

Globalizing the University

The Stanford Experience

Learning: A History

- Learning and Institutionalized Learning
- History of the University
- Modern Research University/Modern Nations
- Civil service, professions, economic development
- National Institutions/Cosmopolitan Knowledge

(romanticism and enlightenment)

Universities and Nations in the Age of Globalization

- Nations are durable and won't disappear soon
- But: expanded travel, communication, lower cost of mobility in globalization
- Emergence of international scientific communities
- Universities rely significantly on national funding sources (public and private)
- Need to balance national and global missions

Study Abroad

- Educational Significance of Study Abroad
- At Stanford since 1958, endowed as Bing Overseas Studies Program
- Originally European, outside cities
- Move into cities, move beyond Europe
- Australia, Beijing, Berlin, Cape Town, Florence, Kyoto, Madrid, Moscow, Oxford, Paris, Santiago
- Overseas Seminars (short faculty led tours)
- 60% participation of Stanford undergraduates

Second Language Acquisition

- Learning and Language Learning
- All Stanford undergraduates must study a non-native language. “Language requirement”
- Stanford Language Center manages instruction
- 80% of Americans are monolingual
- Declines in K-12 and many colleges, but increase at Stanford.
- EU goal of two non-native languages for everyone
- Why: career; culture; capacity in native language

Breadth Requirements: Beyond Disciplines

- Character of American liberal arts
- New categories at Stanford, including “engaging difference”
- Going beyond disciplinary narrowness
- Transforming knowledge:
interdisciplinarity//internationalization

International Graduate Student Communities

- Higher numbers of international graduate students, especially in STEM fields
- China, South Korea, Taiwan
- US visa controversies: why not let them stay?
- Problem of Integration and Language
- LOT = Language and Orientation Program
- Example of cross-disciplinary lateral integration. Against “silo” model.

Institutions of Internationalization

- Research and Policy Centers (outside departments)
- Hoover Institution for the Study of War, Revolution and Peace
- Freeman Spogli Institute for International Studies
- Connecting academic and public concerns

The Stanford Challenge

- Five year development campaign, ended December 31, 2011
- Raised 6.23 billion dollars
- One core component: international initiative
- To provide support for research and teaching on pressing issues in the international arena

International Elements in the Stanford Challenge

- New Faculty Research Funding
- Course Development Funding for curriculum
- Funding for Outreach to Public and Policy Makers

Core Themes in the International Initiative

- Peace and Security
- Improved Governance: local, national, international
- Advancing Human Well-Being

International, Then and Now

- At founding, Stanford included departments of Germanic and Romanic Languages
- First endowed chair went to Yamato Ichihashi (born in Nagoya Prefecture, 1878), scholar of Japanese and Japanese-American history
- Stanford continues its international initiative in the ever more integrated world of the twenty-first century