

# Introduction to U.S. Higher Education

Monday, November 28<sup>th</sup>, 8pm (GMT -5)/Tuesday, November 29<sup>th</sup>, 8am (GMT +8)

David Fleshler, Case Western Reserve University, Ohio

Wing-Kai To, Bridgewater State University, Massachusetts

Tonija Navas, Howard University, Washington DC

Jewell Winn, Tennessee State University, Tennessee

Darla Deardorff, Executive Director, Association of International Education Administrators

# U.S.-ASEAN

UNIVERSITY CONNECTIONS INITIATIVE



World Learning  
EDUCATION | DEVELOPMENT | EXCHANGE



The IDEAS (Increase and Diversity Education Abroad for U.S. Studies) Program is a program of the U.S. Department of State with funding provided by the U.S. Government and supported in its implementation by World Learning.

# U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA)

- **Mission:** To increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange that assist in the development of peaceful relations.
- ECA is committed to fairness, equity and inclusion, and its programs strive to reflect the diversity of the United States and global society.



55,000 participants engage in exchange programs funded by ECA annually



15,000 American participants travel abroad on exchanges each year



101 U.S. public and private non-profit institutions funded

# The U.S.-ASEAN University Connections Initiative

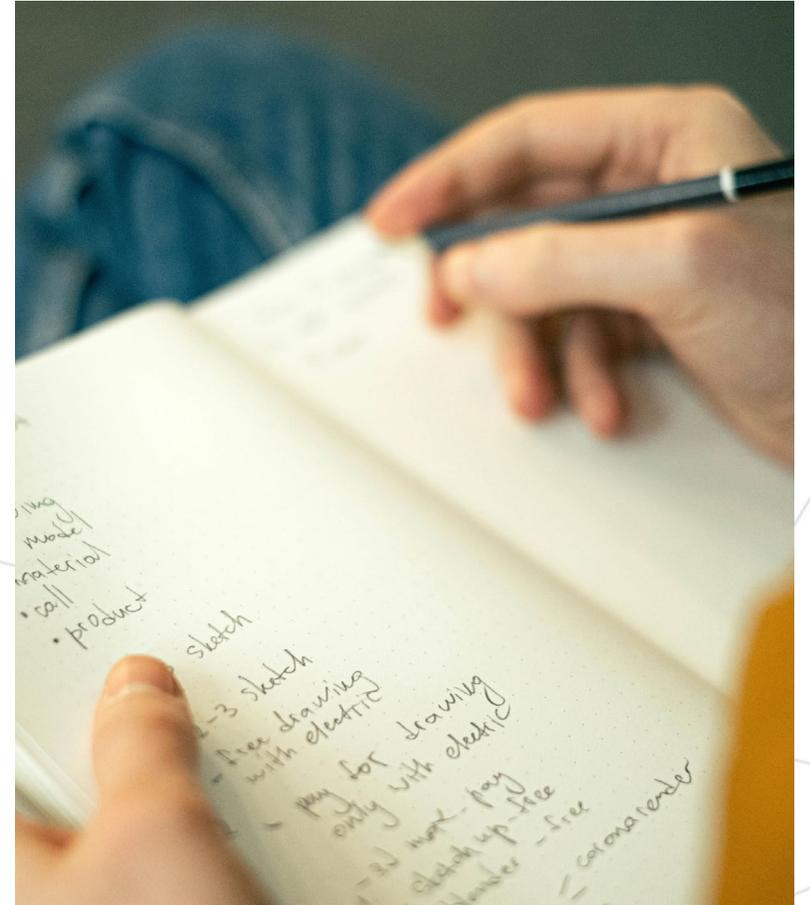
- A White House Initiative, implemented through ECA's IDEAS Program
- Bringing together leaders from diverse colleges and universities in the United States and ASEAN for trainings and networking to foster sustainable international academic partnerships

[ASEAN@worldlearning.org](mailto:ASEAN@worldlearning.org)

<https://www.studyabroadcapacitybuilding.org/asean-initiative/>

# Learning Outcomes

- Gain a deeper understanding of the internationalization of higher education in the U.S.
- Gain a deeper understanding of the landscape of U.S. higher education.
- Gain a deeper understanding of different institution types in the U.S.



# Land Acknowledgement

The AIEA Secretariat is located on the ancestral lands of the Shakori, Occaneechi, and Catawba peoples. AIEA honors with gratitude the land itself and the people who have stewarded it throughout the generations. This calls us to commit to continuing to learn how to be better stewards of the land we inhabit.

In addition, we acknowledge the overlapping histories of this land, including past violence and ongoing harm produced by the legacy of racialized slavery and oppression.

## What is a Land Acknowledgment and why do we recognize land?

*An explanation from the Native American Council (NAC) at the University of Iowa:*

A Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories.

To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol.

# Welcome: Dr. Jewell Winn



Executive Director for International Programs, Senior International Officer, Chief Diversity Officer, and Assistant Professor, Tennessee State University

President, AIEA

# U.S.-ASEAN

UNIVERSITY CONNECTIONS INITIATIVE



World Learning  
EDUCATION | DEVELOPMENT | EXCHANGE



The IDEAS (Increase and Diversity Education Abroad for U.S. Studies) Program is a program of the U.S. Department of State with funding provided by the U.S. Government and supported in its implementation by World Learning.

# AIEA equips leaders to shape the future of higher education in a global context.

The Association of International Education Administrators (AIEA), formed in November 1982, is the only association specifically focused on international education leadership and serving those leading comprehensive internationalization.

“

"AIEA has not only provided the best professional development and networking for me, but also helped me develop my career path, define my leadership role at several institutions, and connect me to the most interesting opportunities and influential leaders in our field."

- Sabine Klahr, Penn State

”



Leaders in International Higher Education

[www.aieaworld.org](http://www.aieaworld.org)

# The Senior International Officer

- AIEA utilizes the term Senior International Officer (SIO) to describe individuals within an institution of higher education who are charged with leading and facilitating its comprehensive internationalization efforts.
- Possible titles: Associate Provost, Vice-Provost, Executive Director, Vice-Rector, International Relations Manager, International Liaison Officer, etc.

For more information, see the AIEA SIO Profile Survey results:

<https://www.aieaworld.org/surveys>

# The Senior International Officer

SIOs have multiple areas of responsibility, which may include:

- International student and/or scholar services
- International student recruitment and enrollment
- Area, international and/or foreign language studies
- Intensive English study
- Education Abroad
- Internationally oriented faculty and curriculum development
- International institutional linkages
- Internationally oriented community and outreach activities
- International education research

# Internationalization: Definition

Internationalization of higher education is “the **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, **in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.**”

Knight, J. (2008). Higher education in turmoil: The changing world of internationalization. Sense Publishers.

de Wit, H., Hunter, F., Egron-Polak, E., & Howard, L. (Eds). (2015). Internationalisation of higher education: A study for the European parliament.

# Comprehensive Internationalization

American Council on Education (ACE) defines comprehensive internationalization as “a strategic and integrated approach to internationalization in which institutions articulate internationalization as an institutional goal (if not priority), develop an internationalization plan driven by sound analysis, and seek to bring together the usually disparate and often marginalized aspects of internationalization” (Olson, Green, & Hill, 2006).

Olson, C. L, Green, M. F., & Hill, B. A. (2006). *A handbook for advancing comprehensive internationalization: What institutions can do and what students should learn*. Washington, DC: American Council on Education.

# AIEA Standards of Professional Practice for IE Leaders

22 standards that align under the core values of:

Internationalization Expertise

Leadership & Management

Advocacy

Personal Effectiveness



AIEA



# Introduction to the U.S. Higher Education Landscape

Wing-Kai To  
Bridgewater State University

**U.S.-ASEAN**  
UNIVERSITY CONNECTIONS INITIATIVE

# Government and University Programs with Southeast Asia

- Department of State Programs and Initiatives
- University partnerships
- Academic collaborations
- Research, teaching, and service
- Education abroad opportunities
- International students and scholars
- Virtual exchange/online learning
- English language programs
- Internships and Optional Practical Training (OPT)

# U.S. Higher Education Institutions

- Carnegie Classification of Institutions of Higher Education  
([https://carnegieclassifications.acenet.edu/lookup/standard.php#standard\\_basic2005\\_list](https://carnegieclassifications.acenet.edu/lookup/standard.php#standard_basic2005_list))
- Doctoral research universities
- Master comprehensive universities
- Liberal arts colleges and undergraduate institutions
- Community and technical colleges
- MSIs (minority serving institutions) – HBCUs (Historically Black colleges and universities); HSIs (Hispanic serving institutions); TCUs (Tribal colleges and universities); AANAPISIs (Asian American and Native-American Pacific Islander serving institutions)
- Online educational opportunities

# Diversity of Higher Education Institutions

- Public and private institutions
- Very large to very small (50,000 to 1,000 students)
- Secular and religiously affiliated
- Geographically diverse – urban, suburban and rural
- Demographics – traditional age and all age groups
- Equal opportunity/non-discrimination/diversity – e.g. Bridgewater State University does not unlawfully discriminate in admission or access to, or treatment or employment in, its educational programs and activities on the basis of race, color, religion, national origin, age, disability, gender, sexual orientation, gender identity, gender expression, genetic information, marital or parental status, or veteran status.

# Doctorate Public Universities

- A US public higher institution is either a college or university funded primarily by the government.
- National and doctorate public universities place a stronger emphasis on research, graduate programs, with larger size, and more support from state funding and private alumni. These universities typically draw a larger number of international students with more resources for internationalization.

# Master and Baccalaureate Public Universities

- Master and baccalaureate comprehensive colleges and universities offer a wide range of degree offerings. They tend to attract more students in their own region, while serving the needs of many first-generation and working-class students from diverse backgrounds.
- The focus on undergraduate teaching and learning facilitates high-impact practices for global engagement. More individual attention to partnerships and students can be expected from some of these universities.

# Private Universities and Liberal Arts Colleges

- Private universities vary in size, selectivity, and goals from prestigious research institutions to small colleges and professional or for-profit institutions. Many private institutions support global learning and study abroad in their curriculum in providing international experiences for their students.
- Liberal arts colleges are relatively smaller in size, do not offer doctorate degrees, and tend to focus on broad fields of study in arts, humanities, social sciences and natural sciences. They value undergraduate teaching and learning with smaller class sizes by fostering student engagement.

# Community and Technical Colleges

- Community and Technical Colleges offer two-year Associate's degrees. Student complete a vocational and technical degree for career preparation or transfer to a four-year institution upon completion. Most are non-residential campuses which serve their local community.
- There are opportunities for international collaborations – mobility-based and virtual, including partnering with community college consortia.

# Strengths of the U.S. Education System

## STRENGTHS

- Diversity of international students, faculty, programs, and opportunities
- Flexibility of undergraduate education and liberal arts focus
- Critical thinking and research infrastructure
- Student engagement in teaching and learning
- Vibrant campus cultures and student life
- Global recognition of quality

## THINGS TO BE AWARE OF

- No centralized governing body in higher education
- Higher tuition and fees
- Competitive admissions for renowned national universities
- High cost of living including health insurance and other expenses
- Partnerships can be productive for all types of institutions based on institutional need.



# Public and Private Institutions

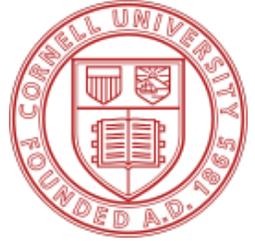
David Fleshler  
Case Western Reserve University

**U.S.-ASEAN**  
UNIVERSITY CONNECTIONS INITIATIVE

	Public	Private
Sources of Funding	Primarily funded by state governments	Endowment funds, tuition fees, and individual donors
Cost of Tuition	Subsidized by state governments; less expensive	More expensive; may have more financial aid available
Religious Affiliation	Must be secular by law	May have religious affiliation
Size of Institution	Typically larger (not always)	Often smaller than public institutions

# American (+U.S.) University History

- Land-Grant Universities
  - 1862 – Morrill Act – Donation of land to States
  - Vision – Provide liberal and practical education to the “industrial class”
  - Promotes agricultural science and technology
  - Curriculum – Agriculture, Military Tactics, Mechanic Arts, Classical Studies
  - Cornell University (1865); University of California (1867); Ohio State University (1870); Texas A&M (1871)



# American (+U.S.) University History

- Growth of Higher Education
  - 1870 – 9,400 B.A. Degrees Awarded
  - 2009 – 1,600,000 B.A. Degree Awarded
- Reasons for Growth
  - G.I. Bill
  - Higher Education Act of 1965
  - Affirmative Action
  - Public Funding
- Types of Universities
  - Private Universities (Bachelors, Masters, Research)
    - Non-Sectarian
    - Religious (Catholic, Lutheran, Jewish, etc.)
  - Public Universities (Bachelors, Masters, Research)
  - Community Colleges
  - For-profit Universities



# Minority-Serving Institutions: A Primer

Tonija Hope  
Howard University

**U.S.-ASEAN**  
UNIVERSITY CONNECTIONS INITIATIVE

# What is a Minority-Serving Institution (MSI)?

- Alaska Native-Serving Institutions
- Asian American Native American Pacific Islander-Serving Institutions
- Native American-Serving Non-Tribal Institutions
- Native Hawaiian-Serving Institutions
- Predominantly Black Institutions
- Tribal Colleges and Universities
- Hispanic Serving Institutions
- Historically Black Colleges & Universities

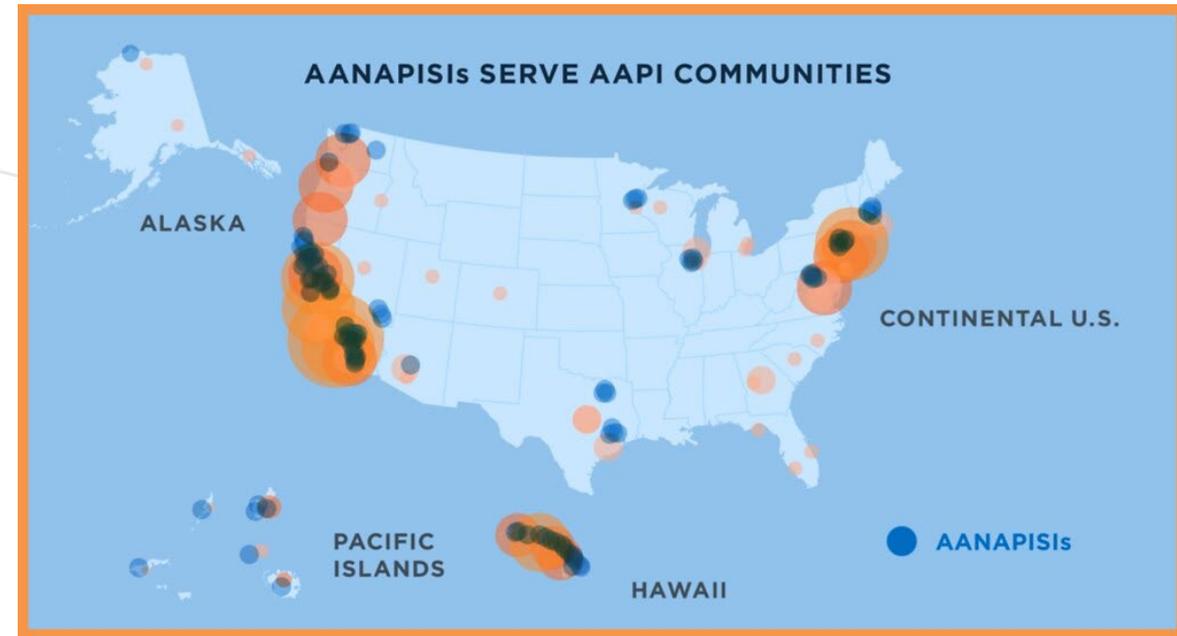
*\*All of these institutions qualify to receive federal discretionary funding to improve and expand their capacity to serve the designated populations.*

# Population Requirements to be an MSI

- Diversity of Higher Education Institutions
- Alaska Native-Serving Institutions- 20%
- Asian American/Native American/Pacific Islander-Serving Institutions 10%
- Native American Serving Non-Tribal Institutions 10%
- Native Hawaiian-Serving Institutions 10%
- Predominantly Black Institutions- 40% Black and 30% low-income and/or first-generation
- Hispanic Serving Institutions (HSIs)- 25%

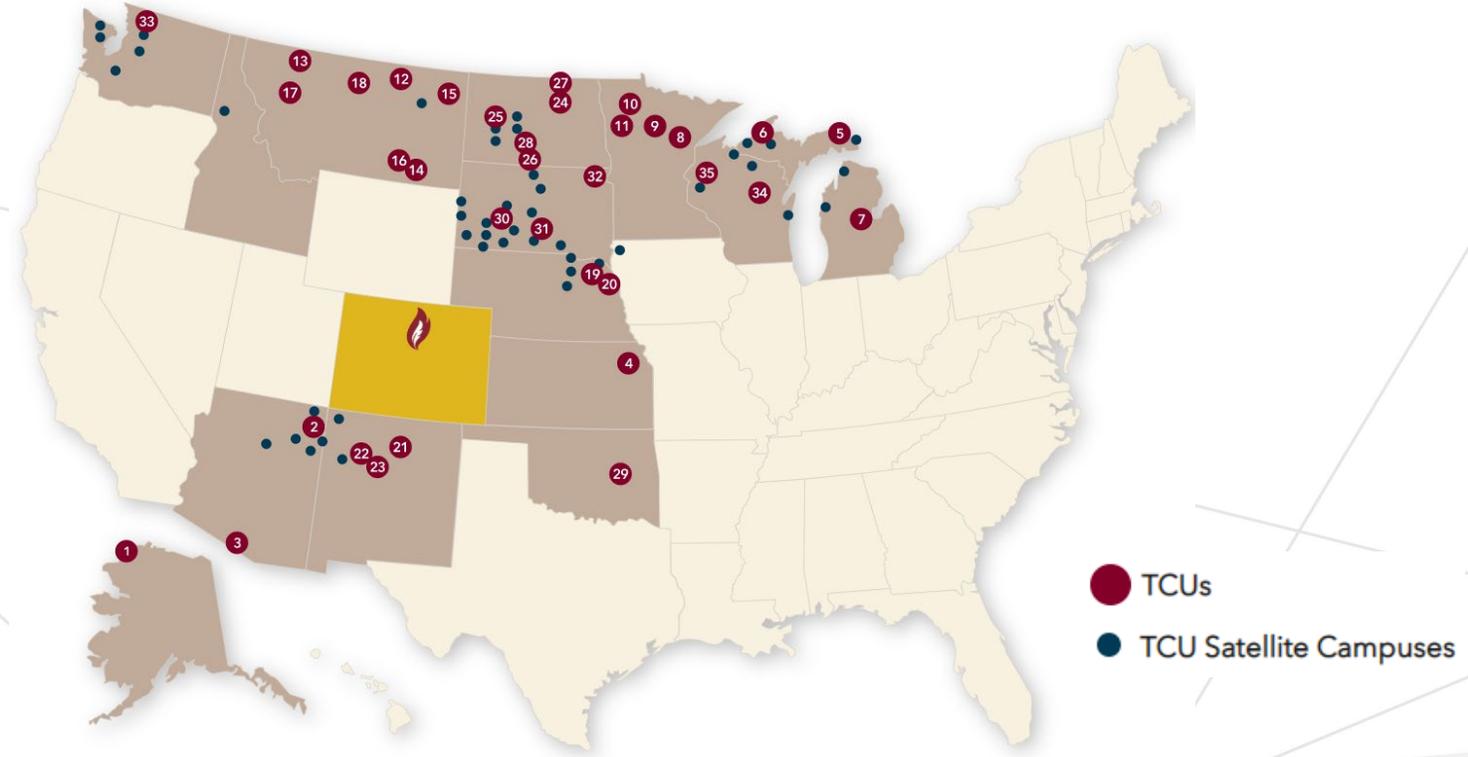
# Asian American/Native American/Pacific Islander Serving Institutions

- Must enroll at least 10% AAPI students
- Serve a student population where at least 50% receive financial assistance such as the Pell Grant
- Provide a plan for how funds will be used to create programming specifically targeted to improving belonging, retention, graduation, and reducing equity gaps for low-income AAPI students.



# Tribal Colleges and Universities (TCUs)

There are 35 fully accredited TCUs affiliated with American Indian and Native Alaskan tribes.

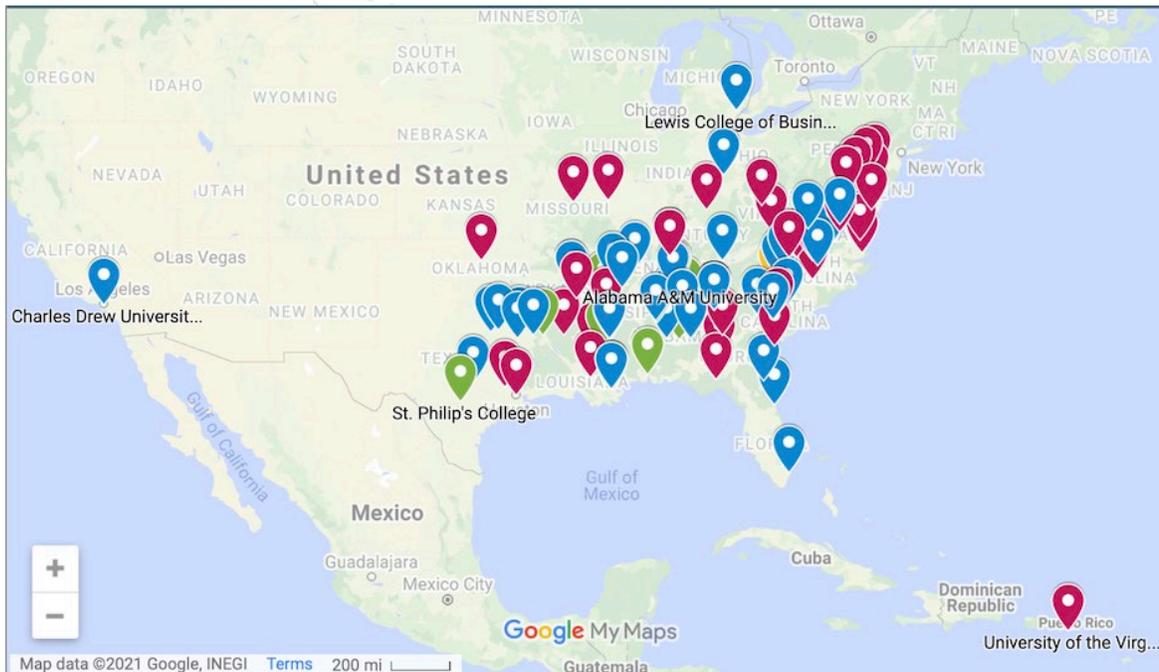


# Historically Black Colleges & Universities (HBCUs)

A Historically Black College or University is an institution founded primarily to educate people of African descent.

There are 105 HBCUs remaining in the U.S. There can never be any more, only fewer, because they are a designation by the U.S. Congress and had to have been established before 1964.

3% of all colleges & universities in the U.S.; educate 10% of all Black students; produce 20% of all Black graduates in the U.S.



**Thank You**

---



Association of International  
Education Administrators

**U.S.-ASEAN**

UNIVERSITY CONNECTIONS INITIATIVE