FORUM

ETHICS
IN INTERNATIONAL EDUCATION

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Editorial

At some point during my formative years, I somewhere came across the notion (roughly paraphrased here) that 'manners are the behaviours we put on display when in the company of others; ethics provide the framework to guide our actions when no one is looking'. This subtle yet important distinction has stayed with me over time, particularly as my professional roles and responsibilities have become more complex and multifaceted.

Exploring the development of a purposeful sense of who I am, what I stand for, and how I can best manage to move through the world in ways that are fair and beneficial to myself and others, has provided me with an ongoing opportunity to attempt to square the work that I do with the person I am. And, despite its inevitable limitations and blind spots, my own ethical framework provides me with a meaningful foundation for making decisions and, if necessary, grounds for defending these actions as being 'right' for me.

These matters can be complicated enough for individuals to navigate. But how do such questions of 'right and wrong', along with the myriad shades of grey in-between, play out beyond the level of individuals? What do notions of 'ethics' mean for institutions? In what ways and to what extent do values shape the internationalisation landscape – and

to what extent should they? And – in the field of international education, which brings together stakeholders from many different cultural contexts – how, in both theoretical and practical terms, do commitments to particular principles translate across cultures?

This issue of *Forum* is dedicated largely to an examination of these important considerations, from a variety of perspectives. For example, given that student mobility remains a bedrock activity in the field, it is crucial to continue casting a critical eye on the ways that work in this area unfolds, and what 'ethics' means in the context of mobility. To this end, several of our contributions in this issue urge us to think more deeply about the student recruitment process as well the academic and personal experiences of internationally mobile students. We are encouraged to consider, clearly and honestly, the ways in which notions of fraud, plagiarism, commercialisation (via the use of agents), and even neo-racism may play out in the mobility cycle, with profound implications for all involved.

Mobility is clearly not the only axis on which ethical considerations turn. The wider constellation of relationships and activities in which higher education institutions may engage internationally also presents important opportunities to examine the ways, and the extent to which, values guide actions. At stake here

are such 'bigger picture' questions as how we may understand a shared commitment to academic freedom, what constitutes ethical partnerships, and how we may support and participate in the elaboration of broader conceptions of ethics in internationalisation – regionally, globally, and across many different types of institutions.

As always, of course, questions of reaching out to others in a meaningful way seem to hinge on a crucial first step of authentic commitment to addressing our own challenges and shortcomings (ethical or otherwise). For institutions, this means casting a critical eye internally – for example, in terms of how we educate our students around 'ethical reasoning' and the extent to which our own institutional governance is effective, transparent, and corruption-free. Several of our authors provide insight in these vital areas, as well.

Along with our report from the 2014 Annual Conference in Prague, we hope this issue of *Forum* will provide rich food for thought about some of the many and complex aspects of 'ethics' in international higher education – a topic of concern to us all.

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Eva Egron–Polak has, in the past few years, coordinated an international reflection on ethics in higher education and on the need to refocus on values in internationalisation of higher education at the International Association of Universities (IAU). These exercises have increased Eva's expertise by sharing viewpoints with like-minded colleagues from around the world.

Marcus Tannenberg, Bo Rothstein and **Lennart Levi** Marcus Tannenberg is working on implementing the Poznan Declaration in cooperation with the two other authors: corruption expert, Professor in Political Science and Head of the Quality of Government Institute, Bo Rothstein, and health policy expert and Emeritus Professor of Psychosocial Medicine, Lennart Levi.

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Taylor & Francis Online, June 2014

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ETHICS AND EDUCATION RESEARCH
BERA/SAGE, September 2014

Part of the BERA/SAGE Research Methods in Education series, this is the first book, authored by Rachel Brooks, Kitty te Riele and Meg Maguire, to specifically focus on the ethics of education research. Drawn from the authors' experiences in the UK, Australia and mainland Europe and with contributions from across the globe, this book includes a wide range of examples showing how to: identify ethical issues which may arise with any research project; gain informed consent; provide information in the right way to participants; present and disseminate findings in line with ethical guidelines.
Order your copy from: www.uk.sagepub.com.

GLOBAL CORRUPTION REPORT: EDUCATION
Transparency International, October 2013

The Global Corruption Report, produced by Transparency International, highlights cutting edge qualitative and quantitative research, gathers knowledge on lessons learnt and showcases innovative tools in the fight against global corruption. It has a specific section dedicated to education. Access it here: www.transparency.org/gcr_education/content/higher.

COMPREHENSIVE INTERNATIONALIZATION: INSTITUTIONAL PATHWAYS TO SUCCESS
Routledge, November 2014

This book, authored by John K. Hudzik, focuses on desirable practices in institutions and their actual approaches to implement a more integrated, strategic, or comprehensive global engagement across their core missions: teaching, research, and service. It provides a timely insight into the internationalisation of higher education institutions. Order your copy from: www.routledge.com.

BRIDGING THE DIGITAL DIVIDE: SEGMENTING AND RECRUITING INTERNATIONAL MILLENNIAL STUDENTS
WES, October 2014

Millennials worldwide – those born approximately between 1980 and 2000 – have introduced a raft of new challenges and also opportunities to the field of international student recruitment. To help higher education institutions understand and adapt to international Millennials' information needs and behaviours, Word Education News and Reviews (WES) surveyed 4852 US-bound prospective international students between the ages of 17 and 36 years. The survey was conducted from October 2013 to March 2014. Access the report at: http://wenr.wes.org/2014/10/bridging-the-digital-divide-segmenting-and-recruiting-international-millennial-students.

NATIONAL STUDENT FEE AND SUPPORT SYSTEMS IN EUROPEAN HIGHER EDUCATION 2014/15
European Commission, 2014

This report analyses the student fees and support systems (grants and loans) across European countries. It covers 33 European countries of the Eurydice network. The report finds that a significant number of systems apply a 'no fee' regime for all students. In most European countries, a minority of students receive support in the form of grants and they are often allocated on a combination of need-based and merit-based criteria. Publicly subsidised loans play a significant role in student support in around half of the countries. Download the report at: http://eacea.ec.europa.eu/education/eurydice/documents/facts_and_figures/fees_support.pdf.

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ETHIC

A GLOBAL FOCUS

Why the sudden interest in ethics in internation-alisation of higher educa-tion or indeed in ethical issues in higher education more generally? What is the impetus for this inter-est and what exactly do we mean when calling for 'ethical considerations' in higher education?

EVA EGRON-POLAK
International Association of Universities, France

In 2010, the International Associa-tion of Universities (IAU) organised an international conference on the theme 'Ethics and Values in the Era of Globalization', focusing most particularly on how the social sciences and humanities could contribute to instilling and promot-ing value-based ethical higher educa-tion. Globalisation, and its companion, technological development, were seen as bringing new ethical challenges into the classroom and laboratory. Conference participants were invited to consider whether it would be possible to develop a global set of ethical standards or to iden-tify a set of universal values that would be relevant and acceptable in higher education institutions (HEIs) in different cultural and economic contexts.

competition in higher education, espe-cially in the context of asymmetry, were introducing risks and ethical dilemmas into the way HEIs were conducting their international affairs.

These two processes, though quite dis-tinct, have focused the attention of IAU, its members and partners, including the EAIE, on a number of areas linked to the values and ethical standards that higher education institutions need to uphold in a world of increasing complexity and rapid change.

ETHICAL VALUES AT RISK
Since those meetings, the IAU and the Magna Charta Observatory (MCO) have developed a set of guidelines for an 'Institutional Code of Ethics in Higher

> **THERE ARE FORCES AT PLAY THAT PLACE ETHICAL VALUES AT RISK IN HIGHER EDUCATION INSTITUTIONS**

In 2011, an IAU Global Meeting of As-sociations (GMA IV) focused its atten-tion on how globalisation and increased

Education' which have been dissemi-nated widely around the world. The 2011 GMA in turn, led to the 're-thinking

Photo: wk1003mike (shutterstock)

internationalization' initiative coordinated by IAU, involving many experts from around the world, which resulted in a policy statement, entitled 'Affirming Academic Values in Internationalization of Higher Education: A Call for Action'.[1]

For those who contributed to the elaboration of these two and other aspirational documents, clearly there are forces and developments at play that place ethical values and principles at risk in HEIs.

HIGHER EDUCATION INSTITUTIONS HAVE A GREAT RESPONSIBILITY TO ACT AS MODELS OF VALUE-BASED INSTITUTIONS

Among these dangers, the following come to mind: scientific misconduct, partnerships that benefit only one partner and deplete the resources of the other, plagiarism or the theft of intellectual property, dissemination of misleading information to boost international recruitment, easing graduation requirements for financial gain or the myriad of other activities that are unethical, academically dishonest, or simply illegal. There is also growing

recognition however, that the preoccupation with ethical behaviour by academics, researchers and higher education leaders needs to go beyond these fairly obvious breaches of academic integrity, into the realm of higher education's responsibility to contribute to building a future which is sustainable economically, environmentally, socially and culturally. The need for enlarging the scope of the debate about ethics in higher education is perhaps one of the reasons for the increased interest in the topic.

A CALL TO INSTITUTIONS
The two IAU normative documents cited here both point out that HEIs have a great responsibility to pay attention to these broad ethical issues, to act as models of value-based institutions, "to act with integrity and to examine the ethical underpinnings of their actions, in line with the formative and socializing role [they play]…in educat-

ing ever-increasing numbers and often a culturally more diverse group of students, and the far reaching, at times unpredictable consequences of scientific and intellectual enquiry".[2] The guidelines urge universities in their internationalisation efforts to respect diversity and to build equitable international partnerships, considering not just immediate rewards from collaboration but also the long-term impacts on their partners and the wider society.

In turn, the Call for Action which specifically focused on internationalisation spells out the imperative for institutions to adhere to standards of scientific integrity and research ethics in institutional strategies for internationalisation.

Both the guidelines and the policy statement invite higher education institutions to place the pursuit of shared interests and mutuality (or reciprocity) of benefits, respect and fairness at the heart of their international collaborations. To do otherwise is ethically unacceptable. Although words – whether in guidelines or policy statements – are not enough to stop unethical behaviour, such documents, and more importantly their discussion and even critique at international conferences, in institutional meetings and in publications, are necessary. Even if alone they may be insufficient, they constitute an essential step towards recognising that threats to ethical conduct of higher education and research do exist, and that actions can and need to be taken to prevent them. For the IAU, such normative action is and will continue to be a fundamental way of promoting and protecting the very values that the Association and its members stand for. **F**

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1. www.iau-aiu.net/sites/all/files/Affirming_Academic_Values_in_Internationalization_of_Higher_Education.pdf

2. www.iau-aiu.net/sites/all/files/Ethics_Guidelines_FinalDef_08.02.13.pdf

ETHICAL
PARTNERSHIPS
IN HIGHER EDUCATION

Higher education has been a cross–border enterprise since its inception. Its flow of students and professors as well as the ideas and discoveries it generates have always been international in character. What is relatively new in the history of higher education is the formation of international partnerships between institu–tions to offer educational programmes and degrees. This development understand–ably poses a number of ethical considerations for all involved.

PATTI MCGILL PETERSON
American Council on Education, USA

From the vantage point of the United States, the acceleration of institutional engagement is clearly in evidence. Partnerships are on the rise. For example, nearly half (45%) of the institutions that responded to the American Council on Education's (ACE) 2011 'Mapping Internationalization on U.S. Campuses' survey reported that they offered one or more international collaborative programmes (joint degrees, dual degrees, and/or certificates) arranged with non-US institutions or were in the process of developing such programmes. Along similar lines, a 2013 survey by the International Association of Universities' (IAU) found that among 782 institutions worldwide that reported data on international collaborative degree programmes, 64% offer joint degree programmes with partners abroad, and 80% offer dual degree programmes.

As this activity increases, there are also an increasing number of examples of less than honourable relationships and unintended consequences. Often this is the result of a lack of well-articulated expectations and transparency between the partners. Issues of ethics and good principles inevitably arise. These factors ultimately contribute to an inability to sustain the partnership.

SETTING STANDARDS AND ATTEMPTS AT SELF-REGULATION

Professions have a long tradition of developing ethical standards and codes of conduct for their individual members. More recently, there have been attempts to set standards of practice and behaviour for various forms of international higher education cooperation. Over the last dozen years, a spate of good practice guidelines

have been promulgated; among those doing so are the Forum for Education Abroad and the New England Association of Schools and Colleges in the USA as well as the Council of Europe, IAU, UNESCO and OECD.

'Transactional' issues such as details of transparency, organisational structure and practice are a significant focus for these statements. The focus is primarily on setting clear expectations, accurate and timely information exchange between the partners and well organised and managed operating procedures and governance for the partnership. Often transactional items include standards for admitting and evaluating students, academic and employment policies, quality assurance mechanisms, safety and facility management, as well as budget protocols and fiscal reporting.

KEEPING THE PARTNERSHIP ALIVE

The ethical perspective of codes of conduct that focus on these kinds of transactional issues is akin to the 'do no harm' of the Hippocratic Oath taken by members of the medical profession. While the patient may not be cured, the goal is not to kill the patient through bad medical practice. Codes of conduct for international engagement also seek to keep the partnership alive by pursuing the goals of good organisational practice and ethical professional behaviour.

While these are admirable goals in the realm of international education practices, they are basically unenforceable.

Codes of ethics for the medical profession are backed up in many countries by licenses, review panels and sanctions for offending parties. This is not the case for international education partnerships. Local laws may intervene to some extent in the establishment of higher education partnerships. However, the global higher education community has no definitive vehicles to issue sanctions against partners who engage in unethical practices.

> **THE GLOBAL HIGHER EDUCATION COMMUNITY HAS NO DEFINITIVE VEHICLES TO ISSUE SANCTIONS AGAINST PARTNERS WHO ENGAGE IN UNETHICAL PRACTICES**

ETHICAL PRACTICE AND TRANSFORMATIONAL ISSUES

In addition to the enforcement problem, focusing too narrowly on transactional issues means overlooking a broader and deeper set of considerations as students, faculty and academic programmes cross national borders. Beyond the transactional, there are larger issues of cultural context surrounding partnerships. These 'transformational' issues are grounded in greater cultural awareness and sensitivity between the partners and include such things as institutional capacity development, impact on the surrounding community and societal improvement. There are fewer ethical guidelines for the complex issues of transformational partnerships. What they do purport, however, is the possibility of higher education partnerships moving beyond the ethical framework of 'do no harm' to a more proactive ethics of 'do some good'.

The American Council on Education (ACE) published a report in 2011, 'Strength through Global Leadership and

Engagement', which referred to the need to balance the pragmatic issues (transactional) with idealistic goals (transformational) as a broader consideration of the core ethical principles of partnerships: "Pragmatic concerns cannot be ignored, but they need not preclude effort to contribute to development needs that are both global and particular to the countries or regions in which American institutions establish a footprint. Many of the most tenacious problems facing humankind are best addressed by coordinated effort across nations." The report went on to discuss the kind of things more well-resourced institutions could do with less well-resourced institutions to help build their capacity beyond the purposes of the partnership.

A key question to address is whether this kind of idealism should be part of our ethical framework in international higher education partnerships. Should the balance between the pragmatism of our business models for partnerships and the altruism of our best ideals be considered an ethical issue? Should we be seeking to move beyond the transactional to the transformational to do some good as opposed to only doing no harm?

A DELICATE BALANCE
Another balancing act that challenges our ethical codes is global standards versus local culture and practice. In 2012, an IAU working group on higher education internationalisation called for "safeguarding and promotion of cultural and linguistic

> **TO BE SILENT OR HOPE FOR THE BEST WILL NOT FORM THE FOUNDATION OF AN EFFECTIVE PARTNERSHIP**

diversity and respecting local concerns and practices when working outside one's own nation". Being respectful of local cultural differences between partners seems like something that should be part of our ethical perspectives in dealing with one another. However, one has to decide in this context whose values should be honoured.

Deciding in favour of local values presents a number of ethical dilemmas. For example, if a joint degree programme is formed but one of the partners believes that women should not be admitted or certain ethnic groups should not have access to the programme, should the other partner honour local customs? Another area where values may clash is over the right to academic freedom. Very few codes of good practice address freedom of expression and inquiry. The UNESCO and OECD 'Guidelines for Quality Provision' state that "quality teaching and research is made possible by the quality of faculty and the quality of their working conditions that

foster independent and critical inquiry". Should these academic values override local custom not to allow the practice of academic freedom?

THE NEGOTIATED SPACE OF PARTNERSHIPS
When institutional partners come together to engage in academic cooperation, it is imperative that all parties lay out their expectations for ethical behaviour and good practice. To be silent or hope for the best will not form the foundation of an effective partnership. International partnerships are ultimately a matter of negotiated space, hopefully between honourable and well-intended parties. If partners take this seriously and mutually develop their ethical frameworks for collaboration, they plant the seeds of long-term sustainability for the partnership and a strong value system for international higher education. **F**

> **SHOULD WE BE SEEKING TO MOVE BEYOND THE TRANSACTIONAL TO THE TRANSFORMATIONAL TO DO SOME GOOD AS OPPOSED TO ONLY DOING NO HARM?**

NEO–RACISM

AND INTERNATIONAL STUDENTS

Studying abroad can be a stressful experience for students – learning a new culture, a new language and new ways of working. On top of these challenges, some international students are exposed to varying acts of neo–racism, a serious issue which all higher education institutions should be starkly aware of and ready to confront.

JENNY J. LEE
University of Arizona, USA

The mobility of cross-border students is at an all-time high. The higher education sector, commonly viewed as public good to educate a country's citizenry, is becoming increasingly treated as an almost unlimited overseas commodity. More than ever before, international students are being valued as financial, intellectual, social, and other forms of limitless capital, benefiting host higher education institutions, local communities, and countries.

In the flurry to attract more international students, considerable attention and funds have been allocated to improved marketing and recruitment. International offices are under increasing pressure to

demands, finding accommodation, *etc*), the difficulties that international students face can be far greater and sometimes unlike what local students may encounter. Namely, international students are also subject to discrimination based on their country of origin. Based on data collected from the International Student Survey, which has been developed and since utilised in Mexico, Korea, and South Africa, combined with in-depth interviews, some common patterns utilising the neo-racism framework can be observed.

Neo-racism – discrimination based on negative stereotypes about home countries – is a framework to explain the uneven experiences that international students

do with conditions that the host community creates, making it even more difficult to succeed. The research uncovered patterns of mistreatment against particular groups of international students. Many students from Africa, Asia, and Latin America have reported a range of hostile acts against them, ranging from negative remarks and stereotyping to physical attacks. These reports were in stark contrast to the reports from students from Western European countries, Canada, and Australia, who generally felt welcome with far fewer complaints. Although the majority of international students reported feeling accepted, those who experienced the greatest difficulties originated from developing, non-Western countries.

Since then, these finding have been applied in order to understand the experiences of international students in other countries.[2, 3] While some of the US findings might apply globally, there are also regional patterns

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IMMIGRANTS FROM PARTICULAR COUNTRIES OR REGIONS ARE VIEWED AS 'THREATS' TO THE HOST COUNTRY'S CULTURAL PRESERVATION

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bring in and service more and more cross-border students. Quite often, growing enrolment numbers have not kept pace with growing capacity needs. International office staff tend to be stretched to their limits while other student service providers often lack adequate preparation and training to assist students who may not be fluent in the host country language and unfamiliar with local norms and customs. Internationalisation – though commonly reflected in university stated missions, priorities, and strategic goals – might not be as well reflected in university infrastructure, including accommodation, faculty and staff training, and local community awareness.

UNDERSTANDING STUDENT EXPERIENCES
An important step in better supporting international students is knowledge of their experiences and needs. Such awareness, beyond anecdotal reports, is critical in successfully internationalising today's universities. In addition to common adjustment issues faced by local students (*ie* making friends, adjusting to academic

encounter. The concept suggests that locals might justify mistreatment, including unfair practices and polices, as a way to 'preserve' their national identity. Thus, immigrants from particular countries or regions are viewed as 'threats' to the host country's cultural preservation. Etienne Balibar (2007)[1] popularised the concept in his observations of the influx of Arab immigrants entering France and views that their foreign cultures were 'incompatible with Europeanness', based on an assumed and unchallenged hierarchy of cultures. Since then, neo-racism has been applied in order to explain the negative encounters that international students experience throughout the world.

UNEVEN PLAYING FIELD
Based on research from the USA, international students from English-speaking and developed countries face limited hardships compared to students from developing countries. While some of the difficulties can be explained as foreseeable adjustment challenges resulting from relocating and entering a new environment, others have to

worth noting. In the case of South Korea, one might expect that international students who were not conversant in Korean might face the greatest hurdles in being socially accepted. Rather, research has found that Chinese students, including those fluent in the host language, reported the greatest incidents of discrimination.[4]

INTERNATIONAL STUDENT CHALLENGES ARE REAL. THE DIFFICULTIES OFTEN FAR EXCEED THE BURDENS OF LOCAL STUDENTS

Similarly, in current research in South Africa, black Africans reported considerable negative stereotyping and mistreatment despite being of the same race and from the same continent.[5] Xenophobic encounters unfortunately go hand-in-hand with anti-immigration sentiments throughout the world, and higher education settings are not immune from such hostilities.

CRITICAL CONSIDERATIONS

Based on the research I have conducted over the past decade, I offer the following general points for university faculty and administrators:

1. International student challenges are real. The difficulties often far exceed the burdens of local students.

Obtaining a visa, finding accommodation, mastering the local language, finding social support, and other tasks are not only more difficult for students entering a country for the first time, but tend to be major stressors that occur simultaneously, greatly hindering their potential success.

2. University and local communities may sometimes exacerbate these challenges. While there are countless faculty and staff dedicated to welcoming and improving conditions for international students, they tend to be the minority. Most are likely unaware of the experiences of international students and selectively turn a blind eye from fears of negative publicity. Others may personally espouse negative stereotypes about students from particular regions of the world.

3. International students may face varying difficulties based on their country of origin. There appears to be no uniform mistreatment of students simply based on their race or place of origin, but negative stereotyping largely depends on the local sentiments of the host country. The greatest troubles have been reported off-campus, particularly in securing housing accommodation, but also in interacting with locals off as well as on campus.

4. A significant proportion of negative occurrences are not reported. In my recent survey of international students in

South Africa, a third of the respondents indicated that if they encountered unfair treatment, they would not report it to anyone. Interviews revealed a lack of institutional trust and fears of deportation or retaliation as common reasons for remaining silent.

Clearly, with internationalisation at the forefront of university agendas, ensuring positive experiences for international students should be prioritised. Ongoing assessment and openness to view the less flattering aspects of university life are essential. Creating and funding student support services specifically catered to the needs of international students is an institutional responsibility that should not lag behind recruitment, marketing, and enrolment. A true internationalised institution is not one that simply enrols many international students, but one that incorporates internationalisation in all aspects of the university, with key interests in their satisfaction and success. **E**

1. Balibar, E. (2007). Is there a "neo-racism"? In T. D. Gupta, C. E. James, R. C. Maaka, G. Galabuzi, & C. Andersen (Eds.), *Race and racialization: Essential readings* (pp. 83–88). Toronto: Canadian Scholars Press, Inc.

2. Cantwell, B. & Lee, J.J. (2010). Unseen workers in the academic factory: Perceptions of neo-racism among international postdocs in the US and UK. *Harvard Education Review, 80*(4), 490–517.

3. Lee, J. J. & Rice, C. (2007). Welcome to America? International student perceptions of discrimination. *Higher Education, 53.*

4. Lee, J.J., Jon, J.E. & Byun, K. *Neo-Racism within East Asia: The Experiences of Chinese International Students in South Korea.* Paper presented at World Council of Comparative Education Societies, Buenos Aires, Argentina, June 2013.

5. Lee, J.J & Paulidor, K. *Challenges and Opportunities for Change: International Students' Experiences in South Africa.* Presentation at the Annual Meeting of the IEASA, Johannesburg, South Africa, August 2014.

ETHICAL REASONING EDUCATION

AN INTERNATIONAL RESPONSIBILITY

Photo: violetkaipa (shutterstock)

This article provides an exploration of the growing need for cultivating ethical reasoning skills in students to better equip them for an increasingly globalised, interconnected world.

LORI K. PYLE
James Madison University, USA

As international educators, it is our responsibility not just to bring our students' attention to differences in ethical and cultural values between home and host countries, but to provide an active platform for examining how these differences may shape our individual, organisational, and national decisions. Education in ethical reasoning – an applied critical thinking skill – provides a universal foundation for examining differences in our individual and collective beliefs and values. International study experiences enrich ethical reasoning education, prompting students with cognitive dissonance in the context of other cultures.

GROWING RECOGNITION OF ETHICAL REASONING

Recognition of the importance of ethical reasoning is rising. European, Latin American, and American higher education emphasise ethical reasoning skill development and subsequent actions or decisions. As European universities look to align or tune their programmes with the objectives of the Bologna Process, they might consider the relevance of generic competences, 'ability to act on the basis of ethical reasoning' or 'ability to make reasoned decisions'. Similarly, Latin American tuning efforts suggest a generic competence of 'ethical commitment'. A recent addition to the developing Degree Qualifications Profile[1] in the United States is ethical reasoning as a component of intellectual skill proficiency (similar to competences). Specifically, the intellectual skills are "analytic inquiry, use of information resources, engaging diverse perspectives, *ethical reasoning*, quantitative fluency, and communicative fluency."

ETHICAL REASONING AND STUDY ABROAD

During the summer of 2014, James Madison University completed a pilot

project infusing ethical reasoning education into existing study abroad programmes and practicum as an important part of a university-wide initiative to teach students ethical reasoning skills. The impetus for this initiative was born from the 10-year reaffirmation of the accreditation process. The university's regional accrediting agency, Southern Association of Colleges and Schools, added a new requirement in this 10-year cycle that every institution submit a five-year quality enhancement plan (QEP) that focuses on enhancing student learning. Each institution has the liberty to choose its own well-conceived topic. James Madison University chose to teach ethical reasoning to students with the idea that the skill can be developed and applied across many personal, professional, civic, and cosmopolitan situations from people close at hand (friends, neighbours, co-workers) to people at a distance (other Americans, global communities). Ethical reasoning is neither discipline specific nor country specific, though how we talk about ethics and use ethical reasoning will vary.

James Madison University operationalised ethical reasoning using Eight Key Questions reflective of the best-of-the-best ethical reasoning traditions including ideas of fairness, outcomes, responsibilities, character, liberty, empathy, authority, and rights.

Currently written with what some may argue 'Western' phrases, most of the underlying concepts and questions have global appeal and can provide a common ethical reasoning language to talk about situations with ethical components. In the study abroad pilot programme at James Madison University, faculty used the 8KQ as a framework for examining the ethics embedded in social issues in the Dominican Republic and Austria, discussing the ethical considerations in strategy and policy-making in African NGOs and Argentine government, and developing understanding of students' beliefs and values in a travel writing course in Ireland.

CRITICAL APPLICATION OF THE 8KQ
Specifically in the Ireland study abroad experience, faculty member Erica Cavanagh suggested that "…it seemed that many of the ethical questions I or the readings posed pushed students, causing them to fall silent, defend themselves, or privately share discomfort about how they as individuals or as a group were behaving." (personal communication, August 31, 2014). She found what seemed to work best was getting students to focus on a concrete task that involves ethical implications as understood via critical application of the 8KQ. Students visited Cork's English

Market to observe and interview the butchers, bakers, and cheese mongers and get to know the 'characters' of their host country and perhaps challenge their own sense of identity and find cultural teachers among them.

Jennifer Coffman encouraged in-depth reflection for practicum students visiting Kenya using the 8KQ as prompts for reflection on self-understanding, self-confidence, and interpersonal skills (personal communication, October 3, 2014). In this initial pilot, faculty integrated the 8KQ ethical reasoning framework as an evaluative tool to help students better understand their own values and biases in the context of a study abroad experience. These are some of the necessary skills of a global citizen.

A next step for study abroad ethical reasoning education may be to simulate an international decision-making process where the 8KQ can be used as a basis for a multicultural understanding of the ethical considerations, how those considerations will differ between home and host countries, and how global citizens can work together using a somewhat common ethical language to arrive at sound decisions. The Eight Key Questions are just that – questions that we encourage everyone to ask of themselves individually or of their group before making a decision.

At a time when leaders in international higher education recognise the importance of ethical reasoning, and when the world needs truly global citizens, it is our opportunity and responsibility to encourage the development of this skill through study abroad and other international learning medium. **F**

1. www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf

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THE EIGHT KEY QUESTIONS (8KQ)

1. FAIRNESS: How can I act equitably and balance legitimate interests?

2. OUTCOMES: What achieves the best short- and long-term outcomes for me and all others?

3. RESPONSIBILITIES: What duties and/or obligations apply?

4. CHARACTER: What action best reflects who I am and the person I want to become?

5. LIBERTY: How does respect for freedom, personal autonomy, or consent apply?

6. EMPATHY: What would I do if I cared deeply about those involved?

7. AUTHORITY: What do legitimate authorities (*eg* experts, law, my religion/God) expect of me?

8. RIGHTS: What rights (*eg* innate, legal, social) apply?

THE ETHICAL AGENT

As more and more countries race to develop their knowledge economies, internationalise their education sectors, and encourage their young citizens to study abroad, the role of international education agents in recruiting has never been more important… or scrutinised.

JACQUELINE KASSTEEN
ICEF Monitor

Central to the issue of how to work with international agents – or any partners, for that matter – are issues of ethics and professionalism. Those concerned with the sustainable and responsible growth of international education within a country need to ensure two things: firstly, that foreign students entering their country are coming as genuine students and are adequately qualified for the courses or programmes they enrol in, and secondly, all parties – institutions and agents alike – put students' needs first and foremost.

GLOBAL USE OF AGENTS
The reality is that agents have a legitimate role to play in international recruitment: the best of them offer real value to students and institutions alike. Growing numbers of international students everywhere are relying on agents to help them with their study abroad ambitions.

For students and their parents, agents are important local advisers who provide support for the complex decisions and processes associated with study abroad in their native language. For institutions, agents represent a cost-effective way to recruit internationally and to establish a

FOR STUDENTS AND THEIR PARENTS, AGENTS ARE IMPORTANT LOCAL ADVISERS

local presence in markets abroad. In many cases, they are also an important extension of institutional support services for prospective and incoming students.

A new study from the Observatory on Borderless Higher Education (OBHE), 'The agent question: insights from students, universities and agents'[1] found that

the percentage of students recruited via agents varied greatly by destination markets, for example: Malaysia (56%), Australia (53%), New Zealand (47%), Canada (41%), the UK (38%), the Netherlands (20%), the US (11%). (See further findings from the report on pages 22-23.)

Another study 'The Role of Education Agents in Canada's Education Systems'[2] from the Council of Ministers of Education, Canada, reported that 78% of institutions use agents. A full 90% reported that they are confident that agents provide accurate information to students, and 85% said they are confident that agents adhere to laws and policies.

AGENTS HAVE A LEGITIMATE ROLE TO PLAY IN INTERNATIONAL RECRUITMENT

GOVERNMENTS BEEFING UP REGULATIONS
Given the growing usage of agents in international education, national governments and institutions are beginning to respond by putting related policies and quality controls in place, but government and university policies with respect to agents are variable from country to country.

Australia has embraced working with student recruitment agencies for many years, and has well established training and guidelines for agent behaviour. However, its government, and that of the UK, is also putting more pressure on institutions when it comes to visa and immigration issues. The former assigning 'risk ratings'[3] to universities based on visa denials or incidences of fraud, and the latter lowering the threshold of visa refusals from 20% to

10%[4] for 'highly trusted sponsor' institutions eligible to host foreign students applying for student visas.

Thus, professionalism, trust, open and honest relationships between agents and institutional partners are becoming more critical – universities are more reliant than ever on their agent partners to help judge the suitability and *bona fides* of prospective students.

AGENTS IN CANADA AND THE USA

Meanwhile in Canada, the government introduced changes in August of 2012 to its Bill C-35 legislation[5] on educational agents in order to reduce fraud. It is now illegal for anyone other than an accredited immigration representative to provide advice or otherwise represent a client during an application or proceeding with Citizenship and Immigration Canada. This now applies to both agents operating in Canada and those based outside the country.

In Canada, there is no regulatory framework regarding the use of agents and neither the federal nor provincial/territorial governments accredit agents. The exception is the Province of Manitoba, whose stance on education agents is much closer to Australia's, where the 'Education Services for Overseas Students Act' and complementary agent training and registration systems combine for one of the world's most comprehensive regulatory frameworks.

In the USA, where there is no strong regulatory framework regarding the use

of agents, and where using agents in international recruitment has been less widespread than in other markets, opinion is more divided. This past decade has seen an expansion of active international recruitment efforts on the part of a wider field of US institutions, and a corresponding increase in the use of education agents by some universities and colleges. This triggered a growing debate within the National Association for College Admissions Counselling (NACAC) about a standing prohibition in the 'Statement of Principles of Good Practice' (SPGP), a document that effectively codifies the ethics and standards of conduct for the association.

In September 2014, NACAC modified the SPGP[6] to specify that "members will not employ agents who are compensated on a per capita basis when recruiting students outside the United States, unless they ensure they and their agents conduct themselves with accountability,

> **UNIVERSITIES ARE MORE RELIANT THAN EVER ON THEIR AGENT PARTNERS TO HELP JUDGE THE SUITABILITY AND BONA FIDES OF PROSPECTIVE STUDENTS**

transparency and integrity." They have also recently released a new resource entitled 'International Student Recruitment Agencies: A Guide for Schools, Colleges and Universities' to help US universities engage effectively and ethically with international agents.

As these examples illustrate, governments, institutions, and industry associations all have a role to play in establishing and advancing best practices. All stakeholders have a natural interest in constructive, collaborative approaches to engaging with quality agents that

strengthen both the recruitment capacity of institutions as well as the quality of service for students.

AGENT RECOGNITION AND ACCREDITATION

Just as the expansion of the international education marketplace has encouraged growth in the numbers of education agents operating today, it has also necessitated mechanisms for assessing and encouraging the ethics and performance of those agents.

As always happens in any booming economic sector, the burgeoning international education sector has attracted poor as well as outstanding agencies – and, like all bad news stories, any cases of questionable conduct on the part of agents tends to capture a lot of attention. Here are some of the unsavoury agent practices that have been reported:

- Not disclosing that they're working on commission
- Steering students to institutions that pay the most commission
- Misrepresenting an institution's programmes of study, the credential conferred, and the portability of the credential
- Colluding with students in misusing the visa process

All of these practices are of course egregious, but they are also rare and increasingly avoidable thanks to the quality assurance mechanisms now available to institutions in leading study abroad markets around the world.

Moreover, in many countries, agencies have taken the step of self-regulation by forming national as well as regional agent associations adhering to ethical codes of business conduct and standards.

Finally, there are ways in which the marketplace naturally encourages good practices among international education agents. Unethical agents not only face stricter consequences in many countries for poor service or for breaching codes of professional conduct, they operate in an

Increasingly, professional development and/or certification courses also play an important part in reinforcing or establishing an agency's credibility in the marketplace, and illustrate the growing field of professional development options available to international education agents.

> **IN MANY COUNTRIES, AGENCIES HAVE TAKEN THE STEP OF SELF-REGULATION BY FORMING NATIONAL AS WELL AS REGIONAL AGENT ASSOCIATIONS**

doing, to improve both the recruitment capacity of institutions as well as the quality of service for international students. **F**

1. See http://monitor.icef.com/2014/09/the-agent-question-new-data-has-the-answer

2. See http://monitor.icef.com/2014/06/study-provides-new-insights-on-the-role-of-agents-in-canadian-education

3. See http://monitor.icef.com/2012/12/the-changing-face-of-agency-engagement-with-australia

4. See http://monitor.icef.com/2014/08/uk-introduces-tougher-immigration-rules-for-universities-and-colleges

5. See http://monitor.icef.com/2012/08/canada-bill-c-35-update-for-offshore-agents-greater-scrutiny-for-student-visas

6. See http://monitor.icef.com/2014/09/nacac-changes-code-conduct-releases-agent-guide

7. See http://monitor.icef.com/2012/05/governments-crack-down-on-fraud-industry-continues-to-strengthen-standards

environment in which word-of-mouth about sub-par agencies travels extremely fast, both among institutions and students.

FINDING QUALITY AGENTS

The most serious and successful international agents working today are well aware of the need to distinguish themselves as reliable, effective, and student-focused professionals in their sector, and there is now an increasing range of ways through which agents demonstrate their credentials and professionalism.

At one end of the scale are codes of conduct or standards of practice established by industry associations such as the Federation of Education and Language Consultant Associations (FELCA), or even governments as in the case of the London Statement,[7] created by officials from the UK, Ireland, Australia, and New Zealand. This joint statement of principles for ethical international student recruitment stresses professionalism and responsible business ethics.

At the other end of the continuum are robust accreditation or certification schemes, such as the process established by the American International Recruitment Council (AIRC).

Some of the more established or successful training courses include: the ICEF Agent Training Course (IATC), the Australian Education Agent Training Course (EATC), the Canada Course for Education Agents (CCEA), the New Zealand Specialist Agent Accreditation (NZSA), and the British Council's Foundation and Advanced Certifications for Agents.

BEST PRACTICES WILL REIGN

ICEF Monitor has published extensively on the topic of best practices for schools as well as agents in international student recruitment, such as carefully screening prospective agents prior to signing contracts, sharing marketing and recruitment plans, defining roles and responsibilities of each party upfront, setting key performance indicators, creating training materials and agent manuals, providing marketing assistance, and opening up paths of frequent communication.

As the global recruitment industry becomes increasingly competitive, agents will continue to play an integral role in any international strategy. The real opportunity here is to find more constructive, collaborative approaches to engaging with quality agents and partners and, in so

AGENTS UNCOVERED

The latest report from the Observatory on Borderless Higher Education (OBHE) entitled 'The agent question: insights from students, universities and agents' compiled data from a range of studies, including the 2013 Agent Barometer (i-graduate and ICEF), the International Student Barometer (i-graduate) and a 2012 study by the OBHE on institutional use of agents. Here are a few key findings suggesting an overall positive impression of agents by their stakeholders.

Photo: Tsyhun (shutterstock)

Services offered to students by agents: business model dependent on institutions, not students

- Most services, where offered, are more likely to be free than fee-based for the student. This suggests that most agents with a primary interest in higher education earn the majority of their income from institutions, not students.

- A large majority of these agents offer core institutional selection and application services free of charge.

- Fee
- Free
- Don't offer

AGENTS WITH PRIMARY INTEREST IN HIGHER EDUCATION (AS OF AUTUMN 2013)

Promotional Materials
Interviews
Education Exhibitions
Program of Study Selection
Local Job Placement
Referral to Institutions
Career Counseling
Internet
School Visits
Currency Exchange
Cell phones/cards
Application/Admissions Guidance
Accommodation
Language Training/Testing
Airport Pick-Up
Visa Processing/Immigration Advice
Travel Insurance
Health Insurance

0%   20%   40%   60%   80%   100%

AGENT SERVICES USED BY STUDENTS (%)

- Application assistance: 47%
- Visa assistance: 32%
- School selection: 31%
- Credential evaluation: 23%
- Test prep: 21%
- Critique of required essays: 18%
- Pre-departure orientation: 18%
- Airline reservations: 8%
- Currency/transfers: 7%

Agents offer many services; most students use few of them

- This chart reinforces the idea that most students are recruited by rather than hire an agent. Prompting the student to apply to institution x is the core agent service (agent to institution), with other agent services used by only a minority of students.

- It is equally clear that application assistance, visa assistance and school selection – the three services most commonly cited by students – point to areas of complexity where some students find agent input helpful.

Mature users of agents exhibit breadth of market coverage

- Countries with the most agent experience – Australia and New Zealand – exhibit the widest array of agent relationships by geography.
- By contrast, countries with less agent experience or acceptance – USA and the Netherlands – exhibit much reduced coverage.

MARKET COVERAGE (% OF 47 MARKETS WHERE INSTITUTIONS REPORT AN AGENT RELATIONSHIP)

Australia	New Zealand	UK	Malaysia	Canada	USA	Netherlands
58%	48%	36%	31%	30%	21%	15%
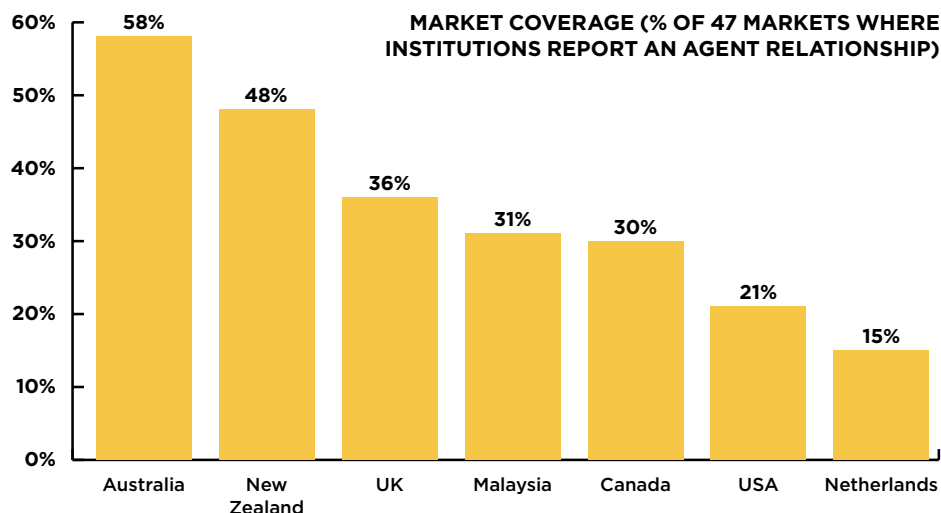
AMOUNT STUDENTS PAY TO AGENTS - RANGES IN US$
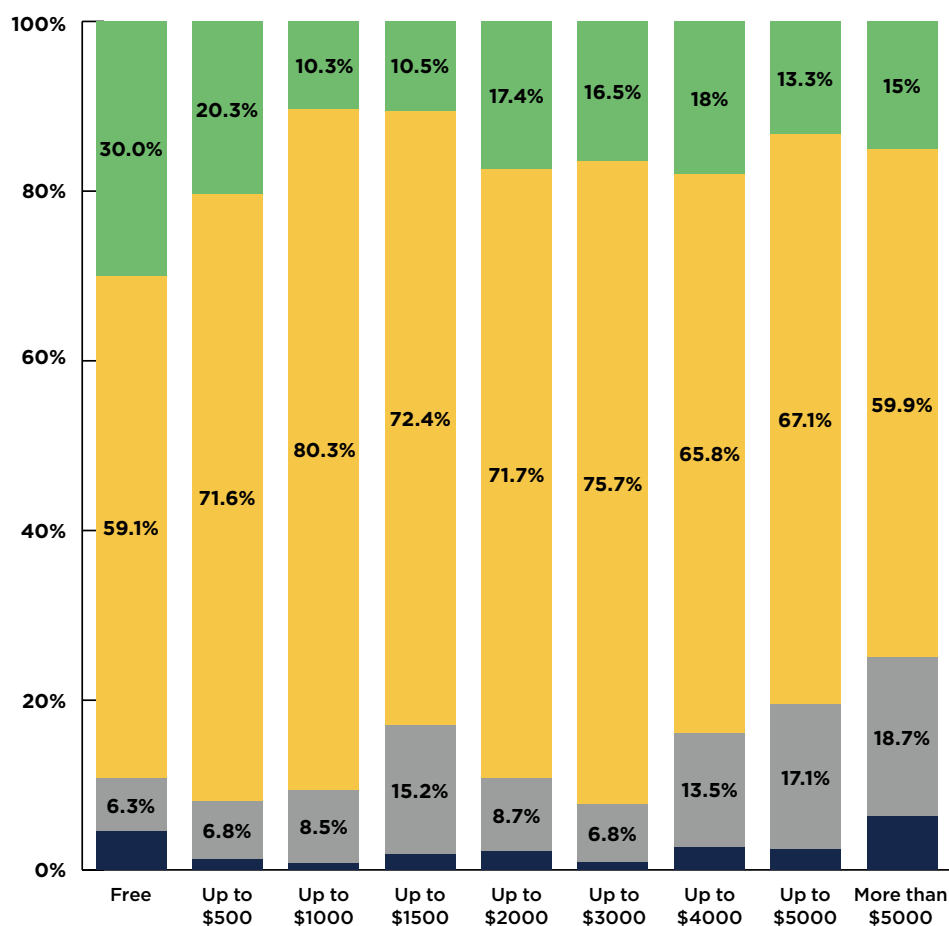
In general, students are satisfied with agents, regardless of price

- A large majority of all students who report use of agents are at least 'satisfied', regardless of fee level.
- However, low price or zero cost does not guarantee satisfaction. About 10% of students who used an agent but paid nothing said they were not satisfied. A free service may be poor quality or under-resourced.

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied

To access the full report, please visit: www.obhe. ac.uk/documents/view_ details?id=953.

Text and data courtesy of the Observatory on Borderless Higher Education.

"Get involved! It is amazing how quickly one can rise in leadership positions and have rewarding experiences."

—*Robert Watkins, USA*

"As a member I get regular information about the current politics in the field of international higher education, which helps me to better understand the issues of this field."

—*Patricia Rohland, Germany*
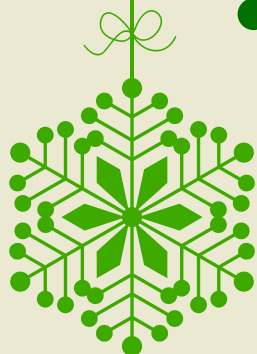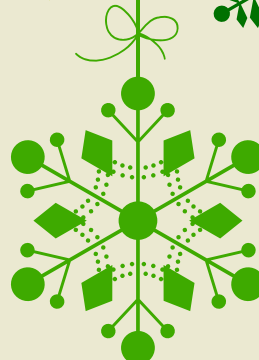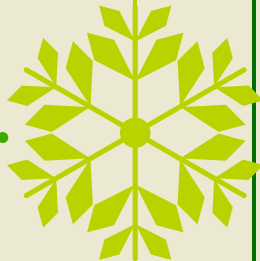
"The EAIE offers an excellent possibility for creating new contacts."

—*Alva Bruun, Finland*

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DEALING WITH
STUDENT
PLAGIARISM

Over the last decade much work has been done to improve the way in which we manage student plagiarism. International students add a unique dimension to the plagiarism debate, largely because they are studying in a second language, in a different cultural set-ting. This article aims to provide practical advice for those dealing directly with issues of plagiarism at their institution.

JUDE CARROLL
Higher Education Consultant, UK

Presently, the focus of institutions is on what students should do rather than on what they should not do when it comes to plagiarism. Many institutions are no longer saying "Don't plagiarise", but are rather focusing on helping students to understand and comply with demands such as: "Use your own words"; "Use sources to support your argument"; "Acknowledge the work of others". In addition, there is plenty of guidance on policies and procedures which describe what should happen when students do not comply with these demands (see Figure 1.). All this work does help but generic advice often disregards the particular challenges that come with thinking about international students, teachers and programmes.

Figure 1. USEFUL RESOURCES FOR GENERIC GUIDANCE ON MANAGING PLAGIARISM

1. **IDP DATABASE OF RESEARCH ON INTERNATIONAL EDUCATION.** http://opac.acer.edu.au:8080/IDP_drie/index.html. In October 2014 there were 144 records indexed with the term 'plagiarism'. The resource is updated monthly.

2. **POLICY WORKS.** A UK report on effective plagiarism management, presenting case studies, exemplars and learning activities. www.heacademy.ac.uk/assets/documents/academicintegrity/policy_works.pdf

3. **DEFINING AND AVOIDING PLAGIARISM: THE WPA STATEMENT ON BEST PRACTICES'.** The US-based Council of Writing Program Administrators (WPA). http://wpacouncil.org/positions/WPAplagiarism.pdf.

4. **THE HANDBOOK FOR DETERRING PLAGIARISM IN HIGHER EDUCATION.** (Carroll 2007) A holistic approach to managing plagiarism.

LANGUAGE ISSUES AND PLAGIARISM

If students must 'use their own words' to avoid accusations of plagiarism, then adjustments to make this realistic for second language (L2) learners might include:

- **Developing empathy.** You might recognise what students face, value their efforts, and make efforts to lower language demands in the early section of the programme.
- **Recognising common struggles.** Shi (2012) describes how L2 students fear misrepresenting the original, and how strong the pull to copy the source text can be.

ALL STUDENTS FIND ADJUSTMENT DIFFICULT BUT FOR SOME, ACADEMIC WRITING PRACTICES IN PARTICULAR CAN SEEM SHOCKING

- **Designing systematic, resourced support for improvements.** See Arkoudis *et al* 2012 for details on how.
- **Describing tasks and expectations in explicit and concrete ways,** including stating the contribution of language competence to the overall grade, plus discussion to promote understanding.
- **Using skills to validly assess what**

students mean. You could make more nuanced judgments of language mistakes, try to read rather than edit, take regular breaks (since this is hard work), and use assessment criteria with care.

- **Looking for copying in all students.** While studies show that a higher percentage of copying cases in L2 writers compared to their native (L1) cohort can be expected (Blum 2007, Carroll and Appleton 2005), this is unlikely to be more plagiarism involving cheating (Bretag 2013,) but rather, that assessors often overlook less blatant L1 examples (Phan 2006, McCabe 2005).

ACADEMIC CULTURAL ADJUSTMENT

All students find adjustment difficult but for some, academic writing practices in particular can seem shocking (Gu *et al* 2010, Davis 2012). If you are teaching or managing plagiarism in a context of adjustment between very different expectations and skill-sets, try concentrating on clarity and understanding how sources are used

and acknowledged rather than giving repeated warnings about misconduct or even referring to these as issues of integrity and honesty. You might:

- **Focus on transition** rather than on short-term induction. Thinking long-term means scope for collaboration between many support specialists: teachers, academic support staff, librarians, admission people and so on. The result is often a coherent and progressive framework for learners, allowing several chances to learn over an extended period.
- **Provide exemplars.** If you show students several different versions of 'good work' (and perhaps one or two poor ones), this can make demands less mysterious. Building in time for interaction builds understanding and makes examples even more useful. Discussion works best when facilitated by the student's own teachers and when based on authentic and discipline-specific tasks.
- **Use inclusive language,** describing your demands as one of many ways. For example, in many educational contexts, a student can assume that the reader (usually the assessor) is an expert, knows what sources have been used, and

will make the effort to deduce what the writer (usually the student) thinks about a source (Hinds 1987). In reader-responsible styles like this, it might seem impolite or just boring to spell things out. On the other hand, in writer-responsible contexts (and most Anglo-western universities are highly writer-responsible), the text demonstrates the author's personal achievements and should present the reader with traceable statements plus on-the-spot guidance (*ie* citations) on where to look.

DELIBERATE CHEATING

This is a sensitive issue. As previously mentioned, international students are more often penalised for plagiarism but there is no evidence that this is plagiarism involving cheating. However these studies pre-date the amazing rise of so called 'commissioning', where students pay someone they do not know to do the work for them.

students and to deal appropriately with cases when they appear. You can better manage commissioning if you:

- **Foster engagement.** Some studies (for example Ting 2012) have investigated small cohorts and concluded that deliberate cheating and commissioning happen far more in students who see no value in acquiring academic qualifications but instead, have travelled for other reasons. This point could justify higher vigilance with this sub-group in any student cohort.
- **Design assignments with care** to ensure students must make, not fake, assignments. See Carroll 2015 for more guidance.
- **Penalise commissioning as fraud,** not plagiarism. If students know, for example, that the consequences are generally to exclude fraudsters then they can make their decisions accordingly and there is some evidence that penalty

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THE USE OF COMMISSIONING IS RISING

I reviewed the evidence on use of commissioning for a recent book (Carroll 2015) and concluded that use of commissioning is rising. Use of ghost writers, it seems, happens across all groups of students but clusters among undergraduates and is much more common for business and administration topics. This group accounted for half the instances in one study of use of commissioning with the remaining 20 or so subject areas making up the rest (Lancaster and Clark 2007). Since incoming L2 students at undergraduate level tend to cluster in similar ways, the widespread assumption is that these students are likely to use such services *(sic)*. This seems to be grounds for awareness, but less so for vigilance and no support for presumptions.

STEPS TO DETER COMMISSIONING

While we await more concrete evidence, it seems important to take active steps to deter the use of commissioning by all

level does influence student behaviour (Tennent and Rowell 2009–2010).

- **Reconsider admission criteria.** If students are admitted with (or perceive themselves as being admitted with) skills and knowledge far below what is needed for success, then they may (and if anecdote is believed, often do) see no alternative but cheating or fraud to generate acceptable work.
- **Provide systematic and resourced support** for academic skills development.

LOOKING AHEAD

If you try any of the suggestions above, you could collect data on impact and publish the findings. That way, others can benefit from world-wide efforts to manage student plagiarism in international education in ways that supports learning, quality assures credit, and respects and values the efforts all students show when they 'do their own work'. **F**

LAYERS OF
A NEW APPROACH

Fraud in international education has become big business and a sustained global problem affecting all aspects of the international education landscape, ranging from testing to admissions to immigration. Why does fraud exist? What motivates fraudulent behaviour? How can institutions and policymakers address fraud?

DANIEL GUHR AND NELSON FURTADO
The Illuminate Consulting Group, LLC, USA

A key factor driving fraud has been the sheer scale of international education. It is estimated that more than two million international students enrolled for the first time in 2014. It is further estimated that these new students submitted more than 10 million applications – a large number of which contained inaccuracies or fraudulent statements.

Another driver for the rise in fraud is that obtaining access to a ranked university, or any university in a Western country, is highly desirable for a number of reasons, many of which are unrelated to academic experiences (*ie* economic and/or immigration rationale). As such, fraud is rarely the outcome of cultural misunderstandings but it is most often committed, aided, or tolerated because of an underlying economic payoff.

WHERE AND WHEN DOES FRAUD OCCUR?
Fraud is a global issue taking place in both student sending and receiving countries. Fraudulent activities can be found at all stages of the international student lifecycle. For example:
- Throughout applications and admissions processes, falsified transcripts and language test scores are well-known examples of fraud.
- During the visa granting process and at border entry, examples of fraud include falsified visa documents or bribery.
- While studying, fraudulent behaviour entails 'group work' to outright, and, at times, extensive cheating.
- Post-studies, fraud may consist of students overstaying their visas or gaining illegal employment.

DEFENCE
TO COMBATING FRAUD

THE PURPOSE OF FRAUD

Fraudulent activities generally follow three types of purposes:

- Accessing immigration and employment opportunities through study permits or falsified qualifications.
- Gaining admission to a (preferred) institution.
- Attaining better academic credentials (real or fabricated) to meet admissions requirements or increase employability prospects.

Fraudulent behaviour is often not limited to a singular instance – efforts can be multi-tiered. For example, students who purchase a falsified transcript to gain admission to

all rationales share one key driver – the expected economic benefit. Economic incentives and rationales to commit, tolerate and support fraud create a persistent and multi-faceted issue for students, education agents, testing agencies and educational institutions. The economic benefits for students are clear from the examples given above, but what about the other stakeholders involved?

Education agents commit and support fraud based on economic incentives such as: the industry's volume- and commission-driven business model; high and rising demand from education institutions and prospective students; a lack of institutional oversight; and regulatory gaps

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FRAUDULENT BEHAVIOUR IS OFTEN NOT LIMITED TO A SINGULAR INSTANCE – EFFORTS CAN BE MULTI-TIERED

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an institution are also likely to submit fake or embellished letters of recommendation. Once on campus, these students can be expected to resort to cheating and other fraudulent activities in order to maintain a desired academic standing. If undetected, these students will obtain a diploma which they should never have earned.

KEY DRIVER: ECONOMIC BENEFIT

Fraud is invariably underpinned by certain rationales. These may be overtly connected to education, but essentially

(at the international level, agents largely act in a regulatory vacuum while quality assurance and enforcement measures generally stop at national borders).

Testing agencies – standardised tests (language tests such as IELTS and TOEFL; academic aptitude tests such as the SAT and GRE) have become a key admissions tool and are thus essential in their nature. This makes the pay-off from fraudulent test results especially high and explains why testing agencies encounter a plethora – and by now a well-reported amount – of fraud attempts.

Figure 1. SEVERITY OF FRAUD (CONCEPTUAL SCALE)

LOW   HIGH

Resume Embellishment

Fake letters of reference

Plagiarism

Purchased test scores

Purchased transcripts

Purchased Degrees

Fake immigration records

Bribing of an official

Full-scale identity fraud
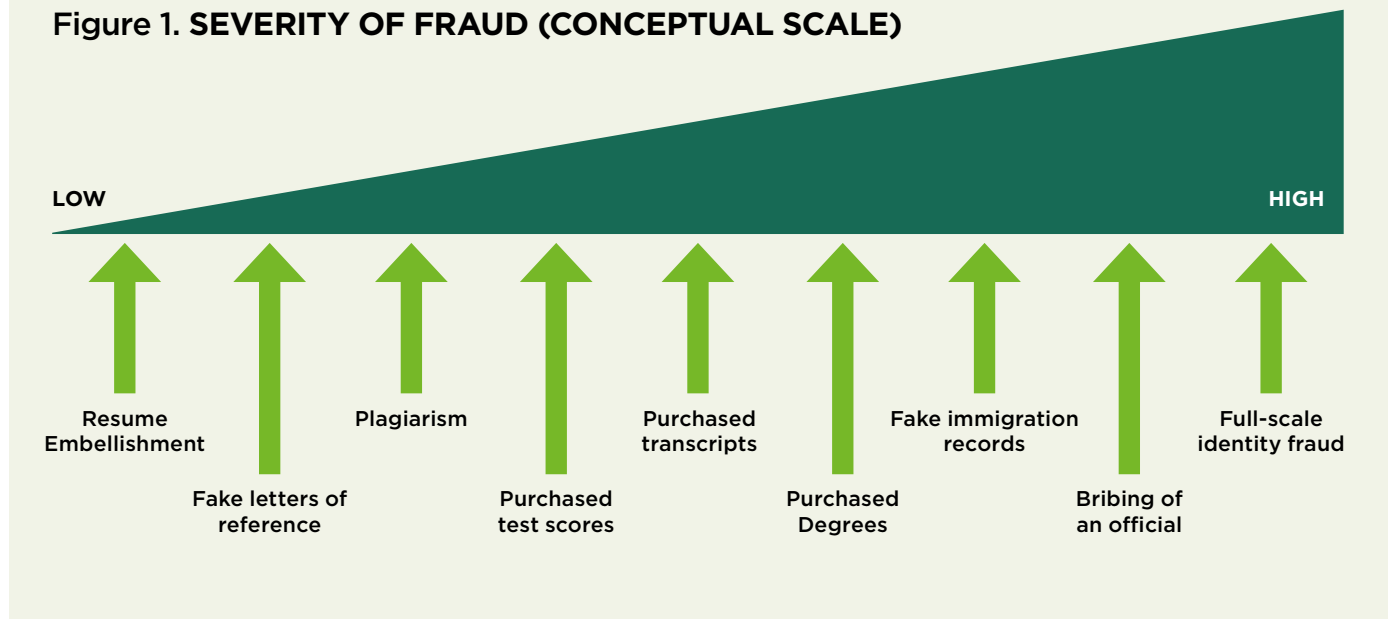
Education institutions are subject to or sometimes implicitly tolerate fraud for varying economic incentives such as: important revenue streams generated by tuition fees and associated revenues; decision-making driven by enrolment targets rather than careful applicant selection; increasing costs of fraud prevention (*eg* screening of thousands of applications); competing priorities among administrators (*eg* relative to ensuring the overall functioning of the institution); and the marketing potential of a highly internationalised student body. As a result, striking a balance between combating fraud and attracting larger numbers of qualified international students has become more difficult in recent years.

> **STRIKING A BALANCE BETWEEN COMBATING FRAUD AND ATTRACTING LARGER NUMBERS OF QUALIFIED INTERNATIONAL STUDENTS HAS BECOME MORE DIFFICULT**

THE SEVERITY OF FRAUD
In order to describe and categorise fraud, The Illuminate Consulting Group (ICG) constructed a sliding scale presenting fraudulent activities by level of severity. As displayed in Figure 1., the least severe instances include CV embellishment and falsified letters of reference. Purchased test scores and transcripts are more severe

instances of fraud and typically result in clear enforcement actions if discovered. Purchased degree diplomas and fake immigration records are typically driven by sought-after economic outcomes and can result in notable brand and economic harm to institutions and employers alike. At the most severe end of the scale are cases of bribery of governmental officials and full-scale identity fraud. These activities rely on criminal behaviour and often involve systematic and highly organised efforts. Plagiarism, while arguably constituting fraud, is an academic integrity issue and thus not further discussed in detail here.

THE COST OF FRAUD
Based on a (conservative) ICG estimate, the total amount of money spent on international education-related fraud ranges from US $2.0 to 2.5 billion annually. This estimate is, by definition, imprecise: 'high quality' fraud often remains undetected, leading, if anything, to an underestimation of fraud volumes.

The dollar value attached to different fraudulent activities ranges from fake academic transcripts or standardised tests, which cost a few hundred dollars, to bribing governmental officials, which can cost thousands of dollars. In specific bottleneck situations, such as highly selective admissions processes, fraudulently obtained test scores can cost well over US $10 000.

FRAUDULENT ENGLISH LANGUAGE TEST CERTIFICATES IN THE UK
A recent UK visa and immigration investigation estimated that 48 000 immigrants to the UK may have fraudulently obtained English language test certificates to extend their student visa and remain in the country illegally. The investigation also scrutinised a number of UK colleges and universities for their failure to ensure that their students meet the criteria set out in immigration rules.

The fraudulent language certificates were obtained from the testing service ETS by individuals who paid for false candidates to complete English language tests at passing levels. As a result, in June 2014, 57 private colleges had their licenses to enrol foreign students suspended by the UK Home Office, and the international recruitment activities of three universities were suspended.

01. Complex cheating solutions employed by students.

02. Glasses containing a hidden camera and a coin with a tiny receiver.

— Source: China Daily.

ENROLMENT FRAUD IN THE USA

In January 2011, the unaccredited Tri Valley University (TVU) in California was charged with immigration fraud by US authorities. Allegedly, between 2008 and 2011, TVU admitted foreign students

so that they could reside in the USA on student visas without requiring them to attend classes. Despite US federal regulations requiring international students to be physically present on campus and take no more than one online course, the university enrolled students on F-1 visas who lived in different states. In addition, the university offered no classrooms, allegedly conducting all coursework online. TVU was closed and labelled a "sham university" by US immigration officials. Its President was arrested and approximately 1200 Indian students enrolled at TVU were repatriated.

COMBATING FRAUD

The later fraud is discovered, the more an institution or country is likely to have suffered negative impacts across multiple dimensions (*eg* academic integrity, brand reputation, or even national security).

Unfortunately, many of the current anti-fraud measures implemented by institutions and regulator agencies are belated and reactive. Since fraud is typically driven by return on investment expectations, undetected (*ie* 'successful') fraud has a

> **COMBATING FRAUD EFFECTIVELY REQUIRES MULTIPLE, INTER-CONNECTED AND FLEXIBLE LAYERS OF DEFENCE**

tendency to encourage additional fraudulent activities that also try to exploit weak links in quality assurance and integrity mechanisms. Combating fraud effectively thus requires multiple, inter-connected and flexible layers of defence:

- A first layer, implemented at the marketing and recruitment level, involves keeping fraudulent students away through clear communication that fraud is not tolerated, and focusing recruitment on legitimate student pools.
- A second layer, implemented at the admissions level, requires using holistic, information-rich application materials, employing state-of-the-art verification processes, and utilising data mining across regions and countries to systematically identify and filter potential instances of fraud.

- A third layer, implemented at the immigration level, involves setting up clear policies and enforcing these publicly, applying appropriate/high levels of scrutiny and collaborating with other student destination countries.
- A fourth layer, implemented in classrooms, entails adding training on expected academic conduct, using proper tools to validate academic performance, and enforcing quality by expelling fraudulent students.

Fraud is ubiquitous, present in all countries and at all stages of the international student lifecycle. Driven by the desire to attain economic benefits, fraud follows predictable patterns and a clear intent. Combating fraud cannot be limited to specific student segments, nor can it target all students, or (worse) none at all. Combating fraud is best done at its earliest stages through multiple, inter-connected and flexible layers of defence. Acceptance or denial of fraud in international education are not options – such a non-response will only serve to invite more fraud. **F**

A CLOSER KNIT

WEAVING ETHICS INTO ACADEMIC RESEARCH

Ethics are an increasingly important component of the European Union's research funding policy. As traditional research universities grapple with incorporating ethics into their existing research structures, new challenges as well as opportunities are presented to young colleges and universities of applied sciences. As this article shows, new EU member states like Lithuania need to take advantage of recently built research structures to incorporate ethics into their research efforts.

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Vilniaus kolegija/UAS, Lithuania
MICHAEL FULLEN
University of Wolverhampton, UK

Ethics is an integral part of research funded by the European Union within the current Horizon 2020 programme. Ethical issues are identified in three Articles (14, 17 and 22), which specify the rules for participation and dissemination in Horizon 2020. Compliance with the relevant ethics provisions is essential from the beginning to the end of a project. In the new Horizon 2020 regulations, research ethics are playing an important role. These regulations are increasingly encouraging applicants to embed research ethics within their proposals. The ethical component of proposals normally consists of completing the 'ethical issues' table. Usually, applicants present short comments that they believe there are no negative ethical implications stemming from the project proposal or that the ethical implications are positive.

Within the diversity of national research traditions in Europe and many national and international codes, there are established guidelines and regulations advising on scientific and research integrity. The Federation of All European Academies (ALLEA) has analysed these documents and engaged in discussions with the European Science Foundation (ESF). ALLEA has thus developed 'A European Code of Conduct for Research Integrity'.[1] This Code of Conduct has met

with the general approval of European national academies and the ESF Member Forum.

CHALLENGE FOR UNIVERSITIES OF APPLIED SCIENCES

Unfortunately, large groups of colleges and universities of applied sciences (UAS) in Europe lack sufficient research infrastructure and are often not competitive in terms of participating in research funding programmes. Usually, this is because of specific evaluation criteria, which are unusual for college and UAS activities (*eg* the number of peer reviewed articles and their associated citation profiles). Even when clear ethical standards and principles exist and codes or guidelines for research ethics are already in effect, applying these codes is challenging.

THE CASE OF LITHUANIA

Specifically, researchers in new EU member states often have limited administrative support to address the ethical components of research. Even the formation of relevant governmental structures is problematic and slow. For instance, only in 2011 did the Lithuanian Research Council announce its first ever selection to the position of Supervisor of Academic Ethics and Procedures. However, no candidate scored the requisite number of votes. Only the third competition

resulted in an elected supervisor, appointed by parliament in June 2013. Like most Lithuanian academic institutions, academic ethics and procedures are guided by ethical codes of the relevant personnel (lecturers/teachers/staff) as well as students and associated internal institutional documents and procedures, explaining the specific aspects of the rules of professional ethics. Academic personnel and student ethics commissions (joint and/or separate) judge infringements of the code of ethics. These commissions are formed by the academic councils of the institutions.

GREATER INTEGRATION NEEDED

With regard to state and institutional documents, there is a general absence of clear and well-formulated strategies for research ethics that would help to establish the priorities for ethical reviews, both formally and in practice. In contrast, in countries with deeper and longer traditions of academic and research ethics, special administrative structures already exist in academic institutions. Offices of research ethics assist researchers with the ethical component to facilitate research in accordance with legislative and ethical best practice requirements. In addition, universities administer ethics approval processes. Such approval must be obtained before any research commences and before potential participants are approached.

It is evident that ethical issues have become increasingly important in institutions and their associated administrative/supervisory/advisory structures. Traditional universities and research centres must incorporate research ethics within existing research structures. In contrast, young colleges and UAS in new member states like Lithuania have exciting opportunities and the potential to become pioneers, taking advantage of developing structures for research ethics support in newly built research structures. **F**

1. www.esf.org/fileadmin/Public_documents/Publications/Code_Conduct_ResearchIntegrity.pdf

ACADEMIC FREEDOM & THE THREATENED SCHOLAR

"Universities should not be taken for granted, they are not eternal; academic life is a privilege and there is a responsi–bility to defend it."[1]

SINEAD O'GORMAN
Scholars at Risk Network, USA

At the Scholars at Risk Network Global Congress held earlier this year, Professor Craig Calhoun, Director of the London School of Economics and Political Science, observed that such actions by universities of protecting threatened scholars are driven by empathy and solidarity, but that the more basic element is responsibility. "By participating in intellectual life, we take responsibility for the shared space", he said.

This is the core mission of the Scholars at Risk (SAR) network: to defend the university; to protect intellectuals – including professors, researchers and other members of higher education communities – who face severe threats to their lives and their liberty. As the many EAIE members who are active in the SAR network know, the idea of a shared global responsibility to defend and protect the intellectual space is at the heart of our work together. Moreover, it is our experience with the most severe cases that compels us to examine more closely the conditions necessary for free intellectual exchange and to foster and promote such conditions around the world.

THREATS TO ACADEMIC FREEDOM
Although challenges to free inquiry range in severity, it requires only a glance at the *Academic Freedom Media Review* that Scholars at Risk compiles each week to be reminded that the scope of such challenges is immense and global. In just the past few months, we have seen:
- The fatal shooting of the dean of Islamic Studies at the University of Karachi in

Pakistan by unidentified gunmen, allegedly because of a speech he gave during a visit to the United States in which he espoused liberal religious views.
- The prosecution of a law professor in Malaysia on charges of sedition stemming from comments in an interview about an ongoing political crisis in Selangor state and the need for greater transparency and rule of law.
- Divergent reactions to the University of Illinois' decision to withdraw a job offer to Professor Steven G. Salaita, a professor of American Indian studies, allegedly in response to his controversial comments on Twitter about the Israeli military action in Gaza.
- Internal controversy at the University of Sydney after it withdrew invitations for two Sri Lankan human rights organisations to an international conference, allegedly at the behest of the Sri Lankan military.
- The conviction of Professor Ilham Tohti, a public intellectual and economics professor at Minzu University in Beijing and peaceful advocate for the rights of the Chinese Uighur minority. The professor was convicted on charges of separatism and was sentenced to life in prison, raising serious concerns for his well-being and for the ability of intellectuals generally in China to

conduct serious scholarship under such conditions.

These examples remind us that our work to promote and protect academic freedom is not something that is happening in the abstract. It concerns real-world situations that affect people and institutions every day. So, what are the concrete ways in which we can respond together to such challenges, and live out our shared responsibility to protect the higher education space? There are many, but three approaches bear closer consideration here.

OUR WORK TO PROMOTE AND PROTECT ACADEMIC FREEDOM IS NOT SOMETHING THAT IS HAPPENING IN THE ABSTRACT

1. Integrate values into partnerships
International education professionals at the front lines of negotiating and implementing cross-border education partnerships are confronted with values-related questions on a regular basis. 'Values', may be broadly referred to as those outlined in the 1997 UNESCO Recommendation,[2] which include equitable access, accountability, academic freedom, institutional autonomy and social responsibility. In the face of competing pressures and priorities, these values can be neglected in the rush of establishing and maintaining cross-border partnerships. If such matters are discussed, it is rarely done so in a transparent manner and often excludes key stakeholders. Important steps have been taken by the

international education community to rectify this problem, including the recent development of statements and guidelines

such as the *Hefei Statement on the Ten Characteristics of Contemporary Research Universities*[3] and the IAU-Magna Charta *Guidelines for an Institutional Code of Ethics in Higher Education*.[4] But the implementation of such guidelines and standards remains a work in progress.

There is a need to take the next step and to formally articulate ethics and values commitments within the terms of international partnerships. In a guest post on the EAIE Blog earlier this year, SAR's Executive Director, Robert Quinn, outlined SAR's proposal for the standard inclusion of a Memorandum of Understanding (MOU) on higher education values in international education partnerships.[5] It is hoped that such an MOU would encourage institutions to discuss higher education values with current and prospective partners and foster the development of international norms that reinforce free inquiry and academic freedom. SAR invites interest from EAIE members in joining a working group to take this proposal forward, with the goal of producing a draft text of the MOU to be made available for public discussion and use.

2. Take early intervention measures
Threats to academic freedom and attacks on higher education communities are often unreported, leading to the isolation of scholars and impunity for perpetrators.

More comprehensive monitoring and reporting mechanisms are required to promote greater accountability, and earlier and more effective responses. The Scholars at Risk Academic Freedom MONITOR aims to identify, assess and track incidents involving one or more of six defined types of conduct that may constitute violations

of academic freedom and/or the human rights of members of higher education communities:

- Killings/violence/disappearances
- Wrongful imprisonment/detention
- Wrongful prosecution
- Restrictions on travel or movement
- Retaliatory discharge/loss of position/ expulsion from study
- Other significant events

SAR invites academics, researchers and research centres interested in participating in the monitoring project, either in the collection and verification of monitoring data or in post-monitoring advocacy to contact the organisation.

3. Provide a safe haven for threatened scholars
Alongside longer-term efforts to address the root causes of intellectual repression, there is a pressing need for emergency assistance for academics whose lives and liberty are under immediate threat.

A temporary visiting or research position at an institution in a safe place anywhere in the world can enable a scholar to continue his or her important work in safety until such time as a safe return to the country, or at least region, of origin is possible.

These are but three of the concrete ways in which many EAIE members and their institutions are standing up for higher education values. Ideally more institutions will get involved in these and other activities, by joining the SAR network, and other initiatives.

Together we can live out our shared responsibility to protect the higher education space. **E**

1. Speech by Professor Craig Calhoun at the Scholars at Risk Network Global Congress 2014.

2. *UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel,* 11 November 1997, available at: http://portal.unesco.org/en/ev.phpURL_ID=13144&URL_DO=DO_TOPIC&URL_SECTION=201.html

3. Issued in 2013 by the Association of American Universities, Group of Eight (Australia), League of European Research Universities and the Chinese 9 Universities, and later joined by the Russell Group, U15 Canada, AEARU, RU11 Japan and the Hong Kong 3. Available at: www.leru.org/files/news/Hefei_statement.pdf

4. Jointly issued in 2012 by the International Association of Universities and the Magna Charta Observatory. Available at: www.iau-aiu.net/sites/all/files/Ethics_Guidelines_FinalDef_08.02.13.pdf

5. Quinn, R. (2014, April 23). Should an MOU on values be standard in international higher education partnerships? [Blog post]. Retrieved from www.eaie.org/blog/mou-on-value

FIGHTING €ORRUPTION

AN ETHICAL EDUCATION FOR ALL

In the EU alone, corruption costs the economy billions of euros each year, and it is not only the financial implications of corruption that we should be concerned with. Countries experiencing financial crisis and austerity are at risk from a severe hike in unemployment, poverty and inequality, which in turn, directly or indirectly, may lead to increased morbidity, mortality and human suffering. What role can higher education play in the fight against global corruption?

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LENNART LEVI
Stockholm University, Sweden

In September 2014, a declaration aimed at mainstreaming a concern for corruption, through the integration of ethics and basic values in university courses, was unanimously adopted by the 68 Member Universities of the Compostela group of Universities at their XX General Assembly in Poznan, Poland. The 'Poznan Declaration'[1] has since been endorsed by the World Academy of Art and Science, and the World University Consortium. This is a first important step for higher education in joining governments, businesses and civil society in the global fight against corruption. Trustworthy, uncorrupted, honest, and impartial government institutions that exercise public power and implement policies in a fair manner are likely to create social trust and foster social capital, thereby contributing to better health and well-being in a population.

A DUTY TO ACT

Large parts of the world's population live under various degrees of corrupt public authorities, where children are denied education, elections are determined by money and not votes, and where vulnerable groups cannot access decent jobs or basic health care. Therefore, our major challenge is how to promote good government and ethical business behaviour, and how to avoid the bad ones, and their detrimental effects.

There are several reasons for higher education to take on these challenges.

roughly estimated to cost the economy €120 billion each year, a cost just below the annual budget of the EU.

Secondly, apart from direct costs, both petty and grand corruption erodes social trust and contributes to reinforcing dysfunctional and unethical norms. As social trust is needed in most undertakings of collective action, this can in turn undermine states' ability to collect taxes, causing strains on the provision of public goods and services, higher education included.

Thirdly, societies in which corrupt and unethical norms prevail provide a breeding ground for economic crisis. Whatever the underlying causes of economic and financial crisis, many governments react by introducing austerity measures. The combination of crisis and austerity is likely to amplify unemployment, poverty and inequality, which in turn, directly or indirectly, may lead to increased morbidity, mortality and human suffering. In addition, austerity measures often strike particularly hard against those unconnected with the causes of the crisis, further contributing to the erosion of trust. The causal chain of events can be hypothesised as follows:

Unethical norms ⇨ *corrupt behaviour* ⇨ *economic crisis* ⇨ *austerity measures* ⇨ *unemployment, poverty, unfairness, rising inequality* ⇨ *erosion of social trust* ⇨ *societal dysfunction* ⇨ *morbidity, mortality.*

on rationalism (a 'what's in it for me' approach, as opposed to empathy and cooperation), society, including higher education, has produced individuals incapable of solving the problems of social traps. Instead of continuing the production of individuals geared towards narrow self-interests, higher education should adopt a more holistic approach, with an emphasis on ethics and trust, in an attempt to promote social capital.

SOCIETY, INCLUDING HIGHER EDUCATION, HAS PRODUCED INDIVIDUALS INCAPABLE OF SOLVING THE PROBLEMS OF SOCIAL TRAPS

INCREASING THE LEVEL OF TRUST

Viewing trust as a social capital sprung from the understanding that trust is tightly connected with economic efficiency and growth, by providing a basis for fair competition, reducing the cost of entering into agreements, enabling efficient taxation, new forms of cooperation and easing labour market conflicts. As a collective attribute, social capital can loosely be defined as networks and norms that facilitate cooperation and collective action.

To start promoting social capital and counteracting the negative chain of events we need to address 'the causes behind the causes', *ie*, the determinants of corrupt or otherwise anti-social behaviour. It seems likely that such behaviours have their roots in the value systems of decision-makers at various levels within the public and private sector, many of whom have been educated at universities. This declaration builds on the modest assumption that trust is dependent on citizen's perceptions of the provision of public goods in society such as social services, healthcare, legal services, but also with private providers of goods and services.

CORRUPTION IS CONSIDERED ONE OF THE MAJOR OBSTACLES FOR MEANINGFUL DEMOCRACY, ECONOMIC WEALTH AND HUMAN WELL-BEING

Firstly, on a global level, corruption is considered one of the major obstacles for meaningful democracy, economic wealth and human well-being. In the EU member states alone, corruption is

Because of the negative feedback loop, the situation provides a delicate social trap, from which escaping is particularly hard. As Nobel Laureate Elinor Ostrom warned, it seems that by a one-sided focus

If these are perceived as uncorrupted, non-discriminatory and somewhat effective, the recipients' generalised trust is likely to increase.

PROMOTING CORE VALUES

If a majority of the agents on the providing side of these interactions have received training in anti-corruption, ethical and impartial behaviour, it is possible that trust and social capital will be promoted, leading to a virtuous circle, from which national health and development stands to benefit. The rationale for such training is provided by the following causal chain:

Ethical education ☞ social trust and capital ☞ high quality of government ☞ good level of living ☞ good public health and development.

From the numerous interactions that shape our trust in others it is clear that reaching out only to students of certain professions

Specifically to:

- **Endorse a cross-faculty approach** to include components of anti-corruption and ethics in the curricula.
- **Appreciate the unique opportunity to shape professional identities.** At universities the norms and boundaries of acceptable behaviour are to a large extent set for a number of professions.
- **Teach the teachers.** Provide pedagogical resources and training to a wide range of faculty, to encourage the incorporation of ethics issues within their classes.
- **Develop partnerships** with government, business, and civil society organisations championing the anti-corruption agenda.
- **Commit for the long-run.** Changing norms and their consequent behaviour is an inherently slow process. While there may be ripple-effects from promoting ethical behaviour, it is likely that the 'exposed' generation will need to reach

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FOR UNIVERSITIES TO OPTIMISE THEIR ROLES AS DRIVERS OF DEVELOPMENT, A 'WHOLE-OF-UNIVERSITY' PROMOTION IS NEEDED

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will fail to reach the desired effects. Thus, for universities to optimise their roles as drivers of development, a 'whole-of-university' promotion is needed. Furthermore, in an increasingly interconnected world, where the costs of corruption and unethical behaviour are shared, this has to be done internationally.

Recognising the university sector's potential, as well as responsibility to help shape the moral contours of society for the better, and given the societal benefits from increased social capital, we ask universities and institutions of higher education to embrace, support and enact a set of core values in the areas of ethics, transparency and anti-corruption.

a critical mass and/or managerial positions in society before true and measurable change will occur.

- **Talk the talk and walk the walk.** In addition to educating ethical behaviour and promoting social capital it is crucial that universities – as agents providing a public good – themselves act accordingly, ensuring impartiality in teaching, student assessment, research, and that matters regarding awards of degrees, employment and promotions are based on transparent and objective criteria. **F**

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1. For a better understanding of theory and empirics underpinning the arguments presented in this article please see the full 'Poznan Declaration', available for download at: http://revistas.usc.es/gcompostela/en/activities/PoznanDeclaration.html

CURRY, CULTURE & COBBLESTONES
EAIE GLASGOW 2015

GLASGOW CONFERENCE 2015

Steeped in history with magnificent medieval architecture dotting the landscape, Glasgow epitomises the perfect combination of tradition mixed with an innovative modern twist. During next year's EAIE Conference, take some time out to visit some of the top attractions in the city described by The Telegraph as "one of the world's friendliest". Oh, and curry lovers, you're in for a treat!

GLASGOW CATHEDRAL & NECROPOLIS

The highlight of Glasgow's heritage, Glasgow Cathedral, is one of Scotland's most magnificent medieval buildings and is thought to have been built on the site of St Mungo's tomb, marking the birthplace of the city of Glasgow. Built between the 13th and 15th centuries, it is the only medieval cathedral in Scotland to have survived the ravages of the 1560 reformation virtually intact. To the east of the Cathedral, the Necropolis is a 19th Century Victorian cemetery in Glasgow, perched on a prominent hill with soaring monuments and mausoleums piercing the city's skyline.

LOCH LOMOND

Just beyond the city of Glasgow lies some of Scotland's most beautiful scenery. A short train ride takes you to the shores of Loch Lomond, one of Scotland's most famous lochs. From the station it's possible to take a trip around the Loch, which is Britain's largest freshwater loch. The boat trip gives excellent views of the Trossachs and Ben Lomond, the most southerly of Scotland's Munro peaks.

PEOPLE'S PALACE AND WINTER GARDENS

Explore the city's social history from 1750 to the end of the 20th century through a wealth of historic artefacts, paintings, prints and photographs, film and interactive computer displays and get a wonderful insight into how Glaswegians lived in years gone by. In the adjacent Winter Gardens you can wander among the exotic palms and plants. Outside, you can admire the restored Doulton Fountain and relax in the attractive surroundings of Glasgow Green.

MACKINTOSH TRAIL

Charles Rennie Mackintosh, the Glaswegian architect, designer and artist, is celebrated around the world as one of the most creative figures of the early 20th century. A pioneer of Art Nouveau, he has left a legacy of his work throughout the city. The Mackintosh Trail is a passport to attractions such as The Mackintosh House, The Lighthouse, Glasgow School of Art, House for an Art Lover, The Hill House, The Mackintosh Church and Scotland Street School.

BURRELL COLLECTION

In the heart of Pollok Country Park, this award-winning building houses a unique collection of over 8000 objects in a beautiful woodland setting. The collection comprises medieval art, Islamic art and Impressionist work from Degas and Cezanne, all collected by the industrialist Sir William Burrell and gifted to the city.

KELVINGROVE ART GALLERY & MUSEUM

Since its refurbishment in 2006, Kelvingrove Art Gallery has become one of the most popular visitor attractions in the UK, offering free entry to one of Europe's great civic art collections. The magnificent Victorian building houses an internationally significant collection of 8000 objects, including Dali's Christ of St John of the Cross, Mackintosh and Glasgow Style.

GALLERY OF MODERN ART

The Gallery of Modern Art collects and exhibits work that highlights the interests, influences and working methods of artists from around the world, as well as those from Glasgow. It is most famous for its statue of the Duke of Wellington outside the museum which invariably sports a traffic cone.

COBBLED STREETS OF THE WEST END

This area is home to the University of Glasgow, fine Victorian architecture and bohemian bars, restaurants and antique shops. There are quirky, individual shops on Byres Road, while cobbled Ashton Lane is an Aladdin's Cave of pubs, bistros and a cinema. Nearby, the Botanic Garden is a great place to unwind after a busy day.

RIVERSIDE MUSEUM & TALL SHIP

Glasgow's iconic Riverside Museum, a breath-taking landmark building on the banks of the River Clyde, is home to the city's world-class transport collection. Designed by world renowned architect, Zaha Hadid, the dynamic new museum displays Glasgow's rich industrial heritage, offering a glimpse into the city's past, featuring trams, an interactive wall of cars and re-created period streets.

CURRY CAPITAL OF THE UK

Glasgow has claimed the title of 'Curry Capital of the UK' four times since 2002 thanks to the large number of Indian restaurants in the city – higher per capita than anywhere else in the country. Glasgow's Akbar's was named 'Restaurant of the Year' at the 2014 Scottish Curry Awards, beating off eateries from across the country.

Text and images courtesy of People Make Glasgow

Impressions from

EAIE 2014 | PRAGUE
16–19 SEPTEMBER
STEPPING INTO A NEW ERA

THE OFFICIAL CONFERENCE REPORT

ALL PHOTOGRAPHY BY JAS SANSI

CHAMPIONING THE DREAM
EAIE PRAGUE 2014

SARAH FENCOTT
EAIE, the Netherlands

Each year we talk about the numbers. The nationalities. The networking. This year's conference in Prague was no different to previous years: we hit a new milestone. But it is not the numbers *per se* that we are celebrating, it is all that they imply. Just as the conference did 26 years ago, when 600 people gathered in Amsterdam to spark a new vision at the very first EAIE Conference, the event today unites all those holding that very same dream of international education. Only the dream grew. And so did the dreamers.

A GROWING FORCE

Those who have been attending the EAIE Conference throughout the last decade will note that the conference has changed dramatically. Since 2008, we could no longer be hosted by universities alone – the sheer number of participants and the breadth of the activities offered required more dedicated facilities. And as the field developed, the range of topics covered at the conference also increased, illuminating new areas of internationalisation. Each year the EAIE tries to select speakers and topics that are at the forefront of developments in the field to maintain its promise to provide EAIE members and other participants with direct access to cutting edge knowledge, and this is something on which the Conference Programme Committee will continue to place paramount importance going forward.

STEPPING INTO A NEW ERA

The overarching conference theme was a two-fold reflection of our desire to reach out to new regions in Europe and the current transformations taking hold in the field. Bringing the EAIE Conference to an area of Europe sometimes neglected in our field was a key aim for 2014, and also became the focus of this year's *Conference Conversation Starter*. In the enlightening publication, new voices were given a platform to discuss the challenges and particularities of higher education in a number of Central and Eastern European countries. Their voices were heard: 77% of conference survey participants who read the publication found it "extremely" or "very informative".

Our spacious home for the week, the Prague Congress Centre provided magnificent views of the city and a constant reminder of the stunning setting for this year's conference. Since there was no dedicated hall provided by the venue for the Exhibition, Exhibition stands were spread out across three floors. This meant that everyone got a glimpse of the variety of organisations and institutions present, and ensured that the space was always buzzing with activity. Future conferences, however, will have an entirely separate Exhibition area.

WE HEAR YOU!

Acting on feedback from previous years, we trialled a shorter session length of 30 minutes for some sessions this year, in addition to the regular 60 minute ones. Many participants (over 70%) were happy with this choice, and we will continue to trial this new session length in Glasgow next year.

We wholeheartedly listened to your concerns from Istanbul regarding catering and we continue to make this important service one of our top priorities. The feedback from the conference evaluation showed that at least 86% of participants were happy with the lunches and

> *"EAIE is the best source of inspiration for the whole academic year ahead."*
> *– Liga Cvetkova, Latvia*

> *"The EAIE Conference brings together people and cultures. Face to face discussions create mutual understanding."*
> *– Mattijs Blekemolen, the Netherlands*

refreshments provided. We always try to provide healthy, balanced meals at the conference and the food (and service) does depend, to some extent, on the host country suppliers. The meals we enjoyed in Prague were certainly of the 'hearty' variety! With Glasgow set for next year's conference, get yourself ready for a medley of Scottish delicacies – and maybe even some haggis for the brave!

We are constantly trying to improve the WiFi availability at each conference (many conference venues do not include WiFi as standard), and the process can be quite a balancing act between allowing access to as many people as possible and implementing a system which ensures that no bandwidth is being wasted on an idle device. We understand the importance of free internet access to participants during the conference and this process is something on which we will continue to work closely with our technology providers to ensure a streamlined service at future conferences.

DREAM ON
Our keynote speakers, two very different individuals (see pages 50 and 51 for a quick roundup) aroused many emotions in participants this year. One common message emerged from both speeches: we need to allow ourselves permission to dream. And dream big. Whether it be an individual, personal dream, or the overarching dream that drew each conference participant to Prague. We need to dream. And then act. For what the human brain can imagine can be achieved.

We hope to see you all in Glasgow next September for EAIE 2015, where we will be celebrating 'A wealth of nations'. Scotland's culture capital, the former centre of Scottish Enlightenment and now one of Europe's top financial and academic research hubs will provide the ideal backdrop to the annual international gathering of academic dreamers. Check out pages 40-42 for some of the top city highlights! **F**

> *"In terms of getting wired with educational partners, there's no better place than EAIE. The world's institutions gathered in one place – you just need to show up."*
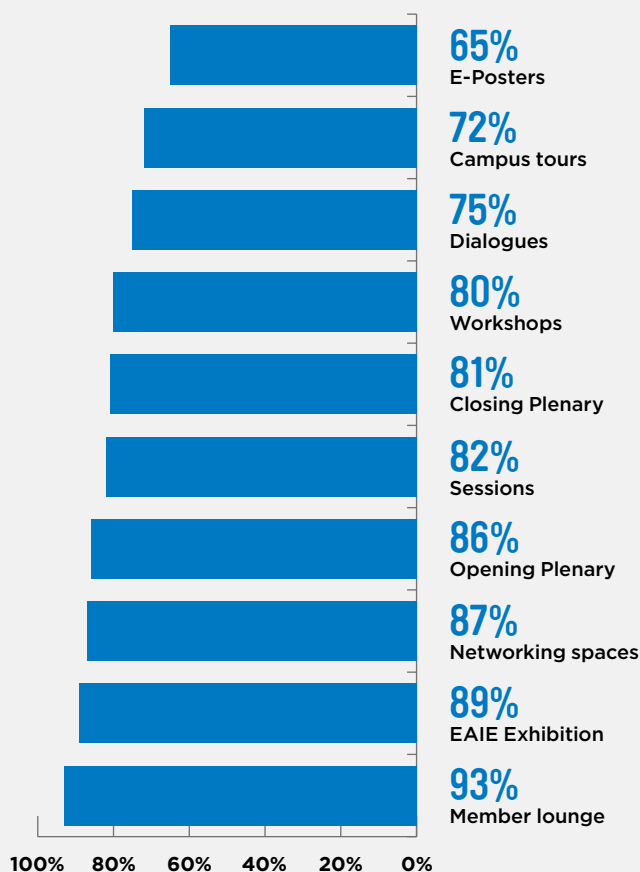> *– Simon Skogberg, Denmark*

PRAGUE 2014
AT A GLANCE

I'M NEW

46%

Newcomers to
EAIE Prague 2014

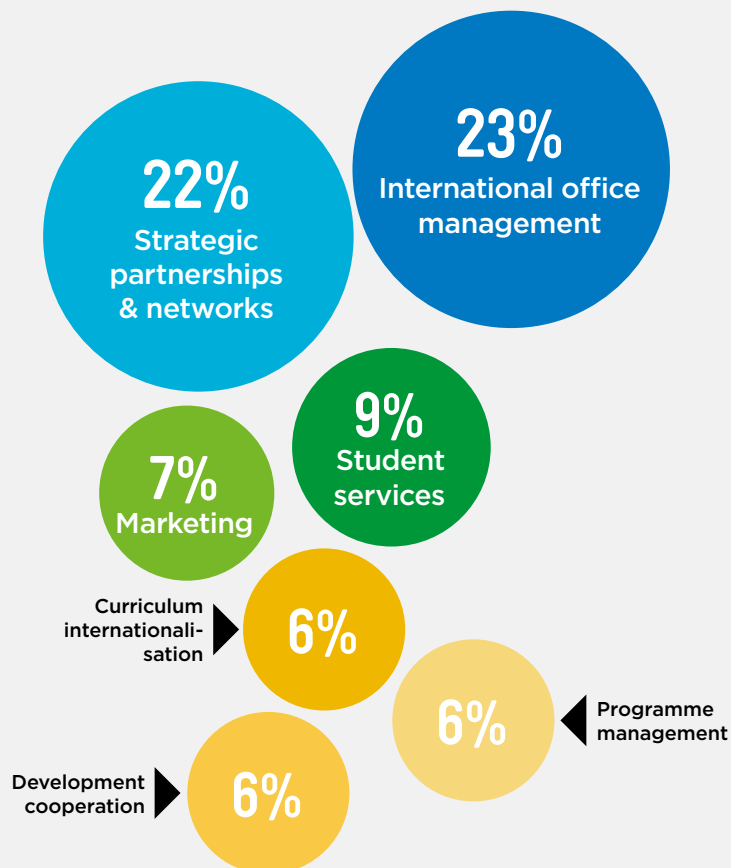# 96%

Satisfaction level with
the conference overall

TOP RATED CONFERENCE ACTIVITIES/ PROVISIONS

65%
E-Posters

72%
Campus tours

75%
Dialogues

80%
Workshops

81%
Closing Plenary

82%
Sessions

86%
Opening Plenary

87%
Networking spaces

89%
EAIE Exhibition

93%
Member lounge

very to some-
what satisfied

100% 80% 60% 40% 20% 0%

MAIN PROFESSIONAL INTERESTS OF PARTICIPANTS (TOP 7)

23% International office management

22% Strategic partnerships & networks

9% Student services

7% Marketing

6% Curriculum internationalisation

6% Programme management

6% Development cooperation

TOP 10 COUNTRIES ATTENDING

1. The Netherlands
2. Germany
3. UK
4. USA
5. France
6. Sweden
7. Czech Republic
8. Finland
9. Turkey
10. Norway

IELTS – Celebrating 25 years

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ONLINE
CONFERENCE ACTION

While the Congress Centre was buzzing with the exchange of knowledge during the conference week, our online platforms were also a hive of activity. Here's a round up of the some of the insightful blog posts pub–lished during EAIE Prague 2014.

#EAIE2014

THE STORY OF EAIE PRAGUE 2014 IN TWEETS

For a fantastic overview of the conference, as experienced by participants themselves, check out the collection of Prague tweets! www.eaie.org/blog/the-story-of-eaie-prague-2014-in-tweets

NEW EAIE PRESIDENT IS CENTRE STAGE

Along with a brand new Board, General Council and Expert Community Steering Groups for 2014–2016, the EAIE also has a new President. Read this exclusive interview with Laura Howard, to discover her vision of how the EAIE will evolve in the coming years. www.eaie.org/blog/new-eaie-president

LET GO OF THE VINE! AN INTERVIEW WITH EAIE CONFERENCE SPEAKER SEBASTIAN TERRY

Following on from Sebastian Terry's closing keynote speech in which he urged us all to pursue our dreams, take a look at our interview with him where he speaks about university skills, life skills and his future plans. www.eaie.org/blog/sebastian-terry

NO TO INDEPENDENCE, YES TO A WEALTH OF NATIONS

During the conference a momentous moment in history took place when Scotland voted on its independence. What does the outcome mean for international higher education? Read all about it in this blog post. www.eaie.org/blog/no-to-independence

### THE EAIE BAROMETER: INITIAL FINDINGS UNVEILED

A brand new study undertaken by the EAIE and Ecorys analysing the trends in international education was unveiled during the conference. Take a look at the initial findings here and stay tuned for the full report in early 2015! www.eaie.org/blog/barometer-inital-findings

"WHAT A HUMAN BRAIN CAN IMAGINE, CAN BE ACHIEVED"

Chairman of Microsoft Europe, Jan Muehlfeit opened the conference with a rousing and humorous keynote speech. Check out the summary in this blog post. www.eaie.org/blog/prague-2014-opening

These were just a few of the posts keeping everyone up to date with the conference action in Prague. To read the entire range, go to www.eaie.org/blog/tag/eaie-prague-2014.
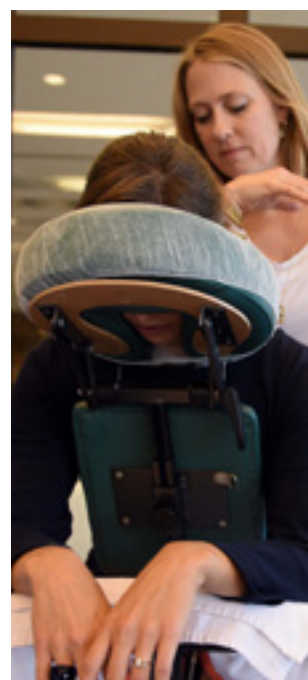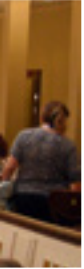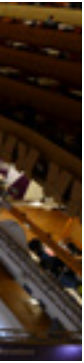
OPENING PLENARY KEYNOTE SPEAKER
JAN MUEHLFEIT

"The whole word is obsessed with weaknesses, yet nobody succeeded by focusing solely on their weaknesses. Schools and universities need to switch their focus onto strengths in order to get the best out of students", Jan Muehlfeit urged at the Opening Plenary. Being Chairman of Microsoft Corporation Europe and sitting on the Board of AISEC, the student-run global internship organisation, Jan knows a thing or two about what companies want from graduates. A born and bred Czech who came to speak voluntarily for the EAIE, he provided the exact inspiration we needed to open the conference. In Jan's opinion, although education is lagging behind almost all other sectors with its use of technology, we do have the power to change education in phenomenal ways. Watch the entire speech on our YouTube channel: www.youtube.com/user/EAIEtv.

CLOSING PLENARY KEYNOTE SPEAKER
SEBASTIAN TERRY

The Closing Plenary can be quite a challenge for keynote speakers: How do you engage an audience who have been so focused on the goals they set themselves over the intense conference week? Hundreds of wired academic brains overflowing with new ideas, new contacts and long to-do lists for their return to work. One way is to stand on stage, barefoot, and expose your own story of how you turned your life around, went from drifter to global motivator, achieving amazing things along the way. Of course, some might not like it. Some might find it conceited. Some might ask how it relates to the past few days of high-level discussions. Some might just get it. One thing is certain: everyone in the room listened, and everyone had their own opinion, which many have openly shared. And perhaps, one or two have even dusted off their own list of forgotten dreams. www.eaie.org/blog/sebastian-terry.

IN CONVERSATION WITH

JAN MUEHLFEIT

SARAH FENCOTT
EAIE, the Netherlands

The charismatic and endearing Chairman of Microsoft Europe, Jan Muehlfeit gave a truly thought-provoking keynote speech at the Opening Plenary, urging us to focus on developing our strengths, and the strengths of our students rather than fixating on weaknesses. Having studied Computer Science at university, Jan firmly understands the promise technology holds in unlocking human potential – potential which the world is currently squandering on a grand scale.

What was your main interest in coming to speak at the EAIE Conference?

JM: In addition to being the chairman of Microsoft Europe, one of my responsibilities, and, you could say my calling, is education – especially higher education. I'm an adviser to the Commissioner for higher education in the European Commission, and I have a strong belief that education can positively change the situation around the world.

Could you briefly sum up your keynote speech?

JM: There is a lot of discussion today that we are wasting the world's natural resources – mostly human resources – and this stems partly from the fact that the education system we have today is not sustainable. Education needs to be based much more on the strengths and talents of students, as opposed to fixing their weaknesses. You can fix your weaknesses and struggle or you can experience exponential growth by focusing on your strengths. I'm a strong believer that you need to be more of who you are as a person to succeed.

My daughter was always enrolled in international schools because we travelled around a lot and right now she's in the British School in Prague. I believe that mixing kids in school from different cultures and nationalities is how we develop. It is the same in large corporations like Microsoft: if you have diversity you get better productivity. On a social side, it is also better because people are happier and they are learning from each other, connecting hearts, and that is the true goal of international education.

How much input do you think the business sector should provide in educating future employees?

JM: The world of practice and the world of teaching should be brought much more closely together. I'll give you one example: if kids are working together in the classroom it's called cheating, yet in the office it's called teamwork and they will probably get a bonus for working in that way. Learning and working in the future is going to be much more focused on teamwork.

Business people need to be involved in teaching. In many countries, if you are not a qualified teacher you are not allowed to teach anything, even if you have global experience which is of great value to students. We need to change that. We need to have 'functional professors' to add another dimension to learning.

One of the topics for debate over the next few days is the current mismatch between graduate skills and what employers want. What do you feel should be done to close this gap?

JM: Recently I met the Minister of Education for Spain and in Spain, as you know, the unemployment of youths aged between 15 and 22 years is 55%. There are two reasons for this high number: under education of youth and a structural problem in the education system. In our industry, there are 700 000 open positions in Europe. We simply don't have enough engineers. One reason why the German economy is still doing very well is because they have enough engineers – they made it a priority a couple of years ago.

The job market is moving so fast and universities and schools are lagging behind.

Take Mercedes for example. Ten years ago, building Mercedes cars used to be about screwing parts together. Now it is all about ICT professionals working on the computers that make up 60% of the budget for cars. We need to plan ahead. We need to figure out what are the jobs that are needed three or five years from now. And then we can educate students properly for those jobs.

What provoked your interest in working with the student internship organisation AISEC?

JM: AISEC is driven by one of the most gifted set of students ever. They drive it as a global corporation. We can always learn from the younger generations and this is the first time in human history that the younger generation understands and uses technology better than the older generation.

When I started working with AIESEC I gave them some advice. Most organisations are talking about *what* they are doing and *how* they are doing it. And this is very much connected to the logical part of your brain. Yet if you want to get to people's hearts and inspire them, you have to talk about the *why*. Bill Gates was saying he wants a PC at every single desk: that is the *why*. Martin Luther King was not saying "I have a plan" but "I have a dream". That is the *why*. I believe if you want to be a leader and you have the vision to be a leader, you have to focus on the *why*. That *why* can generate the faith in other people and create a following. So I advised AIESEC that they work on the *why*, which is ultimately, for them, to make the world a better place. An internship is a great thing. When students finish university they are not equipped with

all the skills they need but if they do a one-year internship, for example through AIESEC, they stand a much better chance of getting a good job.

Do you see a difference between international work experiences and international study?

JM: First of all it is great to have international experience whether through study or work. Once you have this experience you will understand other cultures much better. In the world today I see four major challenges: the first being 'inclusive globalisation'. Globalisation is good but it only works for the US, Europe and parts of Asia. It does not work for Africa. The second challenge is the gap between the rich and poor. When I was young, the gap was fivefold. Now it is 45 fold. When you look at human history, whenever there was a huge gap like this, there was a war. The third challenge is wasting natural resources, especially, as I mentioned earlier, human resources. The fourth challenge is that we used to live in a bipolar world with the Russians on one side and the Americans on the other. Now we are working in a multi-polar world which takes a completely different type of leadership and mindset. International experience will help prepare future leaders for these challenges.

Going back to the question, the main difference I see between work experience and study experience abroad is that with study, you're still in your comfort zone

somewhat. Universities are safer places than corporations. You can try out different approaches and you can make mistakes. If you are in the corporate world, you can still make mistakes but you can't make the same mistakes twice.

The first book I read about capitalism was *The Wealth of Nations* by Adam Smith, and what he said was that profit and care can live together and I think that we are too focused on the profit side and too little on the care: care about the company, care about the people, care about the environment. We need to redress the balance and I believe international education

> **INTERNATIONAL EDUCATION CAN CREATE NEW TYPES OF LEADERS WHO CARE ABOUT LONG-TERM PROFITABILITY AND THE WORLD AROUND THEM**

can play a significant role in this. It can create new types of leaders who care about long-term profitability and the world around them.

Do you think people are born leaders or can they develop leadership skills?

JM: There is a huge difference between managers and leaders. A manager is someone who can figure out the strengths of people and how to use those strengths.

A leader is someone who will figure out the strengths and put together complementary teams. A true leader is able to put people on a common platform and generate a faith and a following behind an idea. Here's an interesting example: Why is the English football team full of superstars but yet is not a superstar team? It is because they do not have a good coach. I'm a real believer that once you inspire people in a

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**IT'S ALL ABOUT THE MINDSET:
IF YOU THINK YOU WILL WIN, YOU MAY WIN**
---

positive way, they can achieve anything. It's all about the mindset: if you think you will win, you may win. If you think you will lose, for sure you will lose.

You mentioned that you do a lot of work with the European E-skills Association. How important are e-skills and technology for education?

JM: International Data Corporation (IDC) did some research two years ago and they found that 90% of all jobs in 2015 will require some basic e-skills. I was coaching the Lufthansa leadership team recently and they asked me what they will need to do three years from now. I told them they need to be thinking as a software company. I said you will still be

flying, but your major competitive advantage will be your software system. Look at what happened to the hotel industry with TripAdvisor and Booking.com: those two organisations cut hotels out of the booking market. My friend Clay Kristiansen wrote a book in 1996 about disruptive technology and now we see the exponential change happening very fast. So absolutely, universities should be doing more to incorporate e-skills into the curriculum.

How do you feel about Massive Open Online Courses (MOOCs)?

JM: My daughter is a heavy user of the Khan Academy, which I believe is a great concept. There are a couple of caveats about MOOCs though. Firstly, they are still quite costly. I heard from people at some of the top universities like Cambridge and Harvard that one good MOOC course costs around €70 000. A second issue is what some people describe as the 'dehumanisation of education'. If people only study online then the interaction between international students will not exist. On the positive side I think it is fantastic because you can now pick and choose what you want to learn – not necessarily an entire diploma. I have downloaded various courses myself and I listen to them while I'm running.

Here's an interesting fact: Harvard opened one online course for around 30 000 people and it was a mix of Harvard students and people from all around the world taking the course. The best-scoring Harvard student on the course came 566th

in the total rankings. Therefore, 565 other people on the course scored better, and none of these studied at Harvard. This says a lot about the potential we have around the world.

If we take the idea of MOOCs further and if we allow the system to gather data about individuals and how they learn, it will really help improve everyone's learning ability. I believe technology can enable the individual learning style and we can move away from the 'drill and kill' style of learning (not killing the people but the talent) and head towards something much more positive and enabling.

You've done a lot of work since joining Microsoft in changing fundamental processes of the organisation, generating very positive developments. What's your latest challenge, both in and outside of Microsoft?

JM: I have decided, after 22 years in Microsoft, to leave the organisation at the end of this calendar year. So I am now busy sharing my experience with colleagues and leveraging my skills. Although I am leaving, my heart will still be very close to Microsoft. Moving on I will work with start-ups and I will advise the EC, World Economic Forum, OECD and INSEAD (graduate Business School) in the fields of education, entrepreneurship and competitiveness. I will have my own coaching and mentoring business and, last but not least, I will have my own TV talk show on personal development. **E**

Enjoy Jan's entire keynote speech from the EAIE Conference online at:
www.youtube.com/user/EAIEtv

REWARDING

Each year the EAIE celebrates the outstanding endeavours made by a select number of individuals and institutions to the field, and honours them at the EAIE Conference. Check out this year's inspirational winners here and read some of their stories on the EAIE blog.


INSTITUTIONAL AWARD FOR INNOVATION IN INTERNATIONALISATION

▲ *Coventry University (CU)*

Coventry University has a comprehensive internationalisation strategy where students are central, active partners in internationalisation activities. It is their innovative approach to internationalisation, where the starting point is not international mobility for a minority but international experience for all, that has earned them this award.

"This award consecrates Coventry University's achievements to date in its strategy to internationalise the student and staff experience and this consecration hails CU's cutting edge approach in the EU higher education sector. This award is a further encouragement for CU to offer form(s) of international experience to all its students by 2020."

— *Jean-Bernard Adrey, Coventry University*
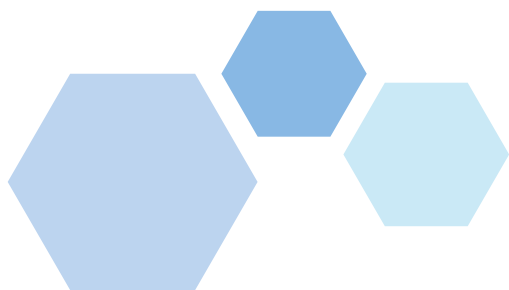
EXCELLENCE
2014 EAIE AWARD WINNERS

RISING STAR AWARD

◀ *Jennifer Valcke*

On the LICOM Board, Jennifer represents a minority of the EAIE: the practitioners. She has been teaching and has studied how to teach languages and is probably among the best teachers in that field in Europe. She always comes up with new ideas, always trying to improve whatever she is faced with and she brings new people into the EAIE. Her great personality and fantastic sense of humour rounds out her uniqueness.

"The EAIE has been a formidable platform for gaining further insights and best practice in English-Medium Instruction from a truly global perspective and I hope my work within the organisation will continue further."

— *Jennifer Valcke*

THE TRANSATLANTIC LEADERSHIP AWARD

◀ *John K. Hudzik*

John is a well-known figure in the world of international higher education, on both sides of the Atlantic. He is an outstanding advocate for mutual understanding and respect. He maintains and invests in beliefs, values and benefits between and for organisations in both North America and Europe. John has written widely about cooperation in general and on transatlantic issues in particular in many publications such as the EAIE 25th anniversary publication. He is an example for many professionals in the field.

"It is a great honour, with deep personal significance, to receive this award from my European friends and colleagues. Continuing to strengthen our transatlantic collaborations is a shared goal of tremendous importance. To receive this award in Prague carries historical meaning for me as my grandfather and grandmother came from this area nearly 125 years ago."

— *John K. Hudzik*

TONY ADAMS AWARD FOR EXCELLENCE IN RESEARCH

▲ *Elspeth Jones*

Elspeth has published and spoken extensively on many aspects of the internationalisation of higher education. Elspeth's research is not limited to the publication of books – she is also a frequent contributor to newspaper such as *University World News* and the *Chronicle of Higher Education,* as well as a prolific tweeter, making her research widely and easily available.

"For me, internationalisation is fundamental to higher education, not only because of the world we now live in but also because of its potential to transform lives. Therefore conducting and sharing research which supports enhanced academic or institutional internationalisation practice has always been my objective, particularly that which benefits the experience of all students. I am honoured, delighted and grateful that my work has been recognised by the EAIE with this important award."

— *Elspeth Jones*

BO GREGERSEN AWARD FOR BEST PRACTICE

The Green Cockatoo ▶

The Green Cockatoo is a bottom-up initiative of a group of international officers from Catalan universities. The aim of this local network of professionals working in internationalisation is to share experiences, problems and best practices in the day-to-day work of the Offices for International Education. With this award, the EAIE acknowledges this group who have found an innovative, successful way to work together and support each other on a local level in order to be more efficient and effective in their work in international higher education.

"The Green Cockatoo is honoured to receive this award. It has been a very active group for 10 years already and it has become a true reference for all its members and their institutions. Despite not being a registered association, getting this important recognition for its model and being able to share it with colleagues, who may in turn be inspired by it, gives us all pride and joy."

— *The Green Cockatoo*

PRESIDENTS' AWARD

◀ *Linda Johnson*

Linda has been active in the EAIE since its inception – she was the founding Chair of the EAIE Expert Community *Economics and Business Studies* (EBS) and President of the Association in 1998. Linda was also a member of the EAIE Publications Committee and for more than 15 years she was a conscientious Series Editor for the EAIE *Occasional Papers*. With this award, the EAIE President personally recognises Linda for her notable dedication to the EAIE and her contribution to the field of international education. She is an outstanding example of an active EAIE member who has continuously served the Association behind the scenes.

"It has been a great privilege to be involved with the EAIE throughout my career in international education. International education can be a powerful force for good and I am greatly honoured by the award given to me for simply trying to use this force for good to make a difference, for doing what I could to level the global playing field and for trying to widen access to meaningful international education."

— *Linda Johnson*

EAIE MORNING RUN

Vyšehrad Park was the setting for this year's Morning Run, sponsored by University College of Northen Denmark, and the beautiful hilltop route gave participants a breath-taking view of the city and river Vltava at sunrise. Around 80 runners enthusiastically tackled the course for their early morning endorphin boost. Congratulations to the fastest runners:

Men:
Reinier Karman, Utrecht University of Applied Sciences, the Netherlands (00:17:53)
Martin Glogar, Masaryk University, Czech Republic (00:18:47)
Jimmi Hemmenbach, Hawaii Pacific University, USA (00:22:30)

Women:
Stéphanie Schott, University of Luxembourg, Luxembourg (00:21:12)
**Anette Wigaard,** BI Norwegian Business School, Norway (00:21:50)
Åsa Dahlberg, Linnaeus University, Sweden (00:22:21)

EAIE DINNER AND DANCE: BEST DRESSED PARTICIPANT (AS VOTED BY FACEBOOK)

Holding a masquerade themed Dinner and Dance in a palace in one of the most beautiful cities in Europe guarantees many wonderful photo opportunities. Our photographer, Jas Sansi, was on hand to capture the magic (and the masks!). To spice things up we held a Facebook competition for the best mask and we are pleased to announce the winner: **Gosia Chromy** from Warsaw School of Economics who received the most likes for her hand-made mask. We hope you enjoy your free ticket to next year's Dinner and Dance Gosia!
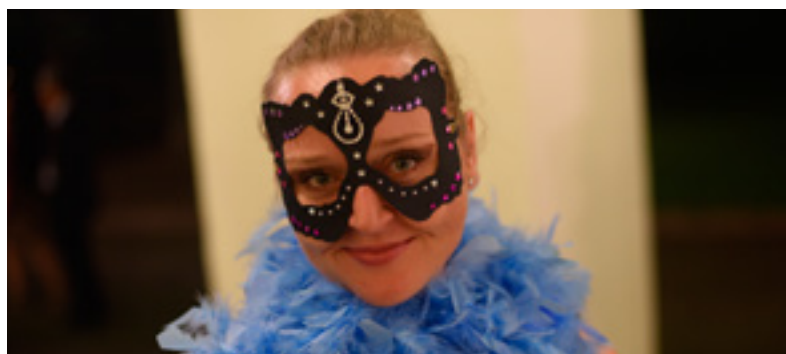
EAIE Blog Spot

At your fingertips, a fantastic source of news, views and insights from the EAIE Blog. Grab a coffee and browse some of these online gems!

08 DEC

FORUM BLOG SERIES: ETHICS IN INTERNATIONAL EDUCATION

A week-long series of blog posts further exploring this broad and multi-faceted theme of this issue of *Forum*. www.eaie.org/blog/forum-ethics

24 NOV

SUMMER SCHOOLS IN EUROPE: THE LATEST HIGHER EDUCATION 'COMMODITY'

Explore the latest trends in European Summer Schools and download the *Summer Schools in Europe* e-book. www.eaie.org/blog/summer-schools-in-europe

14 NOV

LINKEDIN GROUPS FOR INTERNATIONAL HIGHER EDUCATION PROFESSIONALS

Your guide to some of the most popular LinkedIn groups in the field of international higher education. www.eaie.org/blog/linked-in-groups-for-international-higher-education-professionals
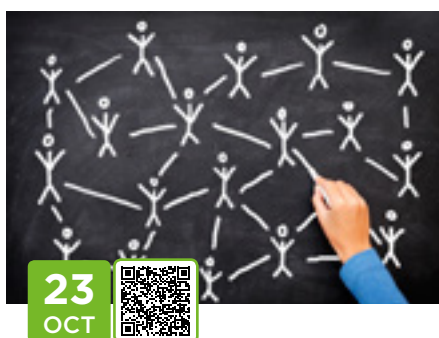
05 NOV

GAMIFICATION AND THE GENERATIONAL DIVIDE: PERSPECTIVES FROM AIEC 2014

A lively account of Gabe Zichermann's keynote speech at AIEC 2014 in Brisbane on the power of gamification for higher education. www.eaie.org/blog/gamification

23 OCT

STRATEGIC INTERNATIONALISATION FOR BUSINESS AND MANAGEMENT SCHOOLS

Some paths to internationalisation adopted by business schools are more strategic than others. This post explores the core principles of business school internationalisation. www.eaie.org/blog/strategic-internationalisation-business-schools

14 OCT

CREATING COUNTRY-SPECIFIC ADMISSIONS REQUIREMENTS

Find out how some institutions ensure that documentation from prospective international students is trustworthy. www.eaie.org/blog/country-specific-admissions-requirements

THANK YOU

The EAIE would like to thank the following organisations and individuals for their generous support at the 2014 EAIE Conference:
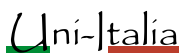
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Duleep Deosthale, *Academic Partnerships International, USA;* **Dana Petrova,** *Masaryk University, Czech Republic;*

Alex Metcalfe, *University College Dublin, Ireland;* **Christiane Schmeken,** *DAAD, Germany*

Calendar

22 TO 23 JANUARY

Leadership Forum in Higher Education

'The Golden Triangle of Internationalisation: Governance, Management and Financing'

LOCATION: Centrum Nauki Kopernik, Warsaw, Poland

INFO: Studybility, Warsaw, Poland

TEL: +48-506-98 06 05

E-MAIL: training@studyability.com

http://leadershipforum.studybility.com

22 TO 23 JANUARY

8th EUA-CDE Workshop

'Regional Engagement and Doctoral Education'

LOCATION: Aix-Marseille University, Marseille, France

INFO: European University Association, Brussels, Belgium

TEL: +32-2-230 55 44

E-MAIL: cde-workshop@eua.be

www.eua.be/eua-cde-marseille.aspx

15 TO 18 FEBRUARY

AIEA 2015 Annual Conference

'Leading Global Learning: Envisioning New Paradigms'

LOCATION: Washington Marriott, Wardman Park, Washington, DC, USA

INFO: Association of International Education Administrators, Durham, USA

TEL: +1-919-668 19 28

E-MAIL: aiea@duke.edu

www.aieaworld.org/2015-annual-conference

23 TO 26 MARCH

APAIE 2015 Conference & Exhibition

'The New Paradigm of Engaging Asia Pacific Universities for Exchange and Cooperation in a Global Context: Challenges, Opportunities and Solutions'

LOCATION: Beijing International Convention Center, Beijing, China

INFO: Asia-Pacific Association for International Education, Seoul, Korea

TEL: +82-232-90 29 35

E-MAIL: serena@apaie.org

www.apaie.org/conference/2015

25 TO 27 MARCH

2015 EFMD Conference for International and External Relations, PR, Marketing, Communication and Alumni Professionals

'Understanding, Identifying and Building a Distinctive Business School Brand'

LOCATION: Beedie School of Business, Simon Fraser University, Vancouver, Canada

INFO: European Foundation for Management Development, Brussels, Belgium

TEL: +32-2-629 08 10

E-MAIL: delphine.hauspy@efmd.org

www.efmd.org

12 TO 14 APRIL

2015 EFMD Conference in the MENA Region

'Building Dynamic Networks and Partnerships for the Region'

LOCATION: Doha, Qatar

INFO: European Foundation for Management Development, Brussels, Belgium

TEL: +32-2-629 08 10

E-MAIL: caroline.taylor@efmd.org

www.efmd.org

12 TO 15 APRIL

AACRAO's 101st Annual Meeting

'Driving Student Success Initiatives in Higher Education'

LOCATION: Baltimore Convention Center, Baltimore, Maryland, USA

INFO: American Association of Collegiate Registrars and Admissions Officers, Washington, USA

TEL: +1-202-355 10 42

E-MAIL: meetings@aacrao.org

www.aacrao.org

★ **20 TO 24 APRIL**

Spring EAIE Academy

LOCATION: RISEBA Architecture and Media Centre, Riga, Latvia

www.eaie.org/spring-academy-2015

25 TO 29 APRIL

FAUBAI 2015 Conference

'Creating Sustainable Partnerships through an Equitable Internationalization'

LOCATION: Pantanal Convention Center, Cuiabá, Mato Grosso, Brazil

INFO: Brazilian Association of International Education (FAUBAI), Brazil

TEL: +55-115-627 03 16

www.faubai.org.br/conf/2015

7 TO 8 MAY

6th Global Meeting of Associations (GMA VI)

'Social innovation: challenges and perspectives for Higher Education'

LOCATION: Université de Montréal, Montréal, Canada

INFO: International Association of Universities, Paris, France

TEL: +33-1-45 68 48 06

E-MAIL: e.boisfer@iau-aiu.net

★ **20 MAY**

EAIE Annual Conference 2015
Online registration opens

24 TO 29 MAY

NAFSA 2015 Annual Conference & Expo

'New Horizons in International Education'

LOCATION: Boston Convention & Exhibition Center, Boston, USA

INFO: NAFSA: Association of International Educators, Washington, DC, USA

TEL: +1-202-737 36 99

E-MAIL: conference@nafsa.org

www.nafsa.org/annualconference

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