

A ROADMAP TO THE GLOBAL UNIVERSITY

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Confronted with a world that is strikingly different from what it was just a decade ago, higher education faces rapidly shifting economic, political, and national security realities and challenges. To respond to these changes it is essential that our institutions of higher education graduate globally competent students, that is, students possessing a combination of critical thinking skills, technical expertise, and global awareness allowing them not only to contribute to knowledge, but also to comprehend, analyze, and evaluate its meaning in the context of an increasingly globalized world. For our students global competence is an indispensable qualification of global citizenship, that is, the ability to work cooperatively in seeking and implementing solutions to challenges of global significance, e.g., economic, technological, political, and environmental. Moreover, global competence is essential to our students as they enter an increasingly competitive global marketplace and to the world community as we address our global security needs. The skills that form the foundation of global competence include the ability to work effectively in international settings; awareness of and adaptability to diverse cultures, perceptions and approaches; familiarity with the major currents of global change and the issues they raise; and the capacity for effective communication across cultural and linguistic boundaries. If are institutions of higher education are to be successful in equipping our students with the above-mentioned skills, they will need to pursue a comprehensive and a systemic approach to campus internationalization.

However, discussions of internationalization of our campuses rarely address the process in a comprehensive and systemic fashion. Rather the prevalent tendency is to focus on one or another element of internationalization like global partnerships, recruitment of international faculty and

students or study abroad initiatives. The benefit of a systemic approach to internationalization is that it allows us to comprehend how one decision, activity, custom or structure can either inhibit or spur significant change in the overall process. To provide both scholars and practitioners with a blueprint for a comprehensive internationalization of our campuses, Brustein lays out what he observes are the principal constituent components or pillars of a global university.