



RESEARCH UNIVERSITIES AND THEIR GLOBAL ENGAGEMENT STRATEGIES

An International Conference for Universities in the Mediterranean Region

October 14-15, 2017 Northern Cyprus

Organized by

The Mathematical Society, The Quality Society, Northern Cyprus

& CSHE Center for Studies in Higher Education, University of California, Berkeley, CA, US



Hosted by

The Eastern Mediterranean University, Northern Cyprus



OPENING SPEECH

by

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Conference Chair and Organizer

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His Excellency Mr. Ambassador,

The Director of the Board of Trustees of the Eastern Mediterranean University EMU,

Rector Representative of the Host Institution, EMU,

Chancellors, Rectors,

Distinguished Guests, Guest Speakers,

Leaders, Managers, Colleagues, Students,

Members of the Societies in Northern Cyprus,

The Press and the Media,

Welcome! / To our International Conference on Research Universities and their Global Engagement Strategies. /

Please stand for a Moment of Silence/ followed by our National Anthem. //

....

....

Thank You!

We are honored with the presence of celebrated speakers from all around the world, *from* the US, *to* the UK,/ EU, the Mediterranean, the Middle-East, and Australia./

We are honored with the presence of you all! ///.

Today and tomorrow/ we are going to witness sharing of research findings/, knowledge and expertise/, strategies, policies and practices/ and articulation of ideas/ from all around the world/ and Northern Cyprus/.

We will hear Research Students too / to share their experiences on their respective campuses in Northern Cyprus/.

Please allow me to begin with my thanks and expression of deep appreciation to our **TURKISH AMBASSADOR/** for his support, /ideas/, and directions for this conference;// Thank you his excellency!//

I am thankful to our **GUEST SPEAKERS** who have travelled such long distances to be with us on this beautiful island: Professors David Ward, John Douglass, Cecile McGrath, Teri Balsler, Joseli Macedo, and Eric Zimmerman//; Dr. Rahul Choudaha is expected to connect with us on Skype from San Francisco./

Special thanks go to my Co-Chair of this conference/ and Research Collaborator from UC Berkeley's - Center for Studies in Higher Education CSHE_ John Douglass.

I appreciate deeply the support and funding received for this conference from Turkey's Economic Cooperation Office in Nicosia. //

It was very important for us to receive the support and encouragement of the Presidents of the Higher Education Councils, the Ministers of Education and Culture/ and Chancellors/ Rectors in Northern Cyprus, Turkey, and the Region.
I am contented with their cooperation//.

The President of the Board of Trustees and the Chancellor of the Eastern Mediterranean University have offered their help by hosting this conference at EMU's premises,/ providing us with the Services of the Chancellor's Office/, Press Office,/ IT Center,/ PR Office, /Congress Center,/ the Beach Club,/ and the Transportation Office.// I am grateful to them both. //Special thanks go to EMU Chancellor's Coordinator - Arif Akkeleş who is representing the Chancellor today/ and has been highly instrumental in the coordination of all support from the Director, Chancellor, and the University, despite his very busy schedule.

I am gratified to the Chancellor of UC Berkeley,/ the Director of CSHE,/ UC Berkeley, /the UC Berkeley's Center for Studies in Higher Education, /for their support and announcements of the Conference.

I am thankful to Individuals_ faculty, staff, and students from EMU, Kyrenia American University, and Cyprus International University/ who volunteered to help with the organization, // the Executive Members of the Mathematical Society and the Quality Society in Northern Cyprus_/ Arif Akkeleş, Mehmet Bozer, Mehmet Ali Özarlan, Ahmet Ünveren, Müge Saadetoğlu, Zehra Ünveren, Zehra Borataş Şensoy, Funda Akkeleş, Ülfet Kutoğlu Kuruç, Erdaş Kuruç, Bahar Taneri,// and the Members of these Societies.

Last but not the least, I am appreciative to the local media for sharing the information about the Conference.

I would like to proceed with a brief Introduction of Globalization/ and Globalization Ventures of HEIs in the World:

Globalization can be and has been defined in several ways./ One such definition is the widening, deepening and speeding up of all forms of worldwide connectedness//. As knowledge across the world has become increasingly more important,/ knowledge-based activity has moved center-stage *in* economics, culture and government. // In this environment, today's higher education is global, national, and local;/ simply stated as 'GLONACAL' ^[3]./ Globalization brings world universities and colleges together;// higher education // both drives /and is driven by this globalization.///

WESTERN higher education institutions have been expanding their operations in other countries extensively over the past three decades/ through various initiatives *ranging from* simple student and faculty exchange programs *to the* establishment of full-fledged branch campuses. / These endeavors come with various advantages and challenges. / On the one hand /, many universities have realized that such efforts provide exposure to a global pool of talent, /access to local contexts to solve problems of interest beyond their borders/, and create fresh revenue streams at a time when budgets for education and research have been in decline ^[34, 46, 47]. On the other hand/, Western universities have come to enjoy a great deal of academic freedom and can often encounter difficulties in protecting such values when operating in a different environment. //

Nevertheless, /there has been ever-increasing momentum for setting up globalization ventures outside Western countries. For example,

- Carnegie Mellon University (CMU) offers degrees in nearly **20** locations across the world,/ with CMU's top 5 student densities after the US being in China, India, South Korea, Qatar and Taiwan.¹//
- Globally,/ as of January 28th, 2016,/ there were **232** International Branch Campuses (IBCs)² in operation, there were plans for 25 new IBCs while 27 IBCs were known to have closed. /

Thirty-two countries were exporting their presence,

led by the US with **52** institutions and **82** branch campuses,/ followed by the UK with **29** institutions and **38** branch campuses,/ Russia with **13** institutions and **20** branch campuses, /Australia with **11** institutions and **15** branch campuses,/ and France with **7** institutions and **16** branch campuses.//

¹ <http://www.cmu.edu/global/presence/>

² <http://www.globalhighered.org> C-Bert (Cross Border Education Research Team) Data.

On the other side of the coin,/ there were **76 IBC importing countries**//

- with largest importers being the **UNITED ARAB EMIRATES (UAE),/ CHINA³, SINGAPORE, QATAR, AND MALAYSIA** with 32, 27, 13, 11, and 9 IBCs, in order. ///

Globalization ventures of HEIs have been formed between the institutions of **VARIOUS COMBINATIONS OF REGIONS:** //For example, there are globalization ventures

- **among countries in the East**
(e.g. The Tri-University MBA Program among Fudan University, **China**; Korea University, **South Korea**; and National University of **Singapore**),//
- **among countries in the East and Africa**
(e.g. **Shanghai China** based China Europe International Business School, CEIBS' programs in **Africa**),//
- **the West and Asia**
(e.g. **US, UK and Singapore:** Duke-NUS Medical School **in Singapore**; Yale, MIT, UC Berkeley, and Cambridge in Singapore), //
- **the West and the Persian Gulf**
(e.g. Weill Cornell, Georgetown University, and Virginia Commonwealth University in **Qatar**), //
- **the West and Africa**
(e.g., Carnegie Mellon University in **Rwanda**, Columbia University in Nairobi, **Kenya**)
//and
- **among Western countries**
(e.g. University of Calgary, Canada and UNAM, Mexico).//

These initial set of globalization efforts has also given rise to new phenomena: /

There are now signs of a reversal of the flow of ventures with the **East as HOME** institution and **the West as a HOST.** //

The following are some early examples, which are likely to increase in number over time. /

- Among several Research Centers of NYU Shanghai there exists **The Center for Global Asia.**⁴//

³ C-Bert Data for China do not include Hong Kong SAR (Special Administrative Region) because it has a different regulatory system than mainland China.

⁴ <https://research.shanghai.nyu.edu/cga>

- The National University of Singapore has established the **NUS Overseas College (NOC) in GERMANY.**
- The **China Europe International Business School (CEIBS)** based in Shanghai/ also has a campus in **ZURICH** and has established programs in **AFRICA.**

→Global convergence in higher education is well UNDERWAY.//

Furthermore, it has also ACCELERATED in recent years.//

In the process,/

globalization ventures have spawned **EDUCATION REFORMS** //in, for example,/

the Netherlands, /Singapore, / China, / Malaysia,/ and the Persian Gulf/,

through the establishment of various ventures./

These globalization ventures comprise,

New Universities, /Liberal Arts Colleges (LACs),/ Branch Campuses,/ Centers,/ Joint Degree Programs,/ Alliances,/ and Research and Teaching Partnerships.//

These various types of efforts have a clear hierarchy in terms of the complexity of the engagement with the partner country ^[18] :

At one end of the spectrum, Student and Faculty Exchanges require little resources from either party and can be established with the signing of a relatively simple memorandum of understanding./ Not surprisingly, this low requirement for monetary, time and other resource commitments on one side or the other, leads to a higher volume of activity. /

On the other end of the spectrum,/ the establishment of Branch Campuses requires the negotiation of lengthy and complex contracts between the host country and the Higher Education Institute or government establishing the campus./ It also requires a significant amount of monetary and human resources to be deployed. /Therefore, the volume of activity is much lower. //

Within our time-frame **let's focus on the**

Relationship of the West with Asia and the Middle East/,where

the HOME institution is in the WEST and
the HOST country is in the EAST OR THE MIDDLE EAST: /

Specifically: **West and Asia**, and **West and the Persian Gulf**;/

The **IMPACT of ASIAN NATIONS** at the forefront of the 21st Century HE and Research/
derives from THE SCALE AND THE RAPIDITY OF GROWTH,/ which came largely from
MANUFACTURING AND TRADE. /

From the 1960s onward, /

Asian countries have recognized/ both

- the importance of an **EDUCATED WORKFORCE** in generating economic growth and
- the impact of **RESEARCH ON INNOVATION** and competitiveness.

Since the dawn of the 21st Century, /

the agenda of Asian countries has evolved further to include ambitious goals: /

- To expand the capacity of their **HE SYSTEMS**, /
- To create numerous **World Class Universities (WCUs)**, / **flagship universities** ^[44], / and **Liberal Arts Colleges (LACs)**, /
- To become research and **TECHNOLOGY HUBS** / and turn research into commercial **START-UP VENTURES**.

In contrast to the manufacturing and trade driven growth of many Asian countries, /

the MIDDLE EAST has relied on the exploitation of
their **RICH NATURAL RESOURCES FOR GROWTH**.

However, over-reliance on highly volatile commodities has its downsides / and many
countries have expressed their intentions to **DIVERSIFY THEIR ECONOMY INTO OTHER
SECTORS**. /

Since the late 20th Century,

Persian Gulf Countries, (for example, QATAR), have been leveraging their wealth/
to establish, for example, the 'EDUCATION CITY', with the intentions stated as:

- Creating a KNOWLEDGE-BASED SOCIETY, /
- Establishing CULTURAL CHANGE, /and
- Advancing GENDER-BASED EQUAL EDUCATIONAL OPPORTUNITIES. [25]



Both ASIA and the MIDDLE EAST / have devoted / and /continue to devote/ SUBSTANTIAL
SUMS / to achieve their goals://

- As far back as 20 years ago,
The QATAR FOUNDATION established an 'Education City' by inviting World Class
Universities (WCUs).

There were 6 US HEIs involved and disciplines established. / These were/

1. Virginia Commonwealth University (VCU)⁵ with a Visual Arts School, /
2. Georgetown University with a Foreign Service School, /
3. Weill Cornell with a Medical School, /
4. Northwestern University with a Journalism School, /
5. Texas A&M with an Engineering School, and/
6. Carnegie Mellon University with a Business and Computer Science School. /

The WEST gets FREE BUILDINGS/ and SIX FIGURE PER STUDENT INCOME, //

and the PERSIAN GULF/

the right to be ASSOCIATED WITH THE PRESTIGE NAME OF THE HEIS OF THE WEST,

and

to EDUCATE THEIR STUDENTS IN SITU [6,7,25,29,30,31]• /

- In SINGAPORE, / the Campus for Research Excellence and Technological Enterprise,
CREATE⁶, / is home for COLLABORATIVE INTERDISCIPLINARY RESEARCH on Human
Systems, Energy Systems, Environmental Systems, and Urban Systems. /

⁵ VCU has been in Qatar since 1998 and the Current Contract is a 10-year contract expiring in July 2022 with a provision for renewal.

⁶ <http://www.nrf.gov.sg/about-nrf/programmes/create#sthash.m6oUweHA.dpuf>

The WORLD UNIVERSITIES that have research centers in CREATE and collaborate with Singapore Investigators are/

1. Swiss Federal Institute of Technology (ETH), Zurich, Switzerland;/
2. Massachusetts Institute of Technology (MIT), the US; /
3. Technical University of Munich, Germany; /
4. Hebrew University of Jerusalem, Israel; /
5. University of California, Berkeley, CA, US; /
6. Peking University, China; /
7. Shanghai Jiao Tong University, China; and /
8. Cambridge University, UK. //

Expected outcomes of CREATE are /

POSITIVE ECONOMIC AND SOCIETAL OUTCOMES FOR SINGAPORE/

through interdisciplinary cutting edge research/

in strategic areas of interest /and

translation of research findings into practical applications.//

The Berkeley Education Alliance for Research in Singapore, BEARS⁷, for example, /has had its presence as a University of California (UC) Center/ for Research,/ Graduate Education, /and Innovation,// managed by Berkeley/ and funded by the government of Singapore through the CREATE Initiative.///

Established collaborations of UC Berkeley⁸ have been with Nanyang Technological University (NTU) and the National University of Singapore (NUS). //

Creation of new industry sectors in information technology,/ energy technologies, /engineering, /construction, /and related areas// have been the goals of the BEARS. ///

⁷ <http://crest.berkeley.edu/bears.html>

⁸ More than 20 senior UC Berkeley faculty are involved. Existing programs are expected to engage more than 100 faculty, researchers, post-Doctorates, PhD students, and staff at the BEARS.

Further examples of WESTERN Higher Education Institutions in ASIA and the MIDDLE EAST include /

1. NYU_ US, Paris-Sorbonne, and INSEAD_ France *in* ABU DHABI, UAE; /
2. MIT, Yale & Georgia Tech_ US, and INSEAD_ France *in* SINGAPORE;/
3. NYU_ US and University of Nottingham_ UK *in* CHINA; /
4. 6 US Universities in DOHA'S EDUCATION CITY, University College London_ UK, and/ University of Calgary_ Canada *in* Qatar; /
5. and University of Nottingham_ UK *in* Malaysia.//

As a matter of course, /

WESTERN HEIs and HE Authorities/ have observed with keen interest/

the emerging HE **ACTIVITIES** IN ASIA AND THE MIDDLE EAST,/

and their HE **SYSTEMS AND APPROACHES** [1, 3, 10, 11, 27, 42, 47, 49].

The establishment of global higher education initiatives have come with/

various **ADVANTAGES**/ and posed **CHALLENGES**/ for the parties involved:

The extent of the efforts undertaken/ and variety of different types of engagement indicate that/ many universities acknowledge/ the **BENEFITS** of globalization efforts.

Nevertheless,/ the expansion of Western universities into other regions has not been without opposition.//

Various stakeholders in the West have expressed concern about **ACADEMIC FREEDOM** in Asia and the Middle East./

Further concerns have been raised about the difficulty that may be encountered in the Protection of hard earned **VALUES OF THE HEIs** of the West,/ such as Liberal Arts Education Standards, /and American Academic Tradition,/ in which/ faculty members are partners / in projecting a University's_ College's progression and path(s). /

**Furthermore, /there are concerns that/ Western institutions are fostering future competitors.
//**

As a result, /

Asia and the Middle East are perceived as

both COMPETITORS and highly promising sources of CURRENT AND FUTURE COLLABORATIONS [e.g., 3, 6, 7, 10-16, 47].

At the HOME Institutions of the WEST,/ while many universities have embarked on globalization initiatives,/ many faculty members have felt excluded from the process of decisions for globalization./

As a result, /they have raised concerns about the extent to which/ decisions about any kinds of global engagements have been institutional [34]. //

I should add here that

Almost ALL/ major Western universities/ have established an office in their home campuses with the goal of implementing their strategies for global engagement // (for example, UC-Berkeley Global Engagement Office,/ Chicago Booth Global Engagement Office, / University of Cambridge International Strategy Office & International Engagement Team)//.

Some have even implemented incentives such as awards for faculty members who exemplify their university's globalization efforts// (for example, University of Minnesota Award for Global Engagement).//

**Universities have taken many different paths in their internationalization and globalization efforts;/ nevertheless,/ they are unified in acknowledging the need to have a global presence.
//**

While the agreements with host nations are typically medium to long term, /there are typically few details made publicly available about the conditions for renewal or termination of the agreements.// Hence/ there have been concerns about /whether globalization ventures are sustainable in the longer term [7, 34].

Considering the material and non-material aspects to the development of globalization ventures, /different agendas, /values and understandings of the parties involved,/ the **PLANNING PROCESS** is complicated. //

The benefits and drawbacks identified and various points of view expressed point to the following:

- ✚ It is not enough for the key stakeholders to advocate globalization/ while only providing basic background information.//

In embarking on global expansion_ international partnerships/ a university's leadership should utilize **ACADEMIC PLANNING, FACULTY GOVERNANCE, AND HIGHER EDUCATION GOVERNANCE PROCESSES,/**

WORK FROM DATA, /

WORK IN SYNERGY WITH FACULTY, /

ENCOURAGE INTEGRATION OF EFFORTS ACROSS THEIR INSTITUTION, /

MAINTAIN INSTITUTION-WIDE AWARENESS OF WHAT'S GOING ON and /

FOSTER OWNERSHIP BY ALL STAKEHOLDERS for these efforts. //

- ✚ Key stakeholders must make every effort to understand the **CULTURE AND UNIQUE CHALLENGES OF THE COUNTRIES/** with whom partnerships of one kind or other are being established. //

Doing so/ will allow them to identify/ and fulfill benefits for all parties/ at both the home institution and partner institution.//

- ✚ Home institutions should take the long view even in times of financial stress in higher education/ and focus on how the potential partnership_globalization venture/ will help them achieve their home campus mission,/ how it will have a consistent vision, mission, and values over time, /and ensure retention of scholars over time.//



As an underexplored but highly important and timely research area,/ there are many research questions that can be pursued with respect to the emergence, development, and eventual fate of the various forms of international engagement. // Avenues for further inquiry include; why, how, where and when global engagement is happening /or is projected to happen; /what the perceived and realized benefits and drawbacks of global ventures are;/ whether globalization is sustainable; /the level of institutional engagement in the decision making process for globalization efforts; /what conditions or institutional characteristics can explain the variation in strategies between and among the universities and colleges;/ what the intentions, logics, and rationales for global initiatives are; /how universities_ colleges define themselves in terms of their local, national, and global interests and identity;/ how universities and colleges as institutions and organizations respond to globalization; /what the relative significance of national norms and peculiarities versus those emerging from international and global forces for universities'_ colleges' strategic choices are;/ what strategies and actions related to changing international and global contexts universities and colleges adopt; /what theories of institutional change and organizational behavior provide the most compelling explanations and means of interpretation of growing global engagements of universities and colleges; /and how case studies of universities and colleges might inform policy and practice.///

1. There is a strong desire for more information,/ transparency, /and especially nuanced analysis/ about the emerging landscape of global higher education and research.// Addressing these desires will pave the way for New Policies with regards to globalization ventures of HEIs.//
2. The Issue of Academic Freedom_ a key concern of Western institutions in countries and cultures without the same educational traditions as the West,/ has been expressed to differing degrees by different stakeholders;/ both within organizations and across organizations.// It seems to be the case that the top leaderships of home institutions tend to embrace the benefits of the internationalization efforts while faculty members and students vocalize the downsides.// Further work should investigate the causes of discrepancies within organizations and seek to identify ways of reconciling the differing views when the interests of faculty, students and leadership come into conflict.// There also seem to be differing views across organizations with a different research focus./ It appears that institutions with an engineering focus tend to be content about their existing ventures/ while those focused on social sciences vocalize discontent. //More research is needed to determine whether this discrepancy across fields perseveres in a larger sample of globalization efforts/ and if so, determine what can be done to appease fields where concerns are more prevalent. //

3. Given the strong emphasis and desire to EXPORT the value of academic freedom, further research is also needed on (a) how the principle of a liberal education – freedom of thought and expression – can be shared in cultures/countries where these values are not currently embraced, /and (b) to what extent host countries want any change/ and how such a desire for change can be induced.//
4. On the topic of East HOME, and WEST the HOST, there is room for a new stream of research into the benefits Asian institutions see in globalization ventures in the West and Africa/ and whether the benefits and drawbacks they face are different from those of Western home institutions.//

Our two-day conference - **original goal** was to explore the international engagement activities and strategies of universities in Cyprus, Turkey and more generally in the Euro-Mediterranean region:

Speaking of Research Universities in Turkey and Northern Cyprus, Surveys were sent out to the Leaderships of these institutions and lists were asked for contact information of all those who have been actively involved with/ or researching on the topic of internationalization/globalization ventures, in their respective institutions. / We have had numerous follow-ups; however, the number of responses received are not yet enough to map the current state of internationalization/globalization engagements, strategies and plans of these universities.// This is a significant survey awaiting responses/ so as the Research Universities Going Global (RUGG) Project based at the Center for Studies in Higher Education - UC Berkeley can provide international comparative analysis and expertise to these HEIs in our geography./ The RUGG project has generated a “Taxonomy of Modes of International Engagement of Universities”; /with the results of the survey it would facilitate discussion and analysis at the conference./ The conference would also provide an opportunity to provide a comparative role of international engagement in the larger mission, policies and practices of universities in Cyprus, Turkey, the Mediterranean, and with U.S, and other major research universities in Europe and elsewhere./ Still, we’ll articulate ideas based on the presentations from Northern Cyprus, and a follow-up conference will be more complete with the Survey Data Base covering Turkey, Northern Cyprus, the Mediterranean and/or the Middle East, workshop, assessment, global comparisons, and directions.//

Among the questions we have planned to explore at the conference are:

- In what are the market difference and ways that universities are pursuing international engagement and for what purpose?

- **What strategies are universities in Cyprus, Turkey, Mediterranean, and in U.S. and Europe pursuing and what is their sustainability?**
- **How can college or university leaders approach the question of international engagement/ and what are the three most productive actions they can take to define a strategy appropriate to their college or university?**

I wish you all a pleasant and fulfilling conference.

Thank You!

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