Sexuality Studies continue to welcome visiting scholars and to engage them in productive scholarly collaborations.

“Globalized” women’s studies draw on the knowledge and expertise of an international community of scholars to speak about their own research and experiences.

From the mid-1990s onward, at the same time as women’s studies programs were beginning to “globalize” their curricula, many scholars focused their research on the process of “globalization” and its impact on women’s lives in Latin America, Caribbean, and Latina/o studies scholarship.

It is debatable whether globalization has led to fundamentally rethinking the key issues and theoretical concerns that are central to this scholarship. A number of factors help explain this skepticism. At the most rudimentary level, globalization is essentially an advanced stage of imperialism. Financial markets are closely integrated, global manufacturing and distribution networks dominate international trade, and national states are expected to remove barriers to global capital accumulation.

Globalization creates winners and losers. Latin America and the Caribbean have not benefited from globalization, as the region is compelled by international financial institutions to deregulate their economies, remove impediments to trade, and enforce labor discipline through the imposition of neoliberal policies. Little has changed for Latin America and the Caribbean, since for more than a century their economies have been absorbed into the circuits of U.S. capital and trade.

Latin America has historically depended on primary export production and natural-resource extractive industries for the bulk of its earnings. And U.S. multinational enterprises have controlled much of Latin America’s production. Except for brief periods, during much of the 20th century Latin American economic growth was marked by economic inequality. But globalization has altered the form of Latin America’s incorporation into the circuits of global capital, reaffirming the power of capital and further undermining the region’s economic sovereignty.

The United States has resisted Latin American and Caribbean attempts to achieve national economic sovereignty, since the region is vital to the U.S. economy and of strategic significance. During the Cold War era, the U.S. supported dictatorships and intervened directly and clandestinely to thwart

Globalization and LACS: Critical Inquiry and Purposeful Action

By Prof. Palerv Cohen, Johana Londoño, Ruth Feller, Gabriel Hetland, and Christine Vassallo-Oby

Globalization is a process of economic integration and heightened international cultural interaction that has influenced Latin American, Caribbean, and Latina/o studies scholarship.

From the mid-1990s onward, at the same time as women’s studies programs were beginning to “globalize” their curricula, many scholars focused their research on the process of “globalization” and its impact on women’s lives in Latin America, Caribbean, and Latina/o studies scholarship.

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GLOBALIZATION
and the QUESTION
of MORALITY

By Prof. Kristen Hessler

W hile globalization has been a dominant force of the early 21st century, some forms of global integration seem to be in retreat. In 2016, for example, we witnessed both the Brexit vote in Britain and the election of an isolationist president in the United States. Whether the world needs more or less globalization is, of course, a deeply controversial question. What is clear, however, is that some of the foundational questions about globalization—for example, whether it is a force for good or something to be resisted—are moral questions. Since philosophy attempts to understand and develop cogent and systematic answers to deep moral questions, it can make an important contribution to our understanding of globalization.

One of the basic questions of global justice concerns how to balance our obligations to our fellow citizens with our obligations to others, especially those who are victims of human-rights abuses, severe poverty, or armed conflict. For example, it makes sense to say that I owe it to my compatriots, but not to others, to pay my taxes to support infrastructure, the military, police, courts, etc. At the same time, there is a compelling moral force to the idea of human rights, that human beings everywhere are entitled to a life of dignity, and that we may have moral obligations to assist people to achieve this goal, wherever they may live.

For American citizens, some of the basic questions of global justice have an added significance, since American power—economic, military, and political—is so profoundly influential around the world. Given that the U.S. is a democracy, the official actions of the American government are at least in theory authored by us, the American people. This gives American citizens a very weighty and important responsibility: to think through the impacts that our country has in the world, and to try to influence our government’s actions and policies for (what we take to be) the better.

Some of the biggest developments of the past year have concerned such questions as whether the U.S. should intervene in the war in Syria; what obligations affluent countries have toward international migrants and refugees; how the U.S. should lead or even participate in global climate negotiations; and to what extent we should intervene in wars related to our own interests. Given that the U.S. is a democracy, the official actions of the American government are at least in theory authored by us, the American people. This raises the question of how to think through the impacts that our government’s actions and policies have on people to achieve this goal, wherever they may live. (continued on pg 16)
GLOBALIZATION AND EDUCATION SYSTEM DEVELOPMENT

By Prof. Hal A. Larson, Alan P. Wagner, and Jason E. Lane

Education at all levels—from cradle to career, and across all countries, from developing to developed—has become an important focus for scholars.

In popular terms, globalization is often seen as the current driver for this focus, with education as an economic tour de force. However, this framework is insufficient for international comparative analyses of action-oriented proposals for the improvement of education systems around the world. Scholars representing many academic disciplines emphasize globalization's economic, social, cultural, political, and technological facets, and they proceed with special interest in whether, how, when, where, why, and under what conditions globalization is a homogenizing force for education systems and other institutional sectors.

Although many scholars anticipate and look for cross-border imitation and standardization, usually exploring the mechanisms for homogenization, the best-prepared ones also focus on noteworthy and unique regional, state/provincial, and national developments. Toward this end, many of these scholars rely on a newly minted concept: “Glocalization” refers to the interplay between global forces, factors, and actors, and their local counterparts.

When glocalization is the framing mechanism for analysis and action planning, scholars typically find evidence of hybridization. In other words, while these scholars discover homogenizing influences on education system development and performance, they also find evidence of distinctively local, state/provincial, and national influences on and determinants of education organizations, systems, and policy frameworks.

This descriptive finding gives rise to an important normative question: To what extent should education system building proceed with firm requirements for regional, state/provincial, and national uniqueness?

When education system development and performance are connected to state/provincial and national economic development planning and performance in global context, it becomes apparent that this normative question involves high stakes. While education system building ideally prioritizes outcomes other than workforce development, system building that proceeds without a firm commitment to workforce development in the perspective of global economic dynamics is a perilous policy alternative.

Little wonder, then, that economic competition in the global marketplace is accompanied by competitive education system building to an interdependent global economy. And just as education systems around the world.

... (continued on pg 19)

GLOBALIZATION’S ROLE IN CREATING A HEALTHIER WORLD

By Dr. Laura Schwartz and John Justin

Health care workers from Doctors Without Borders prepare isolation treatment areas for victims of the 2014 Ebola outbreak

... (continued on pg 17)
Globalization of the Academy

- Music
- Libraries
- Social Welfare
- Education
- Chemistry
- Physics
- Economics
- Computer Science
- Atmospheric Sciences
- Biological Sciences
- Women’s Studies
- Philosophy
- Digital Forensics
- International Affairs
- Information Technology
- Latin American / Caribbean Studies
More than 200 years ago, David Ricardo and Adam Smith explained the principles of specialization and gains-to-trade:

If countries specialize in producing those goods for which they are relatively most efficient (those in which they have a comparative advantage) and trade to get other goods, then all countries end up with more goods in total. Each country uses its capital and labor to produce the goods for which it has greatest relative productivity.

Comparative advantage also applies to the trade of goods for assets. When a country has more imports than exports, it is trading the excess for assets, which the exporter can redeem for goods in the future. This trade deficit allows the net importing country to spend more than it currently produces, representing a comparative advantage in future goods.

Trade in goods and assets is inhibited by costs, which include direct costs of trade, like those associated with transportation, information, and communication, as well as explicit trade barriers that countries impose. The growth of technology has been reducing the direct costs of trade, while countries, cognizant of the gains to trade, have engaged in agreements to reduce explicit trade barriers. Both explain the growth in trade over time.

The growth of trade has ignited controversy, for two main reasons: First, any new trade has winners and losers. When the United States produces and exports more technology goods and imports more steel, technology workers gain while steel workers lose.

Economics implies that trade will continue to grow and that we should not try to stop it. However, we should use economics to better understand and manage the consequences.
NAFTA or NATO or traditional bilateral alliances—is a bridge toward or an obstacle in the way of a more peaceful and prosperous world.

These are not simply moral questions, of course; they are complex questions that also require sophisticated analysis from political science, economics, sociology, and other relevant disciplines. While philosophy is essential to help us answer them, philosophy itself has had to evolve in order to be useful in addressing them. In the early 20th century, few philosophers paid attention in their professional work to such concrete moral questions of any kind.

This began to change later in the century, as philosophers began using the resources and methods of philosophy to analyze pressing moral questions of the day. An important contribution was the publication in 1971 of John Rawls’s A Theory of Justice, which offered a rich and systematic philosophical theory of justice, and which combined philosophical rigor with practical relevance. Rawls was himself influenced by the civil rights movement of the 1960s. Around the same time, the Australian philosopher Peter Singer, distressed by the ongoing famine in Bengal at the time, published a landmark paper, “Famine, Affluence, and Morality,” arguing that citizens of affluent countries had a moral obligation to help those in need in other parts of the world. These early works led to the emergence of a new field of applied ethics, which continues to debate both the forces of globalization and the resistance to these forces. While the questions examined in applied ethics are them- selves deeply controversial, the evolution of philosophy has been dramatically impacted by globalization in recent decades.

Transportable musical traditions and the ability to remix raises many questions about cultural authenticity and ownership. A recording transforms a living, breathing cultural expression into an artifact that can be distributed, used, and transformed in any way a musician desires. There may be vastly asymmetrical power relations between a cultural producer and her—at times, unappreciated—audience and remixers. Access to newly created musical ideas, often through recordings, drives the work of many musicians. Yet the force of the market, shaped through historical power dynamics, complicates permissible musical boundaries.

When Paul Simon drew upon the work of South African collaborators Ladysmith Black Mambazo to produce Graceland in the late 1980s, the result was viewed ultimately as refreshing brilliance or cultural appropriation. Was Peter Gabriel’s subsequent synthesis of Middle Eastern, African, and European musical materials in Passion representative of a new “world music” or a strawmuling of authentic cultural voices? Is it inevitable that the Rolling Stones, rather than the black originators of rhythm and blues, become the ones to procure the lion’s share of financial resources?

Currently, discussion of musical globalization tends to focus on legal rather than ethical issues. Yet the licensing of samples and payment or litigation of royalties should not mask the importance of a self-reflective artistic process. Is it inevitable that global connectivity gather all musical creativity into a shared polycultural pool or, to use an outdated term, “melting pot”? What further our shared human community: blending cultural resources or honoring distinctive origins? Need it be one or the other? In a world of unequal economic and political capital, how can global connections lead to reciprocal relationships instead of economic and legal winners and losers? As global media companies consolidate and garner the profits of musical distribution, what economy can emerge to support musicians rather than consign them to become musical content providers?

Global scholarly connections can produce new collaborative thinking about these issues, and a new critical consensus must be reached, not simply because, since the artistic, ethical, economic, and political issues are inseparable. Indeed, global, interdisciplinary scholarly efforts are among the potential fruits of our fragile, interconnected planet.

Bob Gluck is professor in the Department of Music and Theatre, University at Albany, SUNY.
GLOBALIZATION AND LACS (continued from pg 7)

Caribbean, globalization was the Trojan horse for the imposition of neoliberalism, which resurrected the sanctity of the markets, with the added muscle of state power that would be deployed to remove structural impediments to postindustrial capital accumulation for multinational enterprises. Latin America and the Caribbean governments adopted severe austerity measures, which intensiﬁed the volume of wealth ﬂowing upward from workers to corporations, and magnified already-high levels of poverty. Wealth was also siphoned off as Latin American nations increased their debt exposure to international bankers and hedge funds. The disruption of Latin American economies, undermining of national economic sovereignty, distortion of labor markets, widespread impoverishment, growth of massive contingents of precarious labor, land grabbing, and the constant assault on civil society gave rise to social movements demanding economic and environmental justice. The resulting advent of progressive governments—the Pink Tide—was a brief respite from the travails of the neoliberal at- tact. But these governments soon succumbed to the forces of globalization, including the International Monetary Fund.

Emigration to the United States moved lockstep with the economic demise of Latin America. Glo- balization increased labor mobility across national boundaries, and in the U.S., it created large and vulnerable contingents of undocumented immi- grant labor. These immigrant communities were the source of new transnational identities and politics that challenged the traditional signiﬁcance of borders. The common cultural, linguistic, and religious characteristics of the resident and immi- grant Latino communities generated a new politics of solidarity and transnationalism. Since the 1990s, U.S. Latino/o studies has emerged as an innovative approach to better understand these transnational dynamics that are constitutive of contemporary Latinidad.

The scholarship produced by the faculty members of the Latin American, Caribbean, and U.S. Latino Studies Department (LACS) at the University at Albany and the courses they teach have been deeply inﬂuenced by the transformations that globalization and neoliberalism have wrought. LACS imparts students with an understanding of the evolution and consequences of neoliberalism and the multiple forms of resistance to it, including social movements that advance democratization and social justice. LACS courses provide students with an array of analytical perspectives and historical context that are essential to understanding the complex changes that globalization has generated in the Americas. By necessity, this work is multidisciplinary, historically situated, comparative, and theoretically grounded, and it explores the meaning and content of contempo- rary social, cultural, and political developments. The faculty members in LACS help students to understand the link between empirical inquiry and purposeful action. Students learn to understand the Latino community’s responsibility to challenge in- equalities along lines of class, race, ethnicity, gender and sexuality, and national origin.

Pedro Cebán is professor and chair of Latin American and Caribbean Studies
Johana Londoño is an assistant professor in Latin American and Caribbean Studies
Ruth Fodder is an assistant professor in Latin American and Caribbean Studies
Gabriel Hetland is an assistant professor in Latin American and Caribbean Studies
Christine Vasallo-Oby is a lecturer in Latin American and Caribbean Studies

INTERNATIONALIZATION OF SOCIAL WORK (continued from pg 4)

PhD programs internationally. This development is driven in part by international need and demand for social workers; it is also partially revenue-driven. But the dominant theme of social development in social work practice in developing nations is also helping to promote more attention in the U.S. to the ways in which social work must foster integrative social and economic development across our own nation. Thus, globalization processes and social welfare policies are informing an international learning community that benefits social work developments in the U.S. as well.

Katherine Brieu-Lazerson is a professor in the School of Social Welfare
Lynn Warner is interim dean of the School of Social Welfare

GLOBALIZATION OF ENGINEERING (continued from pg 8)

Some may suspect a downside to the inﬂux of inter- national students. Do they take seats from domes- tic students, for instance? There is no evidence of that. Graduate programs typically offer preferential admission to domestic students, who simply opt not to pursue graduate study in sufﬁcient numbers to ﬁll programs, and, upon graduation, meet national needs. According to NASFAA:Association of Interna- tional Educators, in the 2015–2016 academic year, more than one million international students injected $12.8 billion into the U.S. economy. Of those, 32 percent studied engineering, computer science, or math. Education, particularly graduate education in engineering, is clearly one of America’s most successful “exports.”

Once a country is “developed,” innovation is the only sustainable driver of economic growth; this is the so-called knowledge-based economy. For these econo- mies, including that of the U.S., engineers and other applied scientists are “professional innovators” who build the national wealth; there is a strong positive correlation between the fraction of scientists and engi- neers in a population and its per capita GDP. Quite simply, relying entirely on domestic students would leave the U.S. with an engineering talent deﬁcit, and threaten our economic health.

Many international engineering students remain and build their careers here, adding to our intellectual capital. Indeed, Amazon’s AI work, for example, de- pends on our ability to “import brains” in engineer- ing. They help to sustain healthy graduate programs and the research conducted thereby; they contribute their work and talents, both in engineering and en- trepreneurialism, to American industry; and they take positions in academia, where they educate our next generation of engineers and conduct cutting-edge research. So, in effect, the “exported” engineering education is often one we get to keep.

Sounds like a deal that’s hard to beat.

Kim L. Boyer is dean of the College of Engineering and Applied Sciences

EDUCATION SYSTEMS (continued from pg 15)

ing, and it also indicates how education development has become a globalizing force.

Where New York State and the United States overall are concerned, education system building for and via the global economy has been proceeding rapidly and competitively. The Obama administration’s “race to the top” agenda, structured to move New York and the world in the postsecondary direction, has resulted in a national movement toward cradle-to-career education system building. For New York State and the nation, this agenda is being advanced in ways that correspond to state national circumstances and context. It includes a strengthened focus on new competen- cies in science, technology, engineering, and mathematics (STEM disciplines), augmented in some places with the arts, STEAM); integration of team-based learning and problem-solving pedagogies; and investments in supports to spur student degree completion.

In fact, completion of some form of postsecondary educa- tion, with demonstrated competencies and mindsets, is the new ﬁsh line in America’s race to the top. Approaches adopted in New York State and the nation include new pathways to completion of a range of postsecondary educa- tion degrees and credentials. For young people whose fami- lies have little or no postsecondary education or who ﬁnd themselves swarming among multiple colleges and universities, pathways into and through post-school learn- ing are increasingly provided (for example, SUNY’s transfer policy). What is more, this agenda includes bold plans for lifelong learning that are based on solid predictions that job and career change will be “the new normal” for today’s com- munity college, four-year college, and university graduates.

Thus, the game has changed for education system develop- ers. The implications for schools, colleges, and departments of education are profound, and the same can be said of their host colleges and universities. Add to this mix all-important state education departments and statewide higher-education governing bodies such as the SUNY system administra- tion, and one further challenge. Now-separate state authorities and regulatory bodies, higher-education institu- tions, and P–12 school systems must develop new and better ways to speed up and scale up evidenced-based practices that work. Here, too, opportunities to study and learn from other nations are among the beneﬁts of education system development (including the repositioning of university academic departments, schools, and colleges) in an era of increasing globalization.

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Jason E. Lane is department chair and associate professor of the Department of Educational Policy and Leadership

GLOBAL Synergies Spring 2017 Center for International Education, University at Albany

Continued from page 12

SUNY’s education agenda is based on its “race to the top,” a strategic plan that builds on the legislative mandate of the state education department, the SUNY Board of Trustees, and the SUNY Chancellor’s ofﬁce.

SUNY’s strategy to reach its “race to the top” goals is based on the following three initiatives:

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8. SUNY’s Education Agenda

9. SUNY’s Education Agenda

SUNY’s strategy to reach its “race to the top” goals is based on the following three initiatives:

1. SUNY’s Education Agenda

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SUNY’s strategy to reach its “race to the top” goals is based on the following three initiatives:

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Their ranks have been projected to grow from four and a half million today to eight million in 2025. The United States has the largest number of international students of any country in the world. This mobility is driven by the inability of many nations to meet the demand for higher education by their own citizenry, but also by a desire to acquire the best possible training, often resulting in travel abroad. Colleges and universities around the world are often keen to capitalize on this demand for international student enrollment and make themselves more accessible.

Through study abroad arrangements, dual degree agreements, and aggressive recruitment, institutions are able to capture larger numbers of international students. UAlbany has several of these dual degree agreements, including one with Chongqing University of Posts and Telecommunications in China, which will bring nearly 100 computer science majors to complete their degrees at UAlbany in 2019.

American universities are also reliant on international students as sources of both revenue and intellectual capital. More than 30 percent of all doctorates awarded at U.S. institutions, and more than half of those in the physical and natural sciences go to international students. Some graduate programs in research universities would cease to exist without international students. International faculty have also proven to be an increasingly important asset and in this respect, globalization makes the search for the best and the brightest substantially more productive.

One way our institutions attract both students and research dollars is through strong international rankings. Universities that hire more international faculty, host more international students, and engage in international research collaborations are rewarded with higher standing in these rankings. But this phenomenon is less about seeking higher rankings and more a reflection of how research universities operate in a globalized world.

The production of knowledge increasingly requires globally diverse teams of researchers and scholars. This is true in part because of the location and origin of specialized equipment, data, expertise, and conditions, but also because human-kind’s greatest challenges are global in scope, and must be addressed across borders. A team of UAlbany atmospheric scientists, for example, successfully competed for an NSF-funded Partnership for International Research and Education (PIRE) grant that allows American universities to collaborate with Taiwanese universities in joint research among faculty and study/research experiences for students.

I believe a holistic movement toward greater internationalization in higher education is not only inevitable, it is highly desirable. There is no question, institutions dedicated to meeting our challenges with a global approach will be best positioned to succeed in the future.

Given the current political climate, the conversation about internationalization in higher education must be even more front and center. We simply cannot afford to compound the negative impact of globalization on our students, our research, and our institutions. Public research universities like UAlbany—with a mission to create a better future both at the local and global scales—must be committed to harnessing and celebrating globalization in all of its dimensions.

In this suddenly turbulent and uncertain time, does the academy have something to say about these troubling developments? Consider for a moment that the most successful effort thus far in opposing this executive order has come not from the financial sector or the agricultural sector or even the high-tech sector, but from the academy. It was a case brought by the University of Washington and Washington State University that resulted in the first lifting of the ban in court, followed by two additional court actions that upheld this decision. A few days later, 17 of the most elite universities in the United States filed a brief supporting a New York State court challenge to this very order, citing the damaging effects being widely felt by American universities. In both cases, universities have referenced the fact that their scholars, faculty, and students have been stranded overseas and that their faculty’s ability to engage in field research and attend academic meetings has been compromised. In effect, a nationalist agenda runs counter to the mission and work of the academy.

Whether we have noticed or not, the academy of the 21st century is a global institution. It depends on international students, international visiting scholars, foreign-born faculty, international research collaboration, internationally based alumni, and partnerships with international organizations and universities. This deeply interconnected and interdependent nature of the modern academy is what accounts for the explosion of innovation and discovery of the last 50 years. It is what explains the great leaps in knowledge about who we are as a species and how some of the most intractable problems facing human-kind can be solved. It is also what has served us well to learn that we are safer and more prosperous and have greater stability when we work together and support each other. As the regime that has brought us the free movement of people and ideas, the globalization’s tightening grip on the world is operationalized. The future will impact the lives of thousands of immigrants is incalculable, but ultimately, tens of millions of immigrants is also what has helped us to learn that we are safer and more prosperous.

This mobility is driven by the inability of many nations to meet the demand for higher education by their own citizenry, but also because human-kind’s greatest challenges are global in scope, and must be addressed across borders. A team of UAlbany atmospheric scientists, for example, successfully competed for an NSF-funded Partnership for International Research and Education (PIRE) grant that allows American universities to collaborate with Taiwanese universities in joint research among faculty and study/research experiences for students.

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materials and tutorials help students to become more capable consumers and creators of information.

The library collections reflect the University at Albany’s global educational offerings: Area-studies subject libraries select materials to support Africana, East Asian, and Russian and Eastern European studies. Hard-to-find materials from small local presses are sought out at annual book fairs in Latin America to support Hispanic, Latin American, and Caribbean studies programs. The libraries are a European Union Depository Library. Our libraries also disseminate University at Albany scholarship through the Scholars Archive, our open-access digital repository that preserves and promotes academic content created by our faculty and researchers. By depositing materials in the Scholars Archive, researchers can make their work instantly available and freely accessible around the world.

Our M. E. Grenander Department of Special Collections and Archives houses and preserves a number of truly unique collections of primary-source research materials. Historically, archival holdings have been difficult to locate. Modern archivists work to make this content readily discoverable and accessible to scholars through cataloging and digitization projects. In recent years, the department has received highly competitive grants to create electronic finding aids and to digitize portions of the New York State Modern Political Archive and the National Death Penalty Archive. As a result, the archives are used by scholars from around the world, with even easier access as materials become available online.

University at Albany librarians also work to foster our relationship with our partner institution, the Southwest University of Finance and Economics (SWUFE) in Chengdu, Sichuan Province, China. As our two institutions work more closely, a shared understanding of our students and our educational expectations will allow us to provide a better learning experience. University at Albany librarians have taught summer session short courses at SWUFE, exposing international business students to social-scientific research methods and issues surrounding academic integrity and plagiarism, particularly for students interested in further study in Western countries. In the fall of 2016, our libraries hosted a visiting scholar librarian from SWUFE through the university’s Institute for International Visiting Scholars (IIVS). During the semester, the SWUFE scholar studied the operation and management of American academic libraries by observing many facets of the libraries’ operation and taking field trips to other sites. This exchange provided an opportunity for both institutions to enrich the mutual understanding of our students and thus provide a better learning environment for them.

There is no question that globalization has opened up new pathways for us to serve the university community in more comprehensive ways. We remain committed to playing our role in supporting the advancement of knowledge and helping the university to realize its mission.

Mary VanUilen is director of collections at the University Libraries

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ton topics in national security discussions in recent years. Parenthetically, many IT professionals consider threats to data security their organizations’ greatest vulnerability, or in some cases, a personal nightmare.

Educators have and will continue to respond to the impacts of globalization on information systems by adjusting student learning outcomes. In a sense, the fine-tuning of academic programs is a way to acknowledge and account for the new sociocultural norms and trends that are emerging in the digital age. The most remarkable variations of these academic programs is the natural evolution of the discipline of information systems management to include a global perspective. Information systems management is now more than managing data and computer systems. It includes a wide array of essential nontechnical knowledge domains that are naturally embedded in the liberal arts.

To remain relevant in the IT field in the near future, professionals will be expected not only to understand but also to know how to function as project team members in today’s competitive and dynamic global environment. Students enrolled in IT-related disciplines today should aim to learn about the world, including the technology, geography, politics, and economics of different cultures. By combining information systems management with the humanities, universities will equip their graduates with the skills necessary to overcome the challenges of implementing, managing, and securing IT resources across time zones and borders. Essentially, globalization is forcing a paradigm that is about getting work done in globally distributed organizations.

Simon Annan is vice president for Information Technology

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The global educational environment is through technology or population growth. Thus a country is in recession, the only way to grow output is through technology or population growth. The deficit can be eliminated with a reduction in spending or an increase in output. Unless the country is in recession, the only way to grow output is through technology or population growth. Thus a tariff on Chinese goods switches demand toward U.S. goods and the dollar, causing the dollar to appreciate. When U.S. output is at full employment, the dollar appreciates enough to fully offset the effect of the tariff, leaving output and the deficit untouched. With the possible exception of a period of recession, a country cannot create more jobs with a tariff. And if countries in recession engage in a trade war, applying successively higher tariffs to each other as they did in the Great Depression, they are only likely to shut down trade, reducing the gains to trade and reducing each country’s productivity and output. Economists agree that the Great Depression would not have been so great or long had countries refrained from the trade war.

Going forward, economics implies that trade will continue to grow and that we should not try to stop it. However, we should use economics to better understand and manage the consequences. We need to work harder on sharing the gains to trade through income redistribution. We need to understand that tariffs neither create jobs nor reduce deficits, and we need to resist the temptation to use them for these purposes.

Betty Daniel is a professor in the Department of Economics
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