Philip G. Altbach, the Monan University Professor of Educational Leadership and Higher Education and founding director of the Lynch School’s Center for International Higher Education, retires next year from the center after 19 years. A recognized expert and author of more than 20 books on international higher education, comparative education, history, and philosophy of higher education, Altbach has mentored graduate students since 1994. Meet four scholars who came to the Lynch School to study with Altbach and who carry on his work.

(The above intro is already in Day, with his photo)

A 2011 article in *Inside Higher Ed* cites a number of universities in developed nations embracing the liberal arts curriculum and “promoting general education—which includes global (meaning Western) philosophy and culture.” **Kara Godwin** Ph.D. ’12 is studying the emergence of liberal arts education in countries like Ghana, Russia, China, and Bangladesh. “Typically, higher education in these countries was offered in specific disciplines such as math, science, or business. I’m hoping to discover what has motivated this sea change to a broader, more liberal arts-focused education model,” she says.

**Ivan Pacheco** Ph.D.’12 is studying the role of universities in post-conflict societies, particularly in his native Colombia. He has compared seven different conflicts, ranging from World War I to the Rwandan genocide, to better understand how conflict affects universities and to evaluate university involvement in conflict and peace building. His research in Colombia shows that universities are deeply involved in achieving peace by providing social services and rebuilding social systems through training, education, and advocacy.  “Universities are part of a society, and hence, part of the conflict,” he says. “So in a university setting, you will find people from the extreme left and the extreme right, as well as peace builders and people who are entirely apathetic, all in one place.”

“In Japan, most students go directly into a field related to their undergraduate course of study or enter a graduate program. However, when a Japanese woman comes to the U.S. to study, she is able to explore a wider range of career tracks based on her education,” says **Yukiko Shimmi** Ph.D. ’13, who left her native Japan to research international visiting scholars. Shimmi’s research shows that many female students use their degrees to explore careers in the humanities and social sciences, paths that they never would have considered pursuing in Japan.

American colleges and universities now operate more than 75 campuses overseas, and the number of international campuses is expected to grow. **Dave Stanfield** Ph.D. ’15 is researching the motivations that drive countries, schools, and students to establish branch campuses; what makes them succeed or fail; and how American curricula and the college experiences can be adapted to expectations and demands of other countries and cultures. “I’m hoping my research will support best practices for existing international campuses, and inform the development of new branch campuses,” he says.