

Seven efficiency-driven economies have opened a total of 21 international branch campuses. These countries include China, Malaysia, Russia, Chile, Mexico, Lebanon, and Estonia. Unlike the factor-driven economies, such campuses from efficiency-driven economies are roughly evenly distributed among the three types of economies: 7 branch campuses are established in factor-driven economies, 8 in efficiency-driven economies, and 6 in innovation-driven economies. It is noteworthy that these efficiency-driven economies tend to establish the campuses in their neighboring countries or within the same region. For example, Russia has branch campuses in Armenia, Ukraine, Uzbekistan, Azerbaijan, Kazakhstan, and Tajikistan, which were

Since its development in 2004, the World Economic Forum's global competitive index has been widely used to measure and compare countries' productivity and economic prosperity.

part of the former Soviet Union. When neighboring countries have a less-competitive higher education sector and share similar culture and language, they are less risky as hosts compared to more far-flung locations.

The majority of international branch campuses, however, are established by innovation-driven economies: 168 out of a total of 201 such campuses worldwide. The innovation driven economies of the United States, United Kingdom, France, and Australia are the biggest exporters of higher education. United States alone has 77 branch campuses worldwide, more than the number established by the United Kingdom, France, and Australia combined. Only 11 of these international branch campuses are established in factor-driven economies, while 66 are established in efficiency-driven economies and 91 are established among innovation-driven economies. Among these branch campuses worldwide, export from innovation economy to innovation economy is therefore the most common form of them.

The United Arab Emirates, Singapore, and Qatar are the major innovation economies that host international branch campuses. These three countries aspire to become regional hubs by providing preferential policies for foreign institutions. China and Malaysia are the major efficiency-driven economies that import higher education from innovation countries. The Chinese government encourages

the "bring in" of foreign education in order to improve its own higher education quality and plans to host another 5 to 10 international branch campuses in the following decade. Malaysia aspires to become a regional hub by inviting foreign institutions to open branch campuses in hubs at Iskandar and Kuala Lumpur Education City.

CONCLUSION

Our focus here is not on specific countries and their interests in the international branch campuses phenomenon, but the patterns suggested by this worldwide distribution under the World Economic Forum framework. The analysis presents a picture of institutional mobility, different from an outdated model that presumes flows are predominately from developed to developing countries. The majority of international branch campuses have been established between innovation-driven economies, as well as some factor-driven and efficiency-driven economies extending their presence into innovation-driven economies. It is important to understand the myriad of reasons why emerging economies welcome such campuses, and how this might reflect national development agendas. Unmet demand for education and an emphasis on building a competitive workforce are often combined with regulatory incentives that encourage foreign investment in the direct provision of education. The multinational university may reflect the innovation economy's dominant entrepreneurial response to this scenario. ■

International Visiting Scholars: Brain-Circulation and Internationalization

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International visiting scholars are scientists and professors who attend universities in other countries to engage temporarily in research or teaching, while also maintaining their affiliation and position at their home universities and returning after their visiting period ends. They usually have doctoral degrees or are professionally trained. Unlike international students, visiting scholars come and leave at

their own schedules. The length of their visits varies, ranging from several months to a few years. While some visit by themselves, others travel with their family members. Some are junior academics, while others are senior professors. Their previous international academic experiences also may vary. Despite the fact that there are large numbers of visiting scholars globally, they have received only limited attention.

Since international visiting scholars usually do not have specific obligations at their host universities, they are very flexible regarding their activities during the visits.

The application procedures and the fees to become visiting scholars vary between institutions, departments, and even between academic programs. Some universities offer programs that provide events, seminars, and other support for international visiting scholars, while other universities provide close to no services. International visiting scholars often rely on one or more funding sources, including their home and host institutions, governmental or private grants, fellowships, or scholarships; they sometimes also use their own savings to supplement their income, while living abroad. Due to the variances in scholars' backgrounds and situations, the experiences of international visiting scholars can be quite different for several ones.

Though some countries or individual fellowship programs report the number of visiting scholars, most countries do not report any information on the number of visiting scholars. In fact, UNESCO and the Organization for Economic Cooperation and Development do not report data, regarding the number of international scholars in their annual reports. As for the trend of international visiting scholars in the United States, it is useful to understand the differences and trends of the three categories of J-1 exchange visitor visas in the United States: professors and research scholars are each allowed to stay for six months to five years, and short-term scholars are allowed to stay for less than six months. While this broader group of scholars on J-1 visas does not precisely match the characteristics of the group I—studied with academic afflictions, this data provides a trend of the group of people who largely overlaps the population of international visiting scholars.

The Institute of International Education reported in 2011 that there were 1,369 professors, 26,370 researchers, and 18,106 short-term scholars on a J-1 visa in 2009

in the United States. Chinese visiting scholars were the largest group in all three categories, and this number has dramatically increased recently. India also moderately increased numbers of scholars during the same time period. On the other hand, most other leading countries in sending J-1 scholars—including South Korea, Japan, Germany, Italy, France, Brazil, and Spain—decreased numbers of research scholars, while increasing the number of short-term scholars. Though there are some differences by country of origin, a trend seems to be that the number of short-term visits is increasing in relation to that of long-term visits.

FLEXIBILITY: OPPORTUNITIES OR CHALLENGES?

Since international visiting scholars usually do not have specific obligations at their host universities, they are very flexible regarding their activities during the visits. They can enjoy the opportunities at the host universities by utilizing their physical presence to use library resources, audit courses, participate in seminars, and interact scholars and students. While many of them use their time to engage in their individual research, some might participate in collaborative research projects with scholars at the host universities. They can also be involved in teaching activities at the host universities or work on institutional relations between the home and host universities.

While to a great extent scholars can decide on what activities they want to engage in during their visits, the lack of structure might be challenging to some of them. Scholars must take initiative in actively seeking out opportunities at host universities; otherwise, they likely will underutilize the opportunities. They can easily feel isolated from the community of the host university, unless they consciously try to interact with other scholars. Although there is institutional support for international visiting scholars to promote interactions with other scholars and students at some universities, these arrangements often rely on individual scholars. Finding opportunities for interaction can be especially challenging for scholars who have not had previous international academic experiences or existing networks with scholars at host universities, as well as for those who are not comfortable using the native language of the host country. This issue can be especially relevant for scholars in humanities and social sciences who do not work in labs that allow scholars to see other members on a daily basis.

BRAIN CIRCULATION AND INTERNATIONALIZATION

The importance of studying and serving this population can be discussed from the perspective of brain-circulation and internationalization. International visiting scholars who temporarily visit host countries, and then return to their home countries are considered one form of short-term brain circulation. Unlike brain drain or brain gain, brain

circulation emphasizes the potential benefits for both the sending and receiving countries as a consequence of the continuous and circular moves of scholars. Previous studies have discussed the benefits of short-term brain circulation, such as the development of international scholarly networks, knowledge transfer and exchange, and the addition of human capital through return mobility. In order to fully realize the potential benefits from the circular moves of the international visiting scholars, further studies and policy arrangements on the population are crucial.

From the perspective of the internationalization of higher education, international visiting scholars are relevant in some key approaches in internationalizing universities. As participants in the international scholarly exchanges at universities, they can potentially stimulate international connections of scholars at universities in other countries. They might also engage in international research collaborations during their visits. In addition, their international experiences create important learning opportunities to broaden their professional and personal perspectives. As faculty members, their international academic experiences could influence university education through their instruction and curriculum, which directly or indirectly affects the education of their students. At universities that host international visiting scholars, they can be resources for internationalization by effectively integrating themselves in the community.

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Although brain circulation and internationalization highlight potential uses of international visiting scholars, current institutional and national initiatives have not paid much attention to international scholar exchange—as compared with international student exchange. Although there are some governmental initiatives for international visiting scholars, such as Fulbright visiting scholar programs or the China Scholarship Council, many international visiting scholars move individually with little relevance to the institutional and national policies on the internationalization of higher education. The development of a more coordinated system of scholarly exchange through international visiting scholars will be meaningful—not only for the individual scholars but also for the institutions to enhance

the research and teaching capacities, as well as the overall internationalization of the universities. ■

Global Student Mobility: The Changing Landscape

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Student mobility is at the heart of higher education globalization. While massive open online courses (MOOCs), branch campuses, and education hubs may be au courant, students who cross borders to study remain the single, most-important element of internationalization. Over 4.3 million students studied abroad in 2011, more than double the number of mobile students a decade earlier. Based on the large majority for degrees, however, many stay for a semester or year of overseas experience. The flow of international students is mainly from South to North, and particularly from Asia to the main English-speaking academic powerhouses of the United States, the United Kingdom, Canada, and Australia, although large numbers also study in France, Germany, and other countries.

Contrary to popular wisdom, the majority of these students are self-sponsored—they shoulder the entire cost of their education—often bringing large amounts of money to the major host countries and their universities. At the same time, they are costing their families and their country's balance of payments large sums. Overseas study is now big business, with the United Kingdom and the United States each earning around US\$24 billion per annum. International mobility is a significant expense for the sending countries, mainly for the students and their families and to some extent for governments.

Why do students study abroad? The reasons are manifold and include obtaining knowledge—and credentials—unavailable at home, gaining the prestige of a foreign degree, gaining access abroad when the doors may be closed at home, and, of course, emigration. For example, about 80 percent of overseas students obtaining doctoral degrees in the United States, from both China and India, do not return home immediately after graduation.