Contesting the Political Economy of Higher Education: Educating the Good Citizen

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Abstract

In national and international sectors, citizenship is constantly contested, negotiated, and re-invented across geographical boundaries. Higher education institutions around the world have focused on embedding graduate outcomes that characterize the ideal global citizen across the curriculum. International mobility programs promote international staff and student exchanges as a strategy to develop global citizenship. This paper presents a critical review of the notion of global citizenship through the narrative of a doctoral graduate who made his journey as a good citizen within an international mobility context. A research network-based framework is proposed for the higher education sector to assess the impact of regional advantage, labor, and international mobility programs. The authors contest the political economy of higher education for developing global citizenship as a corporate endeavor and submit that the international higher education vision should refocus on good citizenship instead as a moral imperative.

Keywords*:* glocalization, global citizenship, political economy, international mobility

Higher education literature, policy statements, and practices are saturated with studies and programs on internationalization, international mobility, and curriculum development, with programs routinely embedding in their curricula graduate outcomes that promote "global citizenship." The paper contests the political economy of higher education in its focus on global citizenship and international student mobility as a corporate goal. It presents insights into the challenges of international student mobility in international higher education as noted in the narrative of the doctoral student (referred to in the narrative and paper as the doctoral graduate student or first author) and presents an alternative framework for higher education to develop not global citizens but "good citizens." The educational trajectory of the first author's narrative serves two purposes: First, it demonstrates that labor mobility and the exchange of ideas among academics and students brings about a holistic educational assessment that is more conducive to the development of good citizens than to that of the mythical "global citizen." It then argues in favor of a research agenda that aims to adapt network-based regionalism to the particularities of the education sector.

In a critical review of the notions of global citizenship, international mobility, and the reality of the political economy of higher education, the narrative presented in this paper illustrates that it is the resilience of the doctoral student, his lived experience, his research-network capabilities, and his determination to surpass the reified notion of global citizenship that, in fact, leads him to develop as a good citizen. Through the critical reflective lens of the doctoral candidate, the authors contend that international higher education institutions should revisit the politically charged frameworks of global citizenship and international mobility and the economic implications thereof with the intention to refocus on the institutions' social responsibility to develop good citizens instead. In the first section of the paper, a brief literature review of global citizenship, good citizen, "glocalization," international mobility, and regional advantage is presented, with relevant terminology being defined within the context of discussion. Next, the narrative of the doctoral graduate is presented as a critical reflective commentary of his journey in an international learning space within a graduate curriculum that may or may not have adequately prepared him for his international graduate journey. The narrative is followed by a discussion of the proposed research – network framework, which is presented as a recommended alternative to international mobility programs in international higher education. The paper questions the usefulness of globalization-derived concepts to promote change and innovation in the higher education context and presents a framework to promote good citizenship within a democratic education paradigm. The authors conclude that international higher education institutions should review their curriculum design, graduate outcome statements, and their social responsibility and justice commitments in order to reframe international mobility programs to benefit the institution and the learner cohorts within a democratic education framework.

Literature Review

Caruana (2014, p.85) contends that the "central aim of the internationalized university" is to develop "graduates as global citizens." International higher education has adopted the globalization framework to promote various international mobility options to educate the global citizen, which is a term used interchangeably with "good citizen." The global citizen is described as one who embraces the desired attributes of basic civic and citizenship education such as ethics, critical thinking, life-long learning, reflection, collaboration, team work, communication, and cross-cultural competence. The terms global citizen and good citizen are also used

interchangeably in international literature, as they espouse similar ideals of good citizenship. This paper draws from that literature, as relevant. Shon and Hillman (2015, p. 1-2) maintain in the Hawaii Education Policy Center report that "most national definitions do not use the term *good citizen* but [that a] sense of basic criteria, standards, or obligations, and idealism, [is] strongly implied" in the understanding of the global citizen. They identified the following common elements among definitions of global citizens: "knowledge; intellectual capacity; active participation; and care about the wellbeing of others." They further assert (2015, pp. 1-2) that developing good citizens is the shared responsibility of schools, institutions of higher education, parents, and the business community and that "a larger dialogue among all stakeholders deserves consideration." The list of desired attributes of the "global" or "good" citizen varies on a national basis in different regions of the world; however, at the heart of both the global citizen and the good citizen is a fundamental commitment to a morally sound citizenry that upholds humanity.

Universities could productively educate students to cope with an emerging, borderless, new economy instead of promoting graduate outcomes as appendages to the learner experience. Rather than attributes ascribed to curricula, global citizenship outcomes would then become a vibrant part of students' educational trajectory. Outcomes that Caruana (2014) identified in her study, such as resilience and intercultural understanding, are less visible among the personal development results that higher education institutions apire to instill in the learner experience . Caruana (2014, p.86) further claims, "While universities strive to increase international student mobility as a means to developing the global citizen," this focus does not necessarily achieve the desired outcome and that "evidence suggests that [there exists] social segregation among and between diverse groups of home and international students." She regards global citizenship based on international mobility as "ineffective in the development of openness towards divergent cultural experiences and the ability to engage with 'cultural others'" (p. 90). The terms global citizenship and "global engagement" are often used interchangeably (Patel, Li, & Piscioneri, 2014, p.41-43) and are embedded within the internationalization paradigm. Patel, Li, and Piscioneri (2014, p.41-43) contend that the notion of global engagement has inherited the negative effects of higher education institutions' internationalization discourse, which is all too often focused on student recruitment and the development of English language, study skills, and critical thinking programs for international students rather than focusing on the students' adaptation to a new, international environment.

According to Saunders (2013), universities often fail in their goal to increase international presence and also fail to achieve student outcomes associated with global citizenship due to misunderstanding the concept of globalization. The institutions tend to assume that globalization can be used interchangeably with the notion of internalization. The Global Policy Forum (GPF) states that the two are by no means synonymous (para. 4):

> [Internationalization] refers to the increasing importance of international
> trade, international relations, treaties, alliances, etc. International, of
> course, means between or among nations. The basic unit remains the
> nation, even as relations among nations become increasingly necessary
> and important. Globalization refers to [the] global economic integration
> of many formerly national economies into one global economy, mainly
> by free trade and free capital mobility, but also by easy or uncontrolled
> migration. [Globalization] is the effective erasure of national boundaries
> for economic purposes.

Such a definition of internationalization by the GPF points to a world order of national units that have been hierarchically classified according to their development status after decolonization. Within the context of higher education, internationalization discourse fully subscribes to a globalization framework, supporting the commercialization of higher education (Patel & Lynch, 2013). In that context, key drivers are (1) the exploitation of the financial resources of the visiting international community and (2) the export of education from the western world to "other" countries. In this paradigm, there is little regard to the connectivity of global phenomenon (natural disasters, financial crisis and banking collapse, poverty, and hunger) and the impact thereof on local environments and communities.

The term "glocalization"—describing the interconnected space between the global and the local contexts within which "glocal" stakeholders study, live, and work—was proposed by Patel and Lynch (2013) as an alternative paradigm to internalization in higher education to disestablish the colonial flavor of internationalization as a framework that dichotomized the needs of the local host community from those of the visiting international community. The terms glocalization, glocal (and "glocalized") refer to the blend and balance between local and global environments and communities as an intersection at which the collective strengths and positive attributes of the international and the local can be engaged. In coaching and mentoring the good citizen for the glocalized community space, it becomes necessary for the good citizen to have depth of intercultural understanding, resilience (Caruana, 2014), and compassion, and endured understanding (Wiggens & McTighe, 2004, 2005). Compatible with the recent views reported in Leduc (2013) and Gruenewald and Smith (2014), Featherstone (1995) pointed out that glocalization is set in opposition to the global homogenization of political, institutional, and cultural practices. Coherently, Tully (2005) links the use of "glocal" in connection to the concept of citizenship as interpreted "from below."

On a point of note, glocalization as it is applied in the higher education context is not interchangeable with globalization. Unlike globalization, glocalization, from an international higher education development perspective, embraces regional, national, and international contexts in an innovative, solutions-driven framework. It encourages collaborations and partnerships among all stakeholders and focuses on their collective strengths in the design and implementation of sustainable higher education frameworks. In the mass communications and communications studies' context, globalization (Patel, Li, & Sooknanan, 2011; McMichael, 2004) may encompass a broad range of cross-national and transnational socio-economic and political processes that are impacted by innovations in technology, industry, and development. Within the business management literature, globalization is defined as the shift towards an integrated and interdependent world economy, driven by innovations in production, communication, and transport technologies (Krugman, 2008). As Scholte (2005, p. 50) contends, the term globalization has been in vogue since the 1980s, and its application and definition have varied widely based on the disciplinary context. Giddens (2002) adds that the word globalization has been characterized by a persistent state of ambiguity and confusion and that the notion of the existence of a higher level, unified world is debatable and lacks unified understanding.

To overcome these drawbacks, Caruana (2014, p.102) asserts that global citizenship should be re-conceptualized as a concept embracing diversity, belonging, community, and solidarity. Further, Caruana reiterates that "the rich source of lived experience in higher education" should be utilized in "developing students' intercultural understanding." Higher education institutions are, after all, socially charged with the expectation to contribute to the development of global communities in which "third culture building" is grounded on cultural

wealth and similarity instead of difference (Patel, Li, & Sooknanan, 2011). This paper draws on the lived experience of the first author on his journey as a doctoral student.

Beyond a lack of a student's training in embracing the "other" homeland, higher education is contested by the authors as a politically loaded sphere in which the inbound internationally mobile students and locals are equated to the dollar value they bring to the institution (DesJardins, Ahlburg, & McCall, 2002). Against a backdrop of emerging corporate identity, institutions of higher education use internationalization and international student mobility—generally understood as the cross-border exchange of people (*i.e.*, students and faculty), educational institutions, and programs—as key performance indicators. Whitsed and Green (2013) report that according to Hudzik, "Universities today have to be reminded of their core mission, namely, the production of graduates who can live, work, and contribute as productive citizens in an increasingly fluid and borderless global context." He elaborates that while the goal of preparing students for their place in the borderless, fluid global economy requires enriching their respective curricula and intercultural communication skills, the current emphasis that universities place on research rankings and preparation of students for the world of work shifts focus away from this goal of preparing them to be productive citizens. International higher education, he says, should focus on developing "good" citizens who respond mindfully and intuitively to both local and global contexts with compassion and endured understanding (Wiggens & McTighe, 2004, 2005) in an environment in which the local and the global increasingly conflate.

Welikala (2011. p.4) elaborates on the multi-dimensional responsibilities of the university in forming the well rounded graduate. She asserts that (p.4):

> …the 21st century university has a social responsibility to equip members of society with necessary competencies, knowledge, understandings, and new skills so that they can constantly negotiate the changing nature of work, the [labor] force, information technologies, and cultural identities of people.

Welikala's assertion fits well with the context of a borderless, fluid new economy that requires universities to provide learning environments that are adaptable and "elastic" in order to engage the creative energies of agile learners and future good citizens. Ultimately, Welikala claims that curriculum design and implementation should incorporate opportunities for integrating competencies, knowledge, understanding, and skills that will be required in multiple areas of the life of the graduate. As noted by Westheimer and Kahne (2004, pp. 264-265), "The political significance of curricular choices [has] consequences for the kind of society we ultimately help to create." Leduc's (2013, p. 395) research on teaching global citizenship in the classroom finds that instructors want to educate individuals who are able to exploit market liberalization and interconnectedness and unpack the abstractions of the global by conflating analytical scales[1] through locational and cultural perspectives on citizenship. This is attained, for example, when students develop "a strong sense of national identity" and understand their "role, rights, and responsibilities in the world" (Leduc, 2013, p. 397).

Based on the discussion of authors such as Saxenian (1996) in relation to Silicon Valley, and Coe et al. (2004) with respect to Eastern Bavaria, the concept of regional advantage, defined as the advantage of one particular region over other regions of the world in producing certain products and services is an important factor that drives economic development. The concept derives from the mutual interactions of regional physical or knowledge-based assets, institutions, and industrial clusters articulated as networks. Relatedly, labor mobility is the movement of

labor across geographical boundaries involving changes in residential status, workplace, and state within the labor market (Eliasson, Lindgren, & Westerlund 2003; Elias, 1994). The OECD Innovation Policy Platform (2010) describes international mobility in higher education as the cross-border exchange of students, faculty, educational institutions, and programs. Approaching notions of glocal (global?) citizenship, the purpose of encouraging mobility is to encourage student participation in international flows of knowledge, to establish new benchmarks for teaching practices, temporarily retaining talents to benefit the host country, and to generate revenue for the economy at large.

The effects of the political economy on international higher education and, more directly, on the democratic education of the good citizen are significant, and the impact of political economy is not fully realized. Evolving from the philosophies of eminent thinkers such as Adam Smith, David Ricardo, Karl Marx, and Reverend Thomas Malthus, political economy is currently understood as an interdisciplinary approach drawing on political science, law, and economics to understand the influence between political institutions/environments and economic systems (Weingast & Wittman, 2006). The term political economy has been applied to the higher education context by scholars (Carpenttier, 2015; Torres & Schugurensky 2002; Robertson, 2006; Sommer & Glazer, 1995) over the last couple of decades. Torres and Schugurensky (2002. pp. 429 -430), for example, locate the various changes to Latin American higher education within the political economic development of the region and its interconnectedness to the broader globalization movement around the world. They contend that the impact of political economy is visible in the area of funding and governance of higher education. Carpenttier (2015, p.2) examines the ebb and flow of global and national transformations in Higher Education (HE) in relation to private/public funding and the relationship of HE to the cycles of the socio-economic crises. Within the context of the paper, political economy is applied to the increasing level with which higher education institutions, globally, have equated internationalization and international mobility of students with the economic power differential that the students bring to the institution. In contesting the political economy of higher education, the authors submit that instead of romanticizing globalization as a context and global citizenship as a goal to meet the needs of HE, higher education would be better served by focusing on the education of the good citizen. In other words, higher education should redirect its energies to engage students in good citizenship programs and support the students' development as good citizens as an imperative through programs such as international student mobility programs (instead of seeing international mobility programs simply as representing the attraction of international student dollars). The narrative of the first author provides significant insights into his personal life journey and lived experience, with only a peripheral relationship with the international higher education institutions that he chose to embrace on his journey.

Within the context of the preceding brief literature review, the doctoral student narrative is presented next. This narrative documents the challenges of networking and demonstrates the first author's ability to build partnerships and navigate networks through the international mobility program in which the university may have aspired for him to "become a global citizen"; however, what transpired was that his lived experience motivated him to embark upon his journey as a good citizen.

Narrative of a Doctoral Graduate

The first author's journey in tertiary education started at Bocconi University in Milan, Italy in the fall of 2005. His choice was determined by prestige factors and the international

presence of the university. Taylor (2012) proposes that Milan has the advantage of being considered among the most cosmopolitan urban centers in Italy and Europe. In Italy, Milan, the capital of the northern region of Lombardy, is ranked 21st among 273 European cities by Gross Domestic Product (Eurostat, 2013). In addition to its high standing among Italian universities for business and economics, Bocconi is highly regarded worldwide in the social sciences and management (Topuniversities, 2014), and the university has collaborations with private, public, and education organizations spanning every continent.

The university offered an international curriculum, in which the first author enrolled. During his orientation to the program, the first author was reminded that he was among the fortunate few who would be undertaking international experiences as a part of their post-secondary educations. It was emphasized that students without such international experience would find themselves at somewhat of a disadvantage when it came to future employability in the new economy. In 2005, Bocconi was perhaps among the first universities in Italy and Milan to provide a fully-fledged international undergraduate degree program. The program was entirely taught and assessed in English by Italian and foreign academics; the degree offered was the undergraduate Degree in International Economics and Management (DIEM), and it offered exchange experiences worldwide (Università Commerciale Luigi Bocconi, 2013). The faculty of the DIEM consisted of internationally mobile academics who gained their PhDs in the United States and other countries in the EU.

The knowledge of the academics teaching his undergraduate units helped the first author take advantage of university network linkages and to create an international curriculum. Partly by choice and party by chance, the first author embarked upon an international journey that taught him collaboration and cohabitation with students whose cultures and languages were foreign to him. In doing so, the first author gained the experiential opportunity to deepen his knowledge on the aspects of his undergraduate curriculum that most interested him while simultaneously exploiting the regional advantages embedded within the Bocconi University network.

Three main international experiences prepared and exposed the first author to issues of learning for "global" citizenship. First, in the fall of 2006, he participated in the Vienna Model of the United Nations (VIMUN) in the role of "observer" of the Islamic Republic of Iran at the international Atomic Energy Agency. Among VIMUN participants, students from the first author's country constituted a minority. Preparation for VIMUN sessions included group projects and assignments to be completed with other international students, thus requiring the first author to collaborate and cooperate with a variety of foreign students in a variety of capacities, including role-play in which students assumed the identities of representatives of various nations, including Non-Aligned Movement[2] nations. Participants also "competed" with each other to successfully attain certain goals through negotiation, (including, for example, in the first author's case, the goal of attaining, for Iran, the (conditional) opportunity to continue enriching uranium on Iranian territory).

Next, in the fall of 2007, the first author attended a campus abroad program to study international business strategy at the HEC University of Montreal, a French language business school founded in 1907, located in Montreal, the Canadian city famous for the Montreal protocol on chlorofluorocarbons and ozone depletion in 1987.[3] The university is linked to organizations such as the UN International Civil Aviation Organization and the Cirque du Soleil, which were included among program as field trips. Within Quebec, the region of Montreal has the advantage of being split between English and French language and culture, which is reflected not only in

the demographics of the academics teaching the business unit but also their respective teaching and assessment styles. During this portion of the program, the first author was exposed to French language for the first time, and he also assimilated issues of corporate social and environmental sustainability that were not yet being emphasized in Lombardy or in Italy.

Third, in 2008, during the spring semester of his second year at Bocconi University, the first author was able to leverage his international curriculum and experience in order to gain entry into an semester exchange program with the University of Richmond, Virginia (US), which is located in close proximity to important corporate multinational headquarters (*e.g.*, Phillip Morris). During this exchange program, the first author was exposed to the US teaching and assessment style and was surrounded by many international and domestic students. He studied financial and economic units and decided to learn Spanish as a third language, inspired by his work with colleagues native to Central and South America. He enrolled in a unit of environmental management. When he returned to Bocconi in Milan, he completed a formal Spanish exam and wrote a dissertation on themes of sustainability.

After completing his undergraduate degree in fall 2008, the first author looked forward to continuing his studies and sought acceptance to programs leading to master's degrees in sustainability science, management, and economics. He was accepted by a number of universities, and from among them, he chose Monash University in Melbourne, Australia. Reasons for his choice include the specific institution's reputation, an international presence within the city of Melbourne, the curriculum, university partnerships with the government and private sector, and territorial and regional advantages. Since Monash University was a partner of Bocconi for exchange programs, the first author was able to transfer graduation and unit scores to gain direct entrance in Masters of International Development and Environemntal Analysis (Monash University 2016).

In 2010, the first author finished his master's degree with a research thesis that allowed him to enter a PhD program. During that year, strengthening his multiculturalism and social networking skills, he received multicultural training, assessment, and direct practice. He lived and worked as a Resident Advisor (RA) for Monash Residential Services and as a Teaching Associate (TA) at Monash University. The multicultural training he received as a teaching associate was particularly beneficial not only because of the contents of the training program itself but because of the creation of a space in which all participants, both from Australia and other international locations, shared their intercultural experiences.

His doctoral study program focused on an investigation of investment in alternative energies. He traveled to a French speaking country, Madagascar, to collect primary data, which largely comprised interviews with a variety of stakeholders (*i.e.*, government officials, corporate managers, NGO representatives, and members of local communities). From his perspective and lived experience, had he not had the privilege and opportunity to experience travel to other countries, learn different languages, collaborate with people from diverse backgrounds, and acquire intercultural and interpersonal competencies in diverse cultural learning spaces, it would not have been possible for him to continue his journey to become a good citizen.

Discussion

The first author's educational trajectory underscores several main themes of global citizenship literature. It also presents the viability of the proposition of a research-network framework with respect to the role of universities in the new economy. International mobility

factors may have endowed the first author with opportunities that transformed him into the idealized "global citizen" from an international higher education perspective; however, in his view, such a conclusion is both incomplete and simplistic. The presumption that the first author's international experiences around the globe necessarily contributed to his transformation into a "global citizen" would perpetuate the existence of "global" imaginaries that are not conducive to analytical precision and which do not actually inform teaching in higher education. In contrast, the notion that his experiences abroad contributed to his development as a *good* citizen is instead based on themes of cultural sensitivity and mindfulness and the understanding that good citizens are those who respond intuitively and compassionately (as a result of their own experiences) to both local and global contexts. By meeting personal and academic challenges in international contexts, by interacting with students of different backgrounds and cultures, and by acquiring competencies in multiple languages, the first author acquired personal, firsthand experience that brought him to the state of a "good" citizen.

On his path to good citizenship, the first author was attracted to places and institutions that presented him with curricular, territorial, and network advantages that would enhance his employability. Toward this end, the travels he undertook and the international faculty members he met were as important as the international presence of the universities he chose to attend. The doctoral graduate made choices in close consultation with various stakeholders (such as governments, companies, universities) that had the capacity to create for him an international network of public and private partnerships and to offer international and domestic curriculum opportunities. This led him to experience the diversity in assessment design between his homeland and abroad. The diversity of the territories he visited, their geographies, and multiculturalism exposed him to a wide spectrum of learning opportunities and insight. During his international experiences, he had to learn to collaborate with people of different backgrounds and to communicate with different academic and corporate administrative systems (*i.e.*, when completing various visa applications, when writing and presenting materials for different audiences, and when seeking and securing various travel and living arrangements).

One might conclude that international, global travel opportunities, the labor mobility of academics, and the regional advantages associated with institutions of higher education would logically bring about networks that benefit students' development towards becoming a "global" citizen. In the first author's experience, however, within the curricula comprising his degree program coursework, no notion of "global citizenship" (as it is understood in the international higher education space) emerged. Rather, competencies relating to citizenship (of any kind) were acquired *outside* the academic sphere. It was on his own and through personal negotiations with others in international arenas (and not as a result of intentionally devised curricula) that the first author learned to be a good citizen in the sense of being able to transcend geographical and political borders; sensitively embrace regional advantage; and forge ahead with social, economic, and political networks. In line with O'Reilly's (2005) perspective, he learned how to be a "mindful traveler," not a mindless tourist. Critically, these skills were not acquired as components of courses or degree programs or any academic orientation toward global citizenship; (the only opportunities to develop these skills that *were* offered by the institutions that he attended were extra-curricular activities or elective coursework (such as the course in business ethics in Bocconi and the training in multi-cultural issues offered to the staff members of Monash University).

Research-Network Framework: Proposed Alternative to International Mobility Programs

Political economy is currently understood as an interdisciplinary approach drawing on political science, law, and economics to understand the influence between political institutions and economic systems (Weingast & Wittman, 2006). Within the political economy branch of economic geography, research in recent years has assisted the surge of network-based approaches that challenge traditional methodologies such as historical analysis. Through more empirical-based foundations, political economy approaches cut across dimensions of scale and levels of analytical abstraction (*e.g.*, national) to explain the shifting geographies of globalization and the phenomena characterizing it. Such network-based approaches are compatible with notions of scale conflation[4] (such as glocalization) due to their treatment of the world as a space of interconnected locations. This paper bypasses the weaknesses basic to the concept of scale through a flat, network-based ontology to reclaim higher education as a space to educate the good citizen. It enables the empirical analysis of glocalization from the standpoint of the internationalized university role in the wider world economy, international mobility, and students' educational trajectory.

The concept of network is not new in higher education scholarship. Networking is often associated with building business relationships "to facilitate access to wider markets" (Patel, Sooknanan, Rampersad, & Mundkur, 2012, p.29). In recent decades, the networking approach has become a key factor in higher education development of institutional advantage in national and international contexts. Within the wider sociology and economic geography literature, a range of studies (Granovetter, 1973, 1985; Callon, 1986; Latour, 1987; Law, 1992; Evans, 1995; Cooke & Morgan, 1998; Boltanski & Chiapello, 1999; Castells, 2000; Vertovec, 2001; Urry, 2003) have contributed to the literature on networks and their application to counter scale and hierarchy present alternate frameworks.

Within the literature on networks, the Actor Network Theory (ANT) is a methodology capable of both bypassing the micro-macro dualism and re-conceptualizing problems linked to notions of globalization (*e.g.*, the agency behind globalization phenomena) in a framework open to contingent outcomes (Wilkinson, 2006). Within this theory, dualisms between humans and non-humans, micro-macro (local-global), and society-nature are abolished since both animated and non-animated objects can behave and be viewed as actors and networks (Thompson, 2003; Law, 2009). Frameworks that build on ANT to explain complex phenomena linked to the concept of globalization, such as the role of the internationalized university within the wider new economic landscape and international labor mobility, are the starting point for a new political economy of higher education. In the context of this paper, such an approach is aimed at grooming the good citizen beyond working skills to the economic continuity of the higher education network.

Building on ANT, the 1990s regionalism theory analyzed economic globalization phenomena, breaking with previous conceptual categories such as the notions of scale and world core-periphery, which brought the concept of glocalization to the higher education literature. This literature has been generally linked to regional development and economic growth based on productive sectors such as the automotive industry or agriculture. Approaches involving reference to circuits of knowledge and networks other than the manufacturing ones (see Hughes, 2000; Glin et al., 2012) suggest that these frameworks can be successfully adapted to the field of education. Coe et al. (2004) and Saxenian (2006) explicitly refer, for example, to the importance

of workers' skills and the exchanges of knowledge embedded in industrial cluster networks and regional advantage.

In the formulation of the regionalism literature, regional advantage is critical to driving economic development, and it is defined as the advantage of a local area in producing certain products and services vis-à-vis other regions around the world (Coe et al., 2004; Saxenian, 2006). Regional advantage emerges from the mutual interactions of regional physical or knowledge-based assets, institutions, and industrial clusters articulated as networks (Coe et al., 2004; Saxenian, 2006). The literature on regional advantage mentions – but overlooks in the analysis – that labor conditions, culture, mobility, and business contacts are aspects of these networks that underpin their creation and reproduction (see Henderson et al., 2002).

In the conceptualization of the Global Value Chains scholarship, of which the Global Production Networks can be considered a spin-off (Bair 2008), corporate networks revolve around one commodity or product to link consumers, firms, and states within the global economy. They focus on value-addition dynamics in determining geographically fragmented production and distribution networks explicitly coordinated by global retailers (i.e., buyer-driven) or vertically integrated corporations (i.e., producer-driven) (Gereffi & Korzeniewicz, 1994). Advances in the scholarship of value chains within the new regionalist perspective built more intensely on ANT to describe complex organizational and geographical networks coordinating production, distribution, and consumption activities dispersed worldwide across regions (Henderson et al., 2002; Wilkinson, 2006; Dicken, 2011). These networks are open to contingent combinations of the activities of firms and institutions and underpin economic integration vis-à-vis uneven social/economic development by focusing on firms as central actors, flows, place, and the dialectic relationship among them (Henderson et al., 2002; Coe, Dicken & Hess 2008).

Figure 1 proposes a "Global Education Networks" framework. Economic development emerges from the coupling of regional assets (*e.g.*, technology and skill of labor, network organization, proximity and territorial characteristics, and the cooperative environment created by policies) with firms and institutions (*e.g.*, government, quasi-governmental, non-governmental organizations/NGOs). Firms and institutions, including universities, are organized in networks and sectors (Coe et al., 2004). In the context of the higher education sector, intuitively, the internationalized university can be seen both as a firm coupling with regional assets and as an institution that contributes to the wider economy by providing research and capabilities for the private sector and contributing to the supply of skilled labor. International mobility in the tertiary education sector critically contributes to these dynamics.

Specifics of the categories of value (creation, addition, and capture) and power shape the economic trajectory of the overreaching network (Henderson et al., 2002). Universities provide research and education services and create value for the economy at large (for example, via private-public collaboration, government sponsored projects). The ability of universities to tap into the exchange of ideas and creation of knowledge (via their international presence and the mobility of their students, faculty, and staff) is critical to fulfilling their role. Success requires the creation of good citizens with a variety of desirable attributes and, at the same time, the ability to produce and reproduce value within the university business model. For example, considering the dollar value of students, enabling private sector internships depends on the design of the curriculum offered to students, the units, staff composition, and assessment.

Frameworks such as the one elaborated by the Global Value Chain literature dissipate the problems intrinsic to abstracting notions of globalization/glocalization in favor of a greater and

more pragmatic analytical precision. As Henderson et al. (2002) explain, the framework leaves space for contingency since it copes with the regression in the world interconnectedness highlighted by the Economist (2012) or mad cow scandals (Raynolds, 2004). Universities arguably enter the framework from a particular position. Universities are the forces that provide skills to the labor force in cooperation with firms and governments while following a similar logic as other corporate networks.
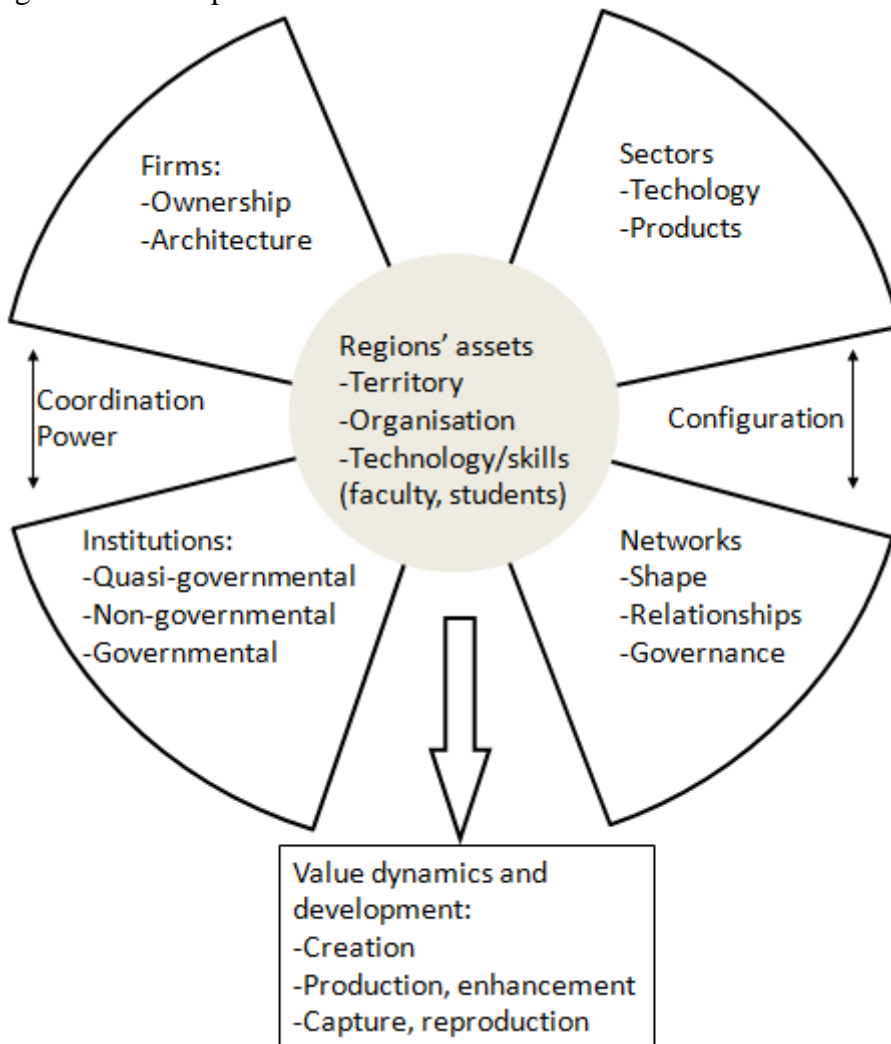

Figure 1: Proposed Framework for a 'Global Education Networks' framework
Source: adapted from Henderson et al. (2002) and Coe et al. (2004)

The book *Global Education Inc.* by Ball (2012) is a first step in the creation of a "Global Education Networks" framework that explores the configuration of the emergent borderless education space to which many human and non-human actors contribute (*e.g.*, government policies, equity firms investments in universities). However, even this framework falls short of evaluating how the student or staff member – a good citizen who is also an increasingly geographically, economically, and culturally flexible worker – moves through this network. This drawback is common to the Global Value Chain literature, but, intuitively, it is a crucial element to consider when examining universities' educational and economic outcomes.

Conclusion

We argue that globalization is a fashionable but fuzzy concept that risks being reified when considering issues of global engagement, assessment, and citizenship. Conversely, the analytic precision and pragmatism of the regionalism literature is promising in disentangling the inherent complexity of inter-regional and indeed worldwide social, political, economic, and environmental phenomena. The lead author's narrative and educational trajectory illustrates that the teaching environment, learning design, and assessment are part of a learning process for individuals with a good citizenship mindset who are capable of transcending political and geographical borders and who are positively influenced by experiences in multiple locations within different regions. The narrative and the educational trajectory described in this essay touched upon the elements considered by the Global Value Chain literature in the explanation for regional development. For example, the lead author traveled within the network of Bocconi University and visited institutions that offered programs that built advantages due to their linkages with territories and government policies. The compatibility of the narrative with several GPN elements suggests that future research about tertiary education and good citizenship would benefit from adapting the core literature, including ANT, to the international higher education sector. Good citizenship requires an understanding of diverse cultures, a sense of responsibility to the environment in which one lives and works, and a full embrace of our diverse communities as part of our collective humanity.

Recommendations for further research to embed good citizenship into graduate outcomes across the international higher education agenda are many. The issues presented in this paper provide both recommendations for future research as well as implications for universities and students. Future research may sketch out the "Global Education Network" and highlight the specifics of value creation, production, and reproduction through regional case studies, such as those linked to a group of internationalized universities. Future research could also focus on the offering of international curricula and the establishing of an international presence for universities, which is critical to prestige, attracting students, and building capabilities to cooperate with a worldwide network of private and public institutions. For universities, the implications of this paper are also numerous. Universities should seek to transform graduates into productive, good citizens; universities should also seek to incorporate strategies that capitalize on institution-specific advantages (*e.g.*, staff) and exploit both contingent locational advantages in the homeland (*e.g.*, proximity with industrial clusters) and network advantages (*e.g.*, partnerships). To ensure the transfer of desirable attributes to graduates beyond appendages to learned experiences, universities could also embed extra-curricular training and professional development opportunities as part of degree completion processes within the curriculum. Implications of this research also exist for students: Given the opportunity of receiving appropriate training, one implication for the future worker and good citizen is the understanding of diverse cultures, a sense of responsibility to the environment in which the person lives, and a full embrace of the diverse communities forming a collective humankind.

The authors recommend that the goal of international higher education be redirected to the goal of educating the good citizen through a holistic higher education framework instead of promoting graduate outcomes as appendages to the learner experience. Further, the authors recommend that a research framework inspired by network-based frameworks of the regional development literature, particularly the Global Production Networks (GPN), might adapt the scholarship to allow analyses focusing on the education sector.

In a critical reflective review of good citizenship as a desired outcome of the 21st century international higher education institution, which is in constant flux, it becomes imperative to further interrogate what kind of good citizen (Westheimer & Kahne, 2004, pp.237-238) is under development and how the notion of good citizen is influenced by "the politics of education for democracy." Westheimer and Kahne (2004, p. 263) identified three kinds of good citizenship priorities (personal responsibility, participatory citizenship, and justice-oriented citizenship) and caution that each carries a different set of beliefs about democracy along with "significantly different implications for pedagogy, curriculum, evaluation, and educational policy." The political economy of higher education is complex and delicate at the same time because "there is a politics involved in educating for democracy – a politics that deserves careful attention," (Westheimer & Kahne, 2004, p.263). Indeed, (Westheimer & Kahne, 2004, pp. 264-265) "The political significance of curricular choices [has] consequences for the kind of society we ultimately help to create."

Notes

[1]According to scholars such as Ritzer (2003), scale conflation is attained when a category such as "global citizenship" is analysed through the interpenetration of different dimensions. "Glocalization" is, for example, the unique result of the interpenetration of the local and global dimensions within the context of complex transnational processes (Ritzer 2003). "Glocal citizenship" could be interpreted as a category of educational outcome that is global in construction but local in context, which brings a person to maintain understandings of their position in the world while acting locally in their day-to-day life.

[2] The Non-Aligned Movement is a group of countries not aligned with any major power bloc that emerged during the Cold War (Morphet 2004). It is currently led by the Islamic Republic of Iran

[3] The Montreal Protocol is a binding international treaty to phase out substances that deplete the earth's ozone layer, thus allowing ultraviolet-B (UVB) radiation to reach the surface. UVB radiation causes harmful effects such as skin cancer . The Protocol is a milestone in environmental management history. It is the first universally ratified treaty in the history of the United Nations and it has been ratified by the State of South Sudan in 2012 (United Nations Environmental Programme 2012).

[4] As noted previously, scale conflation brings about the interpenetration of different dimensions such as global and local (e.g., "glocalisation"). The programme of some network-based sociological approaches considered in this paper is to abate the very notion of analytical scale and levels of abstraction (e.g., nation states) and treat the world as an interconnected space. For example, one may consider a national economy as a space encompassing people performing value-added tasks through artifacts such as computers, variously conneting with one another through communication technologies, and situated in various locations that may not be part of the same nation state.

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