

# American University Campus – Reflection of Globalization Process

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*"Globalization should be understood as a force through which we can further advance the betterment of humankind."*

*John J. DeGioia, President of Georgetown University*

## **Abstract**

Globalization of higher education is a process which has been on for more than a century. Changes it brings is connected with education, teaching-learning, research, practice, engagement and services. It requires new ways of thinking organizationally about knowledge and learning – how to grow and share it. One of the most pressing problems in the process of globalization is how to stay unique and keep identity. Global campus should offer to its customers most updated and high-quality knowledge which will help them promote personally and develop their career on international level. Globalization offers educational programs to a wide population and establishes common moral values. World market demands, technological advancement and English as a global language supported creation of international educational institutions and global campuses. IBSU one of the best international universities in Georgia has been involved in the process of globalization of higher education since its foundation. Personal interviews have been conducted with four IBSU staff members to identify the reasons and results of globalization experienced by the university.

**Keywords:** Distant education, Georgian students-U.S. university alumni, global campus, higher education, International Black Sea University, interviews regarding IBSU globalization, morality as cooperation, multicultural campus, university education globalization, U.S. universities

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## Introduction

In recent years, globalization has led to unprecedented levels of change in areas ranging from education and economy to environment and society. From the way people get higher education to the way nations have found common language and started a dialogue.

Globalization of education refers to the worldwide discussions, processes, and instructions affecting local education practices and policies. Today, many nations choose to adopt policies from this global superstructure in order to compete in the global economy (Spring, 2009, p. 1).

The universities all over the world confront the reality that higher education can no longer be confined within national borders or built their curriculum only according to their national aims and values. The dilemma is how to keep uniqueness and identity on the one hand, and try to meet the challenges of globalization of campus education – on the other.

Every student who is on his/her way to university education first and foremost hopes to get advanced knowledge and professional training in the chosen field which will be relevant for career development in a global environment. This dictates to universities to opt for internationalization of their programs to attract more students, and to confront increased competition.

If we view the problem of higher education and university campus globalization from psychological, humanistic and philosophic points of view, the university will be at once identified as our most trusted and at the same time cosmopolitan institutions. This makes the campus an ideal vehicle for generating and sharing global ideas, values, projects and products. If we make these aspirations central to our collaborations, we can in turn work with governments, corporations, societies and NGOs of special interests, and learn

to trust and depend on one another. This would also give us hope for a future in which knowledge can be rendered progressive rather than dangerous, as

fundamental to openness, progress, peace and a better global society, rather than the weapon of the powerful and the dominant. In this way a global consortium of tightly interwoven universities can serve as a model for governments, industry and societies about how to trust and collaborate (Dirks, 2019).

## Globalization is Gaining Broader Meaning for College Students

American Universities are known to be the most multi-national and multi-cultural. The number of international students attending US universities has been increasing steadily in recent years, boosting enrollment as well as financial investment. This tendency continues with such a pace that it has even raised controversial opinion, as many people worry international students may be squeezing out US applicants to get in. For example, in 2018, international students' number in the US universities reached 1,094,792 (4.8%) (The Wall Street Journal, 2019). Increased competition is an additional stimulus for the US higher education institutions to reflect and respond effectively to the demands of global society, make great effort for improvement and perfection.

Higher education has long become a fast-growing business all over the world, therefore, it reflects most characteristics of business including outsourcing and opening branches in different parts of the world. For example, New York University, which, according to 2015 data had highest number of international students (13,178),

opened an undergraduate campus in Abu Dhabi and is building another one in Shanghai. This means that the popular universities also wish to expend and have a global academic presence (ibid., 2019).

The US Universities are hosting most scholars in the world, and Harvard University, Cambridge, MA, is pioneering; according to 2016 data, it hosted 4.951 scholars. Next comes university of California, Los Angeles, CA, and Stanford University, CA, which hosted about the same number of international scholars - 3.512 in 2015/2016 academic year. New York University in the same year had only 1.257 international scholars, but exceeded all universities according to BA, MA level international students. Institutions hosting the most scholars (Institutions Hosting the Most Scholars, 2019).

Major Fields of specialization of international scholars chose in the United States are: science, technology, engineering, computer sciences and math, also physical and life sciences, business and health professions (Fiske, 2011). Globalization of education seems inevitable and is bound to develop further because exchange of knowledge and experience between nations is necessary to create world knowledgeable society and common wealth.

Another powerful factor - technological advancement and in particular internet - made it possible to attract unprecedented number of students who are involved in distant education programs. Global network has widely opened the door to millions of students to the education sources and promoted equity and equality in higher education. It also indorsed many international education organizations in the US. For example, IIE (Institute of International Education) is among the world's largest and most experienced international education and training organizations committed to delivering programs and services of

excellent quality to a diverse range of participants, sponsors and donors (Institutions Hosting the Most Scholars, 2019).

### **What are Some Positive Results of Growth of International Students in the U.S.?**

The continued growth in international students coming to the U.S. for higher education had a significant **positive economic impact** on the United States. International students contributed \$39.4 billion to the U.S. economy in 2016, according to the U.S. Department of Commerce.

*Open Doors 2017* reports that about 67 percent of all international students receive the majority of their funds from sources outside of the United States, including personal and family sources as well as assistance from their home country governments or universities. Besides bringing in funds, international students also earn their living by working hard; some of them have to stay for a few years to cover the students' loan and/or support their families living in low-income countries. Students from around the world who study in the United States also contribute to America's scientific and technical advancement and bring international perspectives into US classrooms helping prepare American undergraduates for global careers (Institutions Hosting the Most Scholars, 2019).

Some international students after graduation have long employment career in America and become entrepreneurs and are involved in a longer-term business relationship bringing economic benefits both to America and to their home country. As a result, they support further development of US trade relationships with outer world. e.g. Many of Georgian students who graduated from US universities started their professional career in the US and set up small businesses to support financially their families in Georgia which was critically important during the

period of transition to market economy (1993-2003), while after the collapse of Socialism the unemployment was very high. Many US university graduates continued their career in America, and Georgia experienced "brain migration". It was, and it still remains as one of the negative effects - a so called "brain waste" when graduates of western universities are unable to find jobs commensurate with their skills. This results in damping income growth for college graduates and forcing them into occupations not requiring their level of education" (Spring, 2009, p. 51).

An important advantage of American college graduates is that they are exposed to American politics, traditions, culture and people which leads to extensive dialogue between different nations and religions. In the beginning of the 1990s, thousands of applicants from the former Soviet Republics including Georgia were sponsored by the US state programs to get education in the leading colleges of America. The vast majority of the US education and training program alumni, when are back to their home country, make efforts to implement core values of democracy and the principles of good governance which they believe have contributed to fast development of American society and to its fast economic growth; a good example of which is Georgian students who upon completion of their higher education in America came back to be involved in a long and painstaking process of socio-political and economic reforms; build a new, free civil society based on equity, equality and individual social responsibility.

International students' off-class activity on the campus (involvement in students' clubs, associations) enhances their social, cultural and emotional interaction between different nations and cultures. They become more tolerant and sympathetic towards discrepancies and disparities existed across the nations. Their perspectives become more liberal and considerate which help

them overcome existed differences in religion, historical past, traditions and values and integrate into multicultural society. Globalism of the problems the students learn in the US, such as nuclear war, global warming, ozone layers round the globe, religious intolerance, inequality, poverty, poor health-care and malnutrition children, fresh water deficit, deforestation, and other, dictate them to consider them on a broader scale and disseminate in their home-country. Many non-governmental

organizations were founded in Georgia by the young people who received higher education in the US and in Europe. Good example would be gender studies, youth centers, green movement, homeless children, disable people's rights, and other NGOs, which address different problems of the society, establish democratic values and raise civil society awareness towards global problems.

The goals of education broaden to fostering individualism, developing technical and language skills, learning to function in multicultural settings, and learning to be critical or moral in relationship to others in the context of promoting civil liberty, racial, gender, and economic equity, and obedience to national laws (Spring, 2009, p. 43).

One of the most essential, from my perspective, result of campus globalization process is forming and implementing **common moral values**. The term - morality has multiple definitions, but first and foremost it refers to the cooperation of persons and societies globally. During cross-cultural relationships people have accumulated knowledge and experience about morality and ethical norms which vary across the civilizations but also have tried to identify most common ones which serve to peaceful coexistence, meaningful communication, and mutual respect.

University campus is the place after schooling where young person starts

communication on a wider scale in a multi-cultural society. To integrate into international society and interact with persons of different background and cultural values, one has to recognize some common moral rules and follow them. *“People everywhere face a similar set of social problems, and use a similar set of moral rules to solve them. Everyone everywhere shares a common moral code. All agree that cooperating, promoting the common good, is the right thing to do”* (Curry, Mullins, & Whitehouse, 2019).

Oliver Scott Curry studied ethnographic accounts of ethics from 60 societies, across over 600 sources. In the result of his survey he concluded that the morality is meant to promote cooperation. He identified the following, most crucial universal rules of morality: help your family; help your group; return favors; be brave; defer to superiors; divide resources; and respect others' property (Anderson, 2019).

The theory of “morality-as-cooperation” argues that morality consists of a collection of biological and cultural solutions to the problems of cooperation recurrent in human social life. The authors of the article tried to find answer to a problem which has remained unsolved for a long time - whether it is possible to develop unified theory of morality, a set of universal moral rules. The article provides some data also regarding students' responses. There is evidence that “cheating” is considered morally deviant in 5 of 10 foraging societies. Responses to items from the Schwartz Basic Values Survey, from student samples in 20 countries indicate that “helping your group” is widely considered to be morally good (Schwartz, 1992).

No wonder that the approach to the problems wittily found by Prof. Oliver Curry has been made recently as it is a direct result of globalization of higher education because moral values are being formed from an early age, and

become particularly important when a person is being fully integrated into society, often in a multinational community. Consequently, University Campuses are the spots where young people ready to get involved in the world community come across many problems and try to learn the lessons of common morality.

- Global Campus – one of the aspects of global education offering educational programs to a wide population

The purpose of the **Global Campus** is to work with units across the Fayetteville campus, industry and business leaders, and other institutions to provide access to educational opportunities that

will help people advance in their careers or start new ones. Arkansas University is one of the examples which started globalization of higher education and has achieved considerable success for the last 5 years. the number of online degrees, certificate and licensure programs for 2018 were 48; total number of online courses offered by AY – 656, and the number of students studying online reached 3,150 in 2018 (Global Campus, 2019).

The Global Campus is charged with expanding distance education opportunities by focusing on the university's Distance Education Top 5 Goals: Expand and enhance online degree program offerings and courses at the University of Arkansas; Expand Access and educational availability for a wide spectrum of Arkansas, regional, national and international students; Enhance current support systems for students taking courses online; Develop and market online programs to further enhance the university's strong brand; and Enhance and expand support for U of A faculty regarding the use of technology and distance education teaching (Global Campus, 2019).

Globalization of higher education is a multi-faceted process and its results are also

varying –from positive – to negative. For example, the fact that English has become a global language has considerably sustained the process of education globalization while today, the majority of world universities offer courses and educational materials in English language.

- **IBSU as an international university involved in the process of globalization of higher education**

IBSU is one of the first universities in Georgia which joined the process of globalization of university education. It was a part of a global educational network founded by democratic country –Turkey. IBSU today has high rating and it is among top three universities of Georgia. The University is based on ideals which are common for

the universities of democratic countries: equity, equality, competitive quality of education, high moral and ethical values, also, it promotes technological advancement, research and development, and supports campus activities. IBSU is a multicultural university oriented on students' goals sustaining friendly atmosphere among staff members and students of different nationalities. Currently it has five faculties and 37 accredited academic programs at three levels of education: BA, MA and PhD. The University is expanding rapidly. The Number of its students have boosted from 19 in 1995, to 2152 in 2019.

Personal interviews have been conducted by us with four IBSU staff members to identify the reasons and results of globalization experienced by the university. The respondents were:

a. **Affiliated**  
Professor Tamara Shioshvili – Dean, Faculty of Education and Humanities;

b. Associate Professor Giorgi Shaduri, Faculty of Education and Humanities;

c. Joseb Gabelaya, Deputy Head of International Relations Department;

d. Tea Chumburidze, Study Process Administrator, Faculty of Education and Humanities; IBSU.

### **The Analysis of the Interviews**

Professor Tamara Shioshvili has held a position of Dean of Faculty of Education and Humanities for fifteen years; She coordinates three academic programs, teaches academic subjects related to multiculturalism and women's studies at American Studies Program (BA, MA and PhD levels). Under her leadership, the Faculty has made a significant progress – developed academic programs and advanced teaching-learning strategies. She has set contacts with a number of overseas universities and offers students and staff members opportunities for advancement and personal growth.

- T. Shioshvili: "Globalization of University Education is a positive phenomenon, and is inevitable at the same time because it supports a *dialogue between civilizations*. I have had fifteen year working experience, and could closely observe the process of internationalization of higher education on the example of this university. IBSU has about 150 International students taking courses at three levels – BA; MA and PhD. Also, the university has foreign lecturers and invited professors who are in the staff; they teach courses and are fully involved in University life. The doctorate students have co-supervisors and one of the opponents must be a professor from

foreign university. Language of instruction of the university is English, and all courses with only a few exceptions are taught in English language. What is most important, the majority of university academic programs and curriculum are in conformity with international standards and compatible with best universities' programs.

- I fully agree with the assumption that the process of globalization will lead the majority of universities to standardization of the study programs and curriculum which is dictated by: a. high standards of education shared my top universities, b. exchange programs; partnership and cooperation tendencies between the universities; c. mobility of the students; d. international employability, e. and access to the similar internet sources of education. There could be many other reasons which will lead to internationalization of universities. As for the private universities, particularly those smaller in size, might have problems of survival but not necessarily disappear because they will be

alternative to global campuses which, for some people may seem unacceptable.

- As for the 6<sup>th</sup> question - whether there is a threat that higher education institutions in different countries will struggle for internationalization of their programs and in the result lose their uniqueness and century-old national character of education. I don't think this would be an inevitable process; Firstly, because nations have developed diverse curricula dictated by the political, socio-cultural, and industrial specificities of the country, also because they apply different teaching-learning approaches which is in compliance with people's

character and culture. Since the majority of regional universities' students come from the same region, the demand on such programs will stay in high demand for a long time.

- A wide range of activities IBSU is involved in at present indicates to the fact that Globalization process is on the way. To start with, IBSU was a part of a global network of educational institutions based on shared values and democratic principles. Today, IBSU continues its policy and it has signed Memorandum of cooperation with more than fifty regional and overseas universities, and is involved in a number of international research projects.
- Involvement in international exchange programs is very important for IBSU students because they explore the standards of higher education and get used to communication with multicultural society, share their culture and values. Moreover, being a student of English Language University, it is important to increase language competences and raise awareness in advanced technologies. Upon completion studies abroad, they look

more organized, focused on planning and implementation of their goals. Finally, exchange programs increase students' motivation and enhance their international employment opportunities.

- I will share my opinion about the most recent experience. I was visiting university of UMEF, Switzerland in March 2019, together with twenty other leaders of educational institutions from Europe. Round table discussions revealed commonalities and differences between our universities. The participants were unanimous when the problems of close cooperation and exchange of students and staff members were discussed. I signed the Memorandum of Understanding between UMEF, Switzerland and IBSU which envisages cooperation in curriculum design, and exchange of students and lecturers.

- This is the third agreement signed in recent period which sets close cooperation between our faculty and the universities of Europe and China. I think, international contacts are also valuable as one of PR strategies, it attracts more students and creates positive image of the university. Current IBSU policy will continue and reflect positive aspects of globalization of university campuses”.

The second respondent, **Giorgi Shaduri's** attitude towards globalization of higher education was negative and

he offered the following arguments:

- “Globalization process will probably lead to unification and standardization of curriculum and study programs which will negatively affect on quality of education, leaving little space for creativity and authenticity which make each college a distinguished one. But I presume that this is least likely to happen, rather, I hope that small and medium size universities in the countries like Georgia with rich, century-old traditions will survive and attract the students who seek to continue the course delineated by their ancestors. Therefore, I believe there should be a choice between **Globalization and nationalization of higher education curriculum.**

- IBSU is struggling its way to internationalization; consequently, it extends its international relations. I have benefited from participating in international conferences organized by the University, publishing my articles in peer reviewed journals. For the university professor it is very important to be present at international arena, to have colleagues who will share and appreciate his/her scientific attitudes and research results. For example, Out visiting Professor from the US, University of Washington, Ori Soltés teaches literature class. Attending his lectures was important for my professional development.

- Exchange programs are wonderful opportunities for students to build up personal

qualities and broaden their horizon. The process of change we are talking about is led by teachers, therefore, they need to upgrade their knowledge. It is absolutely necessary for professors to be given self-development opportunity, so that they should be more motivated and enrich their knowledge with new experiences for further scientific work, and get prepared for substantial changes.

- IBSU has been struggling to establish itself as a truly international university in Georgia, and I believe it will follow this route.”

**Tea Chumburidze, (28 years old)** who graduated from BA, Ma and defended her PhD program at IBSU,

American Studies Program, says that she has benefited a lot from American lecturers and visiting scholars who

delivered lectures, conducted seminars and made presentations at IBSU conferences.

- “Exchange programs and invitation of foreign professors means that you are exposed to different cultures and to the latest standards in education. For example, our fellow Professor, Kevin Hirschi who used to teach at our Department for two years still maintains close contacts with our faculty and students. It was interesting to observe his attitude towards students, his most updated approaches to teaching- learning process. He conducted free seminars and workshops both for students and lecturers in research methods and academic writing, and offered package courses in different subjects of American Studies.

- Globalization of higher education means to have access to more resources, to be exposed to the latest approaches, to update technologies used in classrooms, to self-improvement and promotion”.

- “Globalization of HE also means raising and leveling the scientific standards with international ones. For example, in 2017, my Doctorate thesis one of the opponents was American Ohio University Professor Bruce Makoto



Arnold which positively evaluated my dissertation and pointed out its significance”.

The respondent **Joseb Gabelaya** works in the department of International Relations. His interview was in support of globalization of higher education. He argued that:

- “In the process of globalization the colleges try to be in full conformity with international standards of education, therefore from this point of view, uniformity in curriculum and programs may occur, as well as management strategies in big universities, but that does not mean that they will fully resemble each –other, instead, they will diverge in teaching-learning methods with a strong focus on application of the knowledge and level of learning skills.”
- “It will be difficult to survive for small size universities in case we consider universities as apart of business. In order to survive, they will strive for internationalization of their programs, and in the process, they might be losing their uniqueness, target audience and market niche.
- Nobody argues that cooperation of the universities is significant, but I think that empowerment of the staff, sending professors, lecturers, researchers and PhD students to different universities and research centers is not less important. The ultimate goal of the change is to raise the level of teaching-learning and research capabilities of the university; central figures of this change are teachers guided by proven leadership. **Therefore, train the trainers!** – should become number one purpose of the university. Otherwise, the student sent to a good university will be able to identify weak sides of their own university, and eventually exchange programs will serve as negative PR”.

IBSU, as an English language international university, has set up strong and consequential relationships with partner

universities abroad; it is involved in international research projects and student exchange programs sponsored by ERASMUS and US study and training programs, organizes international scientific forums and invites renowned scientists and political figures to conduct lectures on global issues; also IBSU offers diverse campus activities and internships to students which help them to identify the applicability of the knowledge they have acquired in class.

## Conclusion

Universities and campuses should not just blindly follow global flows and mainstream. Rather, they have to give meaning to the influence of global education policies through the lens of their own cultural perspectives. Moreover, they might adapt global education practices to local conditions. The influence of globalization is largely determined by the interpretation, adaptation, or rejection by local educators (Spring, 2009, p. 7).

One of the implications of globalization of higher education which aims to raise a new generation of digital society is a **global campus** which should become a hub of not only education but of the place for dialogue between civilizations. It includes, but not limited to the following: knowledge acquisition in full compliance with international standards, social and interpersonal skills development, a strong focus on research in cooperation with business and industrial entities, readiness for meaningful changes reforms, and promoting functional operation of its students and staff in multi-cultural environment.

Tbilisi which today welcomes thousands of foreign students, offers them good education opportunities, wonderful living conditions, healthy food, safe environment, good infrastructure, and open communications. Relationships between

Georgian and international students are usually open and friendly based on trust and mutual understanding. People-to-people diplomacy which could start on the campus plays more important role in developing secure and peaceful coexistence of the nations than traditional diplomacy.

Knowledge without borders! University is the home of universal knowledge accumulated by mankind, and all who wish should have full and unrestricted access to it.

Education: <https://www.iie.org/en/Research-and-Insights/Open-Doors/Data/International-Scholars/Institutions-Hosting-the-Most-Scholars>

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## Appendix.

### Interview Questions

1. Do you consider Globalization of University Education as:
  - a. positive
  - b. negative
2. What are some of the implications of globalization?
3. Is a Global Campus an inevitable future of higher education?
4. The process of globalization will lead the majority of universities to standardization of the study programs and curriculum.
  - a. fully agree
  - b. agree
  - c. not sure
  - d. disagree
5. Private, (smaller in size) universities will either disappear because of harsh competition or lose their identity
  - a. fully agree
  - b. agree
  - c. not sure
  - d. disagree
6. There is a threat that higher education institutions in different countries will struggle for internationalization of their programs and in the result will lose their uniqueness and century-old national character of education.
  - a. fully agree
  - b. agree
  - c. not sure
  - d. disagree

7. Globalization will affect negatively also on management culture in traditional educational institutions pulling to the universal model of management.
  - a. fully agree
  - b. agree
  - c. not sure
  - d. disagree
8. What kind of innovations currently going on at IBSU indicate to the fact that it is involved in Globalization process?
9. Why is it so important for IBSU students to be involved in exchange programs?
10. What is the most tangible result for the exchange student? What do they learn from their experience abroad?
11. Many universities now seek the opportunity to find a partner university abroad, and set up close and meaningful cooperation with them. What steps have been made by IBSU in this direction?
12. In what respect is the cooperation between the universities important?
  - Does it increase the quality of teaching-learning?
  - Does it give wider access to scientific researches?
  - Does it enhance the students' employment opportunities?
13. Many higher education institutions now seek the opportunity to become competitive on a global market by offering to its students Double /Degree/Diploma.
14. Do you think close cooperation with other institutions and DD will augment the quality of teaching –learning?
15. Will DD attract more students?
16. What are the most successful steps IBSU has made on his path to globalization?