

## **New Mobilities/ Dislocations from Diplomatic Perspective**

### **Educating the Global Scholar: Toward a Globally Oriented Institution**

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**Abstract:** What constitutes the curricular experience for the award of a baccalaureate degree has never been static and could not have been expected to be if higher education is to fulfill its role to a dynamic society. Since the creation of the modern university, the role of higher education has continued to expand, initially serving to prepare the clergy for the church, later to prepare statesmen, much later to prepare the general citizens for gainful employment. Although performed differently by different institutions, the mission of a modern university is basically a universal one: to generate knowledge, transmit knowledge, serve as the custodian of the stock of knowledge, and provide service to society. In other words, the role of a university is to create, critique, and transform civilizations.

**Keywords:** curricular experience; higher education; modern university

### **Introduction**

While a university serves as the source of production of the college educated experts to manage different aspects of society, it also relies on itself to supply the experts to teach at, lead and manage the institution. For this reason, a university is a guild of scholars, relying on its approved members to authenticate what constitutes curricular requirements for a particular degree or qualification and what constitutes the requirement for membership in the guild. Over the years, the creation of discipline-based degrees (sciences, arts, humanities, etc) has led to further fragmentation and specialization. The more knowledge grows the less curricular content two (baccalaureate) degrees have in common. For example, a bachelor's degree in science with specialization in biology has less in common today with a bachelor's degree in science with specialization in astronomy. Each area has enough content to preoccupy its students for the degree duration. Even two individuals with the same degree and specialization may have further concentrations that set them apart.

Given the increasing growth in knowledge, the increasing fragmentation of knowledge, and the increasing specialization and concentration, it is important to

reflect once in a while on what constitutes or ought to constitute the integrity of a baccalaureate degree. And, given the increasingly global society, it is important to inquire if a universal set of principles can be developed to guide the development of what constitutes the education of a global scholar.

### **1. Purpose**

The purpose of this paper is to argue for a curricular discourse that extends beyond a national system, to contend that a universally informed curriculum is central to a global higher education movement, and to recommend ways to advance the discourse on globalization in higher education.

### **2. Criticism of College Education**

As the critic of civilization, a university is not immune or insulated from public criticisms. To the contrary, the higher education sector seems particularly prone to incessant public criticism irrespective of its location or country. Even in countries where external criticism is less pronounced, internal criticisms from faculty and administrators are frequent. In the US, few sectors experience the level and intensity of criticisms as the higher education sector—a phenomenon captured and document succinct as far back as 1934 by Walter Crosby Eells in his article entitled “Criticism of Higher Education” published in the *Journal of Higher Education*. Eells reported that especially during the past decade, there has been a flood of criticism of the American college and university. Much of these have been cleverly, even brilliantly, expressed, but the criticism has been superficial, illogical, and essentially unsound. Some of it, on the other hand, has been sanely constructive and helpful. If we were to believe all that the critics say, we should inevitably be forced to the conclusion that little if anything is right with higher education today.

Eells went further to provide a long list of criticisms hauled against students, faculty, administration, trustees, curriculum, and the institutions. For example, our universities are aimless institutions that have prostituted themselves to every public whim, serving as everything from reformatory to amusement park....the trustees are ...men entirely unfitted for their tasks, ridiculously conservative and fearful, and controlled body and soul by the Wall Street...the presidents are liars and hypocrites, academic Machiavellis, who dull the intellectual life of the colleges, cow the faculties, and stultify the student body...the faculty members are weak, cringing creatures, afraid to say their souls are their own; not one of them would trust himself to earn even a poor livelihood in the outside world....[as for the students], not more than a quarter of the undergraduates have first-rate minds. Not

more than a half of them are capable of receiving any real intellectual benefit from a college education. The other half are simply not educable. They can neither see, nor hear, nor think; they have no disposition to work, nor capacity for sustained effort...the curriculum is a mass of inherited rubbish, the accumulated debris of three or four hundred of hit-and-miss instruction, a petrified anatomical structure which solidified centuries ago....the teaching method is hopeless antiquated...the alumni are the bane of the American college...the ultimate values of college education are best summarized by the well-known fact that with Harvard diploma and a dime, one can get a cup of coffee anywhere...  
<http://www.jstor.org/stable/1975149?seq=1>

Although this list of criticisms was published over 70 years ago, the general public still echoes Eells' sentiment. In a recent blog written by Stuart Rojstaczer, he summarizes his opinion regarding contemporary criticism of higher education:

Criticism of our lousy efforts at undergraduate education is common and probably longstanding. You can find it in the wonderful autobiography, *The Education of Henry Adams* (1906), and in the prescient and iconoclastic *The Higher Learning* (1918) by Thorstein Veblen. How these criticisms were received back then I do not know. But it is true that undergraduate education improved around the time of their publication.

My awareness of criticism of higher education came in the late 1980s with the publication of *The Closing of the American Mind* (1987) by Allen Bloom. If I remember correctly, this book sold hundreds of thousands of copies. It was an unexpected huge hit. It is also largely incoherent and unreadable. But Bloom's book had this kernel of an idea that the academic left was brainwashing our children with political correctness and that idea resonated with the public. It smacked of a conspiracy, and for some reason conspiracy narratives are popular.

Bloom's book was quickly followed by Charles Syke's *Proscam* (1988), which blasted the professorate as lazy, good-for-nothing lefties. It was a 100 percent rant and its evaluation of our nation's professorate was akin to a father's evaluation of a daughter's no-good boyfriend. This book sold a few hundred thousand copies as well. <http://fortyquestions.blogspot.com/2010/08/why-higher-education-is-refractory-to.html>

It is obvious that the public, irrespective of the country, seems never satisfied with the higher education performance. The reasons for this are many. A typical university has multiple goals, some of which are conflicting. Different goals appeal to different constituents. For example, while some would want a university to provide first class teaching condition, others would want the university to provide this opportunity to as many students as possible, irrespective of student's ability to pay. These conflicting agenda often produces stakeholder discontent. Another

reason for criticism is the limited general public understanding of the processes and outcomes associated with knowledge production and transmission. Admittedly, sometimes institutions do not transform fast enough to meet societal needs; hence, they incur the wrath of the public when this situation occurs.

At the heart of the general public criticism lies the issue of inadequate or antiquated curricular experience provided to undergraduate students. It is certain that the world we live in today is remarkably different from the one experienced 200 years ago; hence, what constituted college education today cannot be expected to be the same with what it was 200 years ago. Today, globalization has shrunk the world, while technology has flattened it. What then are the implications of this change for the contemporary college educated and how should a university education change to respond to the emerging opportunities?

### **3. Change Forces**

That the higher education landscape is changing has become a cliché. Higher education institutions are not and cannot be oblivious to external forces. Irrespective of where an institution is located, it is becoming increasingly harder to be irresponsive to the global forces shaping higher education. Examples of these forces include the following:

#### **1. Emerging Global Institutions**

The term “global university” is relatively new in our lexicon. While universities have always been universal institutions, the rise of global institutions is a new phenomenon—so new that a widely acceptable definition of a global institution is yet to emerge. A university is a universal institution insofar as it “trades” in “knowledge-ware” given that knowledge itself is universal. However, while every university is a universal institution, not every university is a global institution. For the purpose of this article, a global institution could be defined as an institution whose mission and operations are oriented to encapsulate global challenges and opportunities, whose curricular and educational experiences are transnational for the sole purpose of producing global scholars and leaders and making a difference around the world. Perhaps the first and the most important feature of a global institution, therefore, is a mission statement that is intentional in its focus on global education. The extent that we have a growing number of institutions whose mission statements include global focus, we are witnessing emergence of global institutions.

Over the past decade, the number of institutions with a global agenda has increased. Those that had global agenda have expanded their operations considerably. Many institutions around the world have started to adopt foreign

language instructions. For example, some universities in China are now offering academic courses in English language. Given this development, what then are the characteristics of a global institution?

## **2. Degree Portability**

Is a bachelor's degree in one country acceptable as a valid bachelor's degree in another country with all the rights and privileges appertaining? In recent years, the answer to this question is increasingly in the affirmative. In the US, the land of immigrants, hundreds of thousands of people migrate to the country bringing along their educational achievements from their home countries. As educational credentials flow across borders, the question of comparability of curricular experiences, of curricular content, and education standards demands an answer. Suffice to say, however, that there is greater acceptability of foreign educational credentials today more than in the past. The world is warming up to the fact that talents are randomly distributed across the globe and no one educational system has all the answers. A bachelor's degree from Rwanda may well have the same promise as a bachelor's degree from Russia. Our level of acceptability of foreign credentials is also influenced by the fact that higher education systems across the globe are more open to external examination of their standards and quality. Contact hours with students, curricular content coverage, and tasks and skills expected by students are now being documented carefully. With this, standards can be compared across systems and comparison can be made with greater accuracy. Today, institutions borrow practices from each other and universities across the globe have more in common than ever before.

## **3. Emerging Global Accreditation**

With the increasing acceptance of degrees across the world comes the question of standards and quality assurance. Higher education institutions are subject to two types of controls: Government Controls and Voluntary Controls. Most institutions across the globe are under a government control system. Governments establish ministries of education or higher education and charge the department with regulatory power over colleges and universities. In many places, the ministry of education may develop a semi-independent organ or a government parastatal to provide oversight for the higher education institutions.

The Voluntary Control System is uniquely American but growing in importance and acceptance. Basically, higher education institutions subject themselves to an independent organization established for the sole purpose of determine higher education standards and institutional compliance with these standards. Those that are deemed in compliance are provided a seal of approval for a period of time, typically 10 years. In most cases in the US, governments (state and federal) and non-government organizations require that institutions be accredited as a

prerequisite for accessing government funds. Therefore, institutions have a very strong incentive to ensure their accreditation.

**Table 1. A Summary of External Forces Changing the Higher Education Landscape**

<b>Change Forces</b>	<b>Indicators</b>	<b>Implications</b>
Emerging Global Institutions	<ul style="list-style-type: none"> <li>• Increasing number of mission statements with global focus</li> <li>• Increase in global operations</li> <li>• Increase in the adoption of common language</li> </ul>	Examining the extent to which institutions are adopting the characteristics of global institutions.
Portability of Degree	<ul style="list-style-type: none"> <li>• Increasing acceptance of degrees across borders</li> <li>• increasing degree articulation</li> </ul>	Growing international interest in what constitutes a degree
Global Accreditation and Rankings	<ul style="list-style-type: none"> <li>• Increasing interest in a global accreditation</li> <li>• Increasing international ranking systems</li> </ul>	Developing a universal set of standards and criteria
Technology-Based Pedagogy	<ul style="list-style-type: none"> <li>• The growth of distance education</li> <li>• The growth of across borders' distance education</li> </ul>	Developing consortia based distance education offering  Using technology to supplement face to face classroom instruction  Lowering costs
Institutional Wealth Redistribution	<ul style="list-style-type: none"> <li>• Awarding degrees beyond institutional resources</li> <li>• Increase in faculty exchange</li> <li>• Increasing collaborative initiatives</li> </ul>	Leveraging institution's resources  Adopting quality enhancement partnerships
Transnational Partnerships	<ul style="list-style-type: none"> <li>• Increasing number of institutional partnerships</li> <li>• Increasing student, staff and faculty exchanges</li> </ul>	Assessing the number and quality of international partnerships  Examining the number of exchanges among students and faculty
Demand for Joint Degrees	<ul style="list-style-type: none"> <li>• Increasing number of transnational dual degrees</li> <li>• Increasing number of transnational joint-degrees</li> <li>• Increasing number of program pipelines</li> </ul>	Determining the proportion of graduates with dual/joint degrees annually.  Determining the quantity and quality of pipeline programs.

As the American voluntary accreditation model grows in popularity, institutions across the globe are beginning to declare their interest and willingness to participate in this type of self-regulatory system. Recently, the Council on Higher Education Accreditation (CHEA) in the US established a sub-committee (CIQG) to address the issue of international accreditation. The Chea International Quality Group's (CIQG) primary goal is to address the issue of quality within international setting. See <http://www.cheainternational.org>.

#### **4. Transnational Pedagogy—Technology**

As said earlier, if globalization is the shrinking of the globe, technology is certainly the flattening of the world! The development of hand-held (mobile) devices with their incredible power of processing speed, memory storage, and multiple functions as well as access irrespective of location on the globe has changed the world. For the first time, human beings are more “omniscient” (meaning access to all types of knowledge at a touch of a button) and “omnipresent” (meaning “contactability” anytime, anywhere in the world).

This development has revolutionized distant education, making it possible to teach across the globe with ease. Both students and teachers are no longer subject to the constraint of time and space. In essence, there are no more political or geographical boundaries that constrain student-teacher interactions in their pursuit of educational goals.

These are the days of the MOOCs (Massive Open Online Courses), established to provide free courses to unlimited number of people around the world. The World Bank believes the solution to massive, low cost college education for the developing countries lies in technology, specifically MOOCs. In its blogs, the World Bank stated that:

The project in Tanzania is, together with Coursera, identifying a MOOC IT curriculum aligned with the needs of Tanzanian private sector employment tracks. The first stage of this process includes the design and development of the overall curriculum, informed by input from lecturers in IT and business in Dar Es Salaam, as well as from entrepreneurs and local businesses. The idea is to support students in various ways as they participate in MOOCs as part of their studies, in advance of the traditional recruiting season that kicks off at the start of the summer. <http://blogs.worldbank.org/edutech/node/684>.

While most of the MOOCs are delivered in the US, solely in English language, participation across the globe signals a definite shift in our traditional understanding of higher education and the role of the nation state.

## 5. Institutional Wealth Redistribution

The world is also witnessing a quiet but powerful revolution in institutional asset redistribution. The differences among institutions are indeed differences in resources. Some institutions are well endowed with financial resources while others are challenged. For example, according to the US News and World Report, Harvard was \$12 billion richer than any school in 2012. See Table 2 below.

**Table 2. The Top Endowed Institutions in the US**

School name (state)	FY 2011 Endowment	U.S. News rank & category
Harvard University (MA)	\$32,012,729,000	1, National Universities
Yale University (CT)	\$19,174,387,000	3, National Universities
Princeton University (NJ)	\$17,162,603,000	1, National Universities
Stanford University (CA)	\$16,502,606,000	6, National Universities
Massachusetts Institute of Technology	\$9,712,628,000	6, National Universities
Columbia University (NY)	\$7,789,578,000	4, National Universities
University of Michigan—Ann Arbor	\$7,725,307,000	29, National Universities
University of Pennsylvania	\$6,582,030,000	8, National Universities
University of Notre Dame (IN)	\$6,383,344,000	17, National Universities
Duke University (NC)	\$5,747,377,000	8, National Universities

*<http://www.usnews.com/education/best-colleges/the-short-list-college/articles/2012/11/27/10-colleges-with-largest-financial-endowments>*

There are many nations that cannot boast of a GDP of US\$32 billion. Given this level of disparate financial wherewithal among colleges and universities, some have suggested that institutional rankings are in essence the ranking of their wealth. See Michael (2005) on “Cost of Excellence” <http://www.emeraldinsight.com/journals.htm?articleid=1509818>

That institutions have different level of access to wealth is not new, what is new is the increasing and innovative cooperation among these institutions that makes the wealth of one institution available to another. Arguably, the most important asset



an institution has is its faculty. To the extent that one institution makes its faculty available to another institution, wealth redistribution has taken place albeit unheralded. For example, Aventis is an Institute of Management in Singapore, licensed by the Singapore Ministry of Education to provide diploma level education to Singaporeans. By forming an innovative partnership with Arcadia University and Baruch, Aventis has made available to Singaporeans American graduate level education. Another example is the partnership between Arcadia University and Danubius University (a relatively new, small private institution) to offer American type MBA in Romania. Thus, through this creative relationship, both Aventis and Danubius are benefiting from the 150 years old wealth and reputation of an American institution that is ranked number 1 in global education in the US.

## **6. Increasing International Partnerships**

The number of international partnerships among institutions of higher learning is growing and will continue to grow in the foreseeable future. Institutions attract international scholars who provide opportunities for their host institutions to link with other institutions from their home countries. Students seek opportunities to study across borders, prompting their institutions to seek cost-effective partnership arrangements with foreign institutions. A typical higher education institution in the US has scores of international partners. Arcadia University in Pennsylvania boasts of over 145 active partners across the globe! Maintaining effective relationship among these partners in itself is a major institutional undertaking. However, institutions that intend to be globally present and globally engaged must maintain a healthy global partnership.

## **7. Increasing Demand for Transnational and Transdisciplinary Education**

An increasing number of students will study beyond one discipline, giving rise to increasing demand for transdisciplinary education. An increasing number of students will study beyond one institution, taking advantage of institutional partnerships and joint degree arrangements. An increasing number of students will study beyond one nation, seizing the incredible opportunities provided through the study abroad programming.

The characteristic features of the 21<sup>st</sup> century education are, therefore, **transdisciplinary** (See Basarab Nicolescu, "The Transdisciplinary Evolution of Learning, [http://www.learndev.org/dl/nicolescu\\_f.pdf](http://www.learndev.org/dl/nicolescu_f.pdf)), **transnational** (See Nick Clark, "Understanding Transnational Education, Its Growth and Implications")

<http://www.wes.org/ewenr/12aug/practical.htm>, and ultimately **transcultural** (See Christoph Wulf, "Education as Transcultural Education: A Global Challenge." [http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=EJ916673&ERICExtSearch\\_SearchType\\_0=no&accno=EJ916673](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ916673&ERICExtSearch_SearchType_0=no&accno=EJ916673))

A transdisciplinary education requires that curricular experience breaks down barriers among disciplines. A transnational education requires that the curricular experience extends across the globe. A transcultural education requires that the curricular experience enhances and expands intercultural skills and knowledge.

The Traditional Vs. Emergent Degree Models

The implications of these global forces that are shaping higher education are many.

**Table 3. Comparison of the Traditional Model with the Global Oriented Model**

Characteristics	Traditional Model	Global Oriented Model
Mission	To transform the nation	To transform the world
Goal	To produce college educated for a national market	To produce college educated for the global market
Curriculum	Discipline-based	Transdisciplinary
Curricular Experience	Mono-institutional	Multi-institutional
Experiential Scope	Regional or National	National and International
Accountability	To a nationally approved body	To an international organization

In our traditional academic model, the mission of a university is generally oriented to transform the socio-political-economic condition of a nation. However, in the global oriented model, the mission of the university is to transform the world's civilization. The goal of a traditional academic model is to graduate college educated that can participate successfully in the local or national economy. Whereas, the goal of a global-oriented model is to produce the college educated for the global society. The curriculum of the traditional model is often discipline-based, but that of the global-oriented model is intentionally transdisciplinary. The curricular experience of the traditional academic model is limited to what one institution can offer, but that of the global oriented model is based on what many institutions often from different countries can offer. The scope of the experience is regional or national at best under the traditional model, while it is national and international under the global oriented model. In addition, institutions hold themselves accountable to nationally constituted body (government or voluntary) under the traditional academic model, while a global oriented model requires an international body or organization to monitor institutional performance.

## **8. The Challenges**

The shift from traditional academic model to a global oriented model is not without challenges some of which are identified below.

The first set of challenges is ideological in nature. Can governments trust each other for the production of the college educated not produced locally? Can governments trust institutions, especially foreign institutions, not to develop curricular experiences that may be inimical or subversive to the ruling powers? How much control should the government have in tailoring its higher education to achieve government goals?

If examined closely, it would be obvious that these concerns are less cogent in open, democratized society. In this type of society, governments' goals are basically the same and with the free movement of people, business, and services among these nations, governments have less need or interest in regulating college curricula.

The other set of challenges is logical in nature. How can one provide global oriented education without increasing the time to degree? How can this type of education be provided without increasing the cost of education? How can we develop locally relevant education experience that is also global oriented? Who should have the power to hold institutions accountable in a global oriented academic world?

At Arcadia University, we have demonstrated convincingly that with creative curriculum planning, students need not extend time to degree to have global experiences. However, institutions would need to adopt innovative approaches to pedagogy and student advising. The issue of cost of education is a serious one. Truth be told, global oriented education costs more money, but the absence of globally informed college education costs more than money to the nation. The benefits to the nation and to the individuals leave global oriented education by far more superior to the traditional academic model. A well conceived global oriented education is first and foremost locally oriented also. The intent of the global oriented education is connecting the local to the global, increasing the confidence at home by expanding the knowledge abroad, and expanding the knowledge of the local dynamics by appreciating their relationship with the global dynamics.

Perhaps the most challenging aspect of a shift from the traditional to the global oriented education is leadership. Many of institutional leaders have limited global experience. Many fail to readily see the benefits of preparing graduates for a shrinking world. Many of those who are convinced of this goal have limited imaginations and flexibility necessary to make it happen. Many are preoccupied by

the daily challenges of managing their institutions and have little or no motivation to explore additional responsibility. For institutions to make progress we will need leaders who are visionary and global minded.

## **9. Toward a University Set of Principles**

The development of global oriented academic institutions and curricular experiences will be based on well-reasoned principles, among which include:

### ■ The principle of general education

All degree programs should have three basic components: The general education, the core knowledge, and the specialist knowledge. All degree programs irrespective of the discipline should be based on a solid foundation of general education. The more complex the world; the greater the importance of the general education component must be. The purpose of the general education is to enable all the college educated to acquire the general skills necessary to participate as effective citizens. These skills include critical thinking, logical thinking, flexible thinking, broad thinking, etc.

### ■ The principle of global education

The global oriented education is and should be based on global education meaning the redesigning of the curriculum so as to infuse international content into student experiences. What students learn in the classroom should connect with the local as well as with the global issues. Conversations in the classroom should transcend the nation and should be brought to live with events in other nations. Study abroad should not be a onetime experience, but should be part of the totality of student experience. Curricular activities should extend from the classroom to the local environment as easily as they extend to the global environment.

### ■ The principle of practical education

The global oriented education should be experiential and practical. To study the pyramids of Egypt is to visit them, touch them, and feel the environment. To become a global-oriented engineer is to have training as an engineer-in-training in several countries. International practicum, internship abroad, and short-term employment overseas are important components of a global oriented education.

### ■ The principle of universal degree

As institutions begin to think of their degree programs as universal education, the impetus to redesign toward a global oriented education will increase. A bachelor's degree should be a valid degree anywhere and everywhere if awarded by a legitimately accredited institution. This principle, therefore, requires that leaders and curriculum designers pay attention to their disciplinary universe and to the curricular practices of other institutions.

■ The principle of global accreditation

Ultimately, the realization of the goal of a global oriented education rests on collective agreement on standards, quality assurance, curriculum practices, and what constitutes good education. The time has come for institutions that are willing to set up an organization to which they voluntarily submit themselves for review and assessment and for the sole purpose of enhancing academic excellence. In a shrinking world and with the advancement of technology as well as with the increasing acceptance and portability of degrees across the globe, the establishment of a global accreditation system is inevitable.

## **10. Conclusion and Recommendations**

The world is changing and changing fast. Globalization requires that higher education operate differently. For starter, curricular experience should be infused with global content. Institutions should adopt global-centric mission statements. Higher education leaders should adopt global mindset and become proactive and intentional about global agenda. To achieve these goals, leaders should find the following recommendations relevant:

■ Designing new experience for students

Institutions that have not revised their curricular experiences to rise to the challenge of globalization is most likely doing a poor job in preparing their graduates for a global society or market. The time has come for institutions to begin to redesign their curricular offerings and experiences for their students. Institutions should be able to answer this simple question: to what extent is the curriculum globally oriented?

■ Developing transnational opportunities

Institutions must adopt an aggressive agenda in forming partnership across the globe. The cost of global oriented education will be reduced drastically through creative partnership among institutions. Examples abound of thoughtful and productive exchanges among students and faculty that augment classroom teaching and learning.

However, it is also important that institutions be strategic in forming these partnerships. Partnership can be formed to achieve different goals and institutions should determine the specific goals before embarking on the relationship. Otherwise, partnership for partnership sake will bring little while draining the budget.

■ Internationalize Faculty Experience.

A global oriented education relies on a well internationalized faculty body. Faculty should be assisted to gain international experiences and to form international partners. Institutions should explore ways to leverage the experiences and talents of

faculty members born in foreign countries. This wealth of knowledge and network should be tapped to the benefit of their host institutions. This recommendation also implies that institutions should begin to make effort to increase the international diversity of their faculty. Universities should recruit faculty from far and near. A good university should have a good representation of the globe in its faculty body.

■ **Developing a global accreditation system**

As stated earlier, the time has come for visionary institutional leaders to begin conversation to establish an association with the goal of providing internationalized quality assurance. The formation of the Association of the Global Advancement of Universities and Colleges is in response to this need. The legitimacy of an accreditation agency is based on a) acceptance, b) determination of standards, c) development of rubrics for measuring standards, d) well established framework for conducting institutional reviews, e) adequate resources to fulfill the mission, f) guaranteed objectivity necessary for credibility, g) transparency, and h) accountability to the public. Any agency that fulfills these criteria will be effective in providing a global quality assurance service.