

# LEADERSHIP SUMMIT 2006



THE LEADERSHIP AND  
DEVELOPMENT CHALLENGES  
OF GLOBALISATION AND  
INTERNATIONALISATION

**Leadership  
Foundation**  
for Higher Education

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## ABOUT THE LEADERSHIP SUMMIT 2006

The Leadership Foundation's second Leadership Summit theme is The Leadership Challenges of Globalisation and Internationalism. The event drew upon the expertise of the Leadership Foundation's International Reference Network to provide an 'outside-in' perspective to illuminate the challenges and potential leadership development solutions to the growing internationalisation agenda for the UK's higher education institutions. This publication sets out some of the key issues around the topic of globalisation and internationalism.

## OVERVIEW PAPER

### INTERNATIONALISATION AND LEADERSHIP – WHAT ARE THE ISSUES? By John Fielden

#### 1. ABSTRACT

This paper will cover some of the questions at the heart of the Leadership Summit 2006. Its purpose is to stimulate thought and flag some of the issues to be discussed:

- What is or might be the leadership role for universities in a global and internationalised world?
- What should the response of institutional leaders be to the call for greater internationalisation? How do they take their institutions with them?
- What contribution can leadership development make to the internationalisation of universities?

#### 2. NATIONAL MOTIVES FOR INTERNATIONALISATION

Governments retain the right to set strategic guidelines for the development of the universities they fund. Even where they claim that their institutions have substantial autonomy, governments still typically hold the reins on major strategic issues such as the scale of expansion, widening access or monitoring the quality of provision.

However, in recent years the policy guidelines that are being set are increasingly broadening into areas that have not traditionally been seen as the core business of higher education: supporting regional agendas, achieving national sustainability goals and, latterly, internationalising the institution. The motives driving the last of these strategies are partly economic and partly cultural. If we look at the statements made by national sector bodies in various countries, we can identify these different rationales.

Australia takes a principally economic view, but also links internationalisation with quality.

*'Internationalisation is a major priority for Australian universities. It must remain so if Australia and its universities are to be internationally competitive and lay claim to quality education.'*

AV-CC. Sept 2001

Canada follows suit with a stress on the long term benefits for trade:

*'International students are vitally important to Canada's future. They make an enormous contribution to the academic endeavour and bring a crucial global perspective to Canadian campuses. They also contribute significant economic benefits to Canadian universities and communities across the country. Over the long term foreign students become ambassadors for Canadian trade and political interests abroad'*

AUCC, Ottawa. Feb 2002

The USA views an international outlook as a fundamental driver for their competitive position in the world and sees mastery of languages as important.

*'In the long run those who can move seamlessly between different nations, cultures and languages will be positioned to capitalize on the next scientific, technological or information revolution.'*

(American Council on Education. 2001)

Condoleeza Rice recently referred to Arabic, Chinese, Russian, Hindi and Farsi as 'critical language' since their countries 'will define the 21st century. Nothing is more important than being able to converse with them in their native tongue.' In this respect the USA has much

work to do since foreign language degrees account for only 1% of all degrees conferred.<sup>1</sup>

Universities UK takes a broader perspective than those described so far:

*“UK universities and the UK as a whole benefit greatly from international activities and, particularly, from the opportunity to educate citizens of other countries. This provides the UK with significant geopolitical and cultural benefits as well as broadening the educational experience of UK students and ensuring the diversity of the student body. The international activities of UK universities make an important and growing contribution to their income and to export earnings for the UK economy.”<sup>2</sup>*

### 3. LEADERSHIP ROLES FOR UNIVERSITIES

National bodies are in agreement that there is a leadership role for universities in internationalisation. However, this role can be interpreted in at least two ways:

- a) The first relates to their part in developing human resources for competitive global markets, as we have seen from the various statements above.
- b) The second is more fundamental and relates to universities' key roles in researching and contributing to the resolution of global problems, as well as their educative role in promoting international values.

The way these roles are achieved could depend on what mindset is adopted. Using the terms adopted by Peter Scott, one might find that universities are 'knowledge businesses battling for market share' or alternatively 'key mediators in the encounter between world culture and national cultures'.<sup>3</sup> They could also undertake guardian or watchdog roles alerting societies to major emerging issue such as sustainability

Let us look separately at these two types of role.

#### 3.1 Human resource development.

Governments expect universities to take the lead in training a nation's human resources to achieve competitive advantage for the country. The term 'competitiveness' is now used in human resource strategies by developed and developing nations alike and regardless of location higher education is seen as a prime route to achieving a competitive 'knowledge economy'. Graduates who are 'internationalised' will be more effective citizens in the global economy. Many universities see this simply in terms of the economic benefits from educating international students: income earned from hosting international students in the short term with the added long term advantage of future trade generated for the nation through the students remaining favourably inclined to the UK.

The financial impact of internationalising the experience of domestic students is a different equation and is more obscure; it could involve very little extra expenditure (unless there is a decision to underpin shortage subjects such as strategically important foreign languages or to subsidise study abroad schemes) and will have long term benefits that are almost wholly intangible.

If universities embrace the international agenda energetically, does it alter their relationship with the State which finances them? It is ironic that, while the State is happy with universities internationalising, the income they are generating from it gives them financial freedom and allows them to undertake initiatives that may not necessarily be supported by the State. Yet a major side benefit is that they might also be adding to the international awareness and understanding of their graduates on campuses where 'internationalisation at home' is taken seriously.

Universities in the UK have adopted internationalisation with varying degrees of

<sup>1</sup> See the report in Inside Higher Ed, January 6 2006. 'Bush Push on critical foreign languages' at <http://insidehighered.com>

<sup>2</sup> Universities UK's international strategy. March 2005

<sup>3</sup> Peter Scott. 'Internationalisation: overview of concepts, trends and challenges'. IAU Conference, Alexandria, Nov 2005

commitment. The almost universal enthusiasm for the income generated is now spreading to countries where the idea of charging fees for international students was until recently wholly alien. Other countries such as Germany, France and Sweden that charged low fees or none at all<sup>4</sup> have seen that the adoption of full cost fees by the Anglophone nations did not prevent them from gaining market dominance. In the UK by contrast, other forms of internationalisation have not been fully accepted; there is less understanding of how to foster the cultural aspects of internationalisation and what this involves. Paper 3 shows how few UK institutions have yet developed their thinking on how they might implement 'internationalisation at home'.

This role involves universities acting as mediators between cultures, helping to promote international understanding and ensuring their graduates can flourish in many different cultural environments. It does not mean encouraging international students to accept the dominance of the host country culture, but suggests that institutions adopt an approach to learning that encourages bringing together local and international agendas.

The concept of internationalisation needs little selling to universities, as they have always fostered and welcomed international academic links for research and development. Thus, it is argued, universities are the best placed of all national agencies to take the lead in developing and promoting internationalisation, since through their international networks they already embody internationalised values in everything they do. A 'good' university will be internationalised by definition and has no difficulty in embodying these values in its students.

But we may need to question whether this applies to all universities. Do all HEIs need to be international and take the lead in this way on behalf of their country? Is it not a matter for their institutional strategy to decide? A

government that encourages diversity of missions among its institutions should be willing to allow other priorities to dominate in some cases. In some countries it can be hard to step out of line. In Canada the AUCC has no qualms about all universities taking the lead in internationalisation for the nation: a statement of theirs in 1995 said 'In a world characterised by challenges and opportunities of global proportions universities are key agents of change'. It continued 'the process of internationalising our universities is an integral part of the excellence of our higher education and a vital component of the future well being of society'.<sup>5</sup> It would be hard for institutions to challenge this.

Is there a conflict where HEIs have strategies that are geared to meeting the needs of regional communities? Can a university be regionally focussed on widening HE participation in a specific region and also be fully internationalised in the market sense? For example does a university with a strong commitment to supporting a network of colleges in its local community also need an international strategy? How do networks of regional colleges and off-shore campuses co-exist within a coherent strategy?

There are many unanswered questions about the best way of helping domestic students acquire an international ethos. It is not simply a matter of providing a cultural and ethnic mix on campus. Ethnic groups do not necessarily coalesce. Paper 3 suggests that more support and well planned frameworks for promoting interactions are needed if the campus community is to benefit from living closely with other cultures. Even for those universities with an internationalised outlook, does one need to question how effectively international or multi-cultural values can be imparted? (eg: A white student from London where the non-white population is 40% goes to a university where the non-white undergraduate population is 7%. Which environment teaches him/her more about living in a multi-cultural society?)

<sup>4</sup> HEPI (July 2004): Internationalism in Higher Education. Policy paper 12.

<sup>5</sup> Association of Universities and Colleges of Canada (1995). Statement on Internationalisation and Canadian Universities.

### 3.2 Resolution of global problems

The second interpretation of the university's leadership role is that it is uniquely placed to identify emerging social, political and physical problems in the world and to play a key part in helping to solve them. It also has a role in showing the benefits of internationalisation. Its staff are not only experts in their respective fields, but also have the freedom (and sometimes the time) to think and research on whatever topics they wish. This freedom may not exist in national research organisations funded by government, since their agenda may have to be more responsive to domestic political concerns. Thus, universities are unique in being able to research issues and develop projects on topics that they think are important. Fortunately, in the UK successive reviews of the Research Assessment Exercise have endorsed the blue skies approach to funding a large proportion of university research, as opposed to the project-based funding that is common in so many other countries.

This developmental role applies in both the developed and the developing world at different levels – in the developed world it can focus on resolving the current and emerging global problems, while in developing countries the role is more closely linked to the national developmental strategies for survival. Research priorities must focus on development issues and concerns if the national university system is to justify the investment made in it.

In both the developed and the developing worlds university communities can provide the impartial, objective view that defines what the problems are and motivates their own staff or others to respond.

However, universities are not alone in their developmental role; they can work together in international research consortia to tackle such problems and can also be a catalyst for involving industry and commerce in solutions.

This interpretation of their role has been likened by Peter Scott to the shift from 'Mode 1' research to 'Mode 2' knowledge production. Universities are a crucial player in helping the transmission of knowledge across frontiers and boundaries. Development, he suggests, may be a key driver of internationalisation.<sup>6</sup>

### 4. THE ROLE OF THE LEADER IN INTERNATIONALISING AN INSTITUTION

What are the characteristics of an 'internationalised university'? Does an institutional leader need to have a feel for this before embarking on the journey? Does the university have to undertake the whole gamut of 'internationalisation abroad' and 'internationalisation at home' activities to earn this label?<sup>7</sup>

The key features of an internationalised university include the following:

- An international mix of students, either on the home campus or on offshore campuses.
- An international mix of teaching and research staff.
- Curricula that are 'international' (or at least culturally independent where that is possible).
- Domestic students with knowledge of other cultures and languages through study of foreign languages or study abroad.
- International teaching and research collaborations.

Achieving each of these will require different strategies and each, as we have seen, brings a different mix of costs and benefits. However, most universities start with a big advantage. If their academic staff are genuine scholars, they will inhabit an international community, which will be reflected in their teaching, and their research is almost certain to involve some international alliances and partnerships. Need an institutional leader expect them to do more than this? The leadership task includes the following elements:

<sup>6</sup> Op cit. p.3.

<sup>7</sup> See Background Paper 1 for definitions of 'Internationalisation at home' and 'Internationalisation abroad'

- Agreeing an international strategy that is fully integrated with the university's overall strategy.
- Ensuring that there is some coherence between the different international activities and that they fit within the agreed strategy.
- Promoting a culture in which internationalisation is seen as a positive outcome and where international work has positive implications for promotion and is well regarded.
- Ensuring that the necessary infrastructure and funding is made available to support international work.
- Encouraging academic staff to think internationally in their programme development and design.
- Working closely with international students at home and abroad to understand their concerns.
- Working with potential and current students to remove as many barriers as possible to their studying foreign languages and cultures.

Making a university fully international requires clear leadership, but how might we define what a leader has to do, if s/he wishes to make their institution more internationalised? Does it need any significant changes in the culture or is it simply a matter of making everyone as international as the best? How much effort is needed in persuasion and debate within the community? Should there be specific financial rewards and incentives?

How a leader implements an international strategy may be no different from how any other major change of direction is handled. It is clear that implementing an internationalisation strategy is not simply a top down process driven by the head of the institution or other senior managers (although that leadership is an essential prerequisite to achieving the change), but a mixture of bottom up and top down activities and pressures (as with all other strategic implementations of change). Without middle managers, who are, or can become, enthusiastic champions for internationalisation, the senior managers including the Vice-Chancellor/Principal will be unable to achieve much.

It may be easier for a leader to promote 'internationalisation abroad' than 'internationalisation at home'. The first is perceived as more adventurous and potentially more profitable than 'internationalisation at home'. Where income from overseas students flows into delegated budgets, faculties have a financial incentive to be international. 'internationalisation at home' on the other hand can smack of good housekeeping and may even become tinged with political correctness, if interpreted too zealously. If it involves some curriculum redevelopment and reform, there could well be arguments about the time and funding implications involved. If it involves capital expenditure, it may have to take its place in a queue for funding. High level support will be needed to make it happen.

There will be other barriers which leaders will have to overcome, as well as all the usual attitudes that resist change. These include ignorance, lack of understanding of cultural issues and perspectives, lack of short term commercial incentive and shortage of time to learn about how other cultures learn and think.

If we turn to the leadership role in promoting the university as an international problem solver and change agent in developmental terms we face different questions. How many universities genuinely see their strategy as contributing to resolving global problems in this way? Does their research management strategy seek to encourage staff to look in this direction? Where funding levers are available (as in internal funds for promoting or starting research), is any priority given to this focus? What is the link between research and consultancy work in these fields? Could the university's effort be as well directed if it focussed on international consultancy work in the development arena? What can we learn from the Canadian model, in which the overseas development ministry worked closely with national university bodies on resolving practical problems in agriculture and health in the developing world? How many universities see their role as helping their local communities to work overseas and contribute to resolving global problems? Are they in touch with the

commercial and industrial players in their region who are working, and researching, internationally? Could universities act as link partners between international researchers they are in contact with and national companies with interests in the same area? Could they also have an economic motive helping companies in their region to work internationally?

One recent HEFCE project brought together Sussex University's Innovation Centre with a partner institution in China that had an active science park and incubator unit.<sup>8</sup> The Sussex participant involved the Regional Development Agency in the link and has now arranged for Sussex's small and medium-sized enterprises (SME's) to have a base in the Chinese campus in Ningbo, if they wish; reciprocal arrangements are available in Brighton for Chinese entrepreneurs.

Embarking on this kind of international brokerage or market development requires a different skill set to that of the traditional academic leader. It may also involve an awareness of the protocols of international trade as well as the different negotiation skills required in different cultures.

## 5. ROLE OF LEADERSHIP DEVELOPMENT

It is clear that adoption of the full range of international activities is not an overnight task and is one that requires a considerable investment in staff. An internationalised university cannot be imposed on the community and will take 5 to 10 years to achieve. While the key factor in achieving a transition may be strategic leadership from the top, other valuable aids will be the development of a supportive culture and substantial staff development and support.

Where leadership development is part of the change strategy, what form should it take? There are various options:

- In-house awareness events on internationalisation, using case studies from successful institutions.
- International study projects targeted at specific student markets, but aimed to understand what students are looking for and to master their national learning environments.
- International exchange schemes with managers in universities in other countries (such as the LFHE's Sino-UK Leadership Development Programme) which allow leaders and managers to understand the issues of managing institutions in different cultures.
- Mentoring or exchange schemes with experienced practitioners in other UK institutions.
- Use of the Change Academy methodology in which a team of senior managers work together to plan how to implement some of the international strategies.<sup>9</sup>
- Programmes of secondments of younger staff to overseas partner institutions in order to build up a cadre of internationally aware staff.
- Using the experience of international staff in UK HEIs to help in disseminating knowledge about other cultures and learning styles.

The most likely situation is that a mix of some of the elements described above will be needed and should be pieced together in a long term programme of development for key members of staff and members of the governing body. This may need to involve medium term career planning, where the establishment and staffing of overseas campuses is concerned, if individuals are to be prepared for working overseas and then returned to the UK after a period.

<sup>8</sup> This was part of the 2004 Sino UK Leadership Development Network pilot.

<sup>9</sup> For a full explanation of the methodology see [www.lfhe.ac.uk/changeacademy2006.html](http://www.lfhe.ac.uk/changeacademy2006.html)

The area where leadership development is most likely to be required is in moving the institution in the direction of 'internationalisation at home.' 'What does it mean?' will be the most frequent question.<sup>10</sup> Getting 'internationalisation at home' embedded in all aspects of the institution is a significant task and will involve a strategic approach to disseminating the concept and ways of going about it. Those involved in such a strategy will include leaders and managers responsible for student welfare, chaplaincy, estates and buildings, human resource staff and academic staff development. In addition over a period of time extensive curriculum review and course development will be required if the curriculum is to be appropriately responsive to the different environments and cultures of the student population. Nothing in it should act as a barrier to learning.

We have suggested that achieving an internationalised campus could be a 5 to 10 year task. This raises the question of whether leadership development about internationalisation is itself a finite activity. When will it be completed? Is the topic likely to change so much that continual refreshment is needed? The answer to this is likely to be dependent on the extent to which the institutional culture has been changed, so that internationalisation is fully accepted. Once this happens the management development programme can become a formal annual programme rather than timed and targeted in support of a strategic change.

## 6. CONCLUSION

Institutional leaders face many strategic challenges; some are imposed by the State, some emerge from within their community and some result from their own strategic decisions. Internationalising a university is in the last category, since even though governments may stress the value of internationalisation, the ultimate decision whether or not to follow that route rests with the university.

However, the various strands of internationalisation have different attractions. Very few institutions turn away from importing international students to their own campus, most will shrink from the investment and risk involved in establishing off-shore enterprises or offering provision overseas in various countries, most are uncertain about a targeted role of global problem solving and many will be uncertain what benefits a strategy of internationalising all elements of a domestic campus will bring. Yet it is that latter strand that governments most want their universities to provide, if they are to achieve the competitive position to which they all aspire. Where is the evidence that a domestic campus full of international students is an effective way of helping both domestic and international students to become international citizens, 'able to move seamlessly between different nations, cultures and languages'? As that evidence is lacking, much more thought needs to be given to the strategies and modalities of achieving 'internationalisation at home'.

<sup>10</sup> This was part of the 2004 Sino UK Leadership Development Network pilot.

## PAPER 1

### DEFINITIONS: WHAT IS INTERNATIONALISATION?

By Dimitra Koutsantoni

#### 1. INTRODUCTION

The word *internationalisation* has a number of meanings and is perceived in a multitude of ways. Knight (2003a) writes that for some, internationalisation means mobility of students and staff through exchange programmes, academic partnerships and research projects, or joint programmes and degrees. Others perceive internationalisation as internationalisation of the curriculum and the teaching and learning process, while for others it means the export of education in the form of international student recruitment and the delivery of education to other countries through franchising or branch campuses.

Internationalisation of higher education is often seen as one of the ways a country responds to the impact of globalisation, while at the same time respecting the individuality of the nation (Zha, 2003). Elliot (1998: 32) and Kälvermak and van der Wende (1997: 19) perceive internationalisation of higher education as 'governments' systematic, sustained efforts of making higher education more responsive to the requirements and challenges related to globalisation of societies, economy and the labour market'. Knight (2003a) explains that elements of globalisation, such as the emergence of the knowledge society, information and communication technologies, the market economy, trade liberalisation, and changes in governance structures impact on higher education and its international dimension. Impacts on the international dimension include the emergence of new types of private and public providers delivering education and training across borders; the development of programmes responsive to market demand; increased international mobility of individuals, programmes, providers, and projects; the development of innovative international delivery methods (e.g. e-learning); increased emphasis on commercially

oriented education programmes; and the development of international/regional frameworks in the areas of quality assurance, accreditation, recognition of qualifications, etc. (Knight, 2003a).

The internationalisation of higher education has increased cultural diversity as a result of the strong growth in international and migrant students. Societies are thus becoming more multicultural and are characterised by considerable cultural pluralism (Jiang, 2005). While the discourse of internationalisation of higher education has been kept separate from that of domestic ethnic and cultural pluralism, it has been maintained that internationalisation and domestic ethnic diversity are 'two sides of the same coin' (Stier, 2002). International and new immigrant students carry with them their cultural identity and bring international and intercultural perspectives into higher education (Jiang, 2005). Stier (2002) contends that an important part of the internationalisation process should be the acknowledgment of the value that other cultures can offer, and that internationalisation should not be seen as a one way process where Western universities impart their knowledge to those who are 'worse off'. By facilitating the integration of 'immigrant' students and by acknowledging and learning from cultural diversity, higher education becomes both international and intercultural in its scope. Moreover, this ensures international/intercultural education for students who, for various reasons, cannot study abroad (Stier, 2002).

#### 2. DEFINITION OF INTERNATIONALISATION AND CATEGORISATION OF INTERNATIONALISATION ACTIVITIES

A definition of internationalisation that attempts to encompass all perceptions of the concept and aims to

be applicable in a broad range of contexts is the one proposed by Knight (2003a):

‘the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.’

Knight (2003b) explains that the terms *international*, *intercultural*, and *global* complement each other and together ‘depict the richness in the breadth and depth of internationalisation’, while the concept of *integration* is used to ‘denote the process of infusing or embedding the international and intercultural dimension into policies and programs to ensure that the international dimension remains central, not

marginal, and is sustainable’ (Knight, 2003b). Knight (2003a) offers a summary of internationalisation activities and categorises them into internationalisation ‘at home’ and internationalisation ‘abroad’ activities. Internationalisation ‘at home’ activities include the addition of international dimensions to the curriculum, programmes and the teaching/learning process, and liaison with local cultural/ethnic groups. Internationalisation ‘abroad’ activities comprise movement of people, programmes and providers, and international projects. The following table summarises Knight’s (2003a) categories of internationalisation activities:

INTERNATIONALISATION ‘AT HOME’	INTERNATIONALISATION ‘ABROAD’
<p><b>Curriculum and programs</b></p> <ul style="list-style-type: none"> <li>-new programs with international theme</li> <li>-infused international, cultural, global or comparative dimension into existing courses</li> <li>-foreign language study</li> <li>-area or regional studies</li> <li>-joint or double degrees</li> </ul>	<p><b>Movement of people</b></p> <ul style="list-style-type: none"> <li>-students on award based programs through semester/year abroad, internship or research programs, or full program abroad</li> <li>- professors/scholars and experts for purposes of teaching and research, technical assistance and consulting, sabbaticals and professional development</li> </ul>
<p><b>Teaching/learning process</b></p> <ul style="list-style-type: none"> <li>-active involvement of international students, returned study abroad students and cultural diversity of classroom in teaching/learning process</li> <li>-virtual student mobility for joint courses and research projects</li> <li>-use of international scholars and teachers and local international/intercultural experts</li> <li>-integration of international, intercultural case studies, role plays, reference materials</li> </ul>	<p><b>Delivery of programs</b></p> <ul style="list-style-type: none"> <li>-program/course moves not the student</li> <li>- includes educational or training programs offered through a linkage or partnership arrangement between international/foreign and domestic institutions/providers.</li> <li>-credit or award is normally granted by the receiving partner/country and in some cases could be a joint or double degree. ( If a foreign degree is involved then mobility of provider is applicable.)</li> </ul>
<p><b>Extra-curricular activities</b></p> <ul style="list-style-type: none"> <li>-student clubs and associations</li> <li>-international and intercultural campus events</li> <li>-liaison with community based cultural and ethnic groups</li> <li>-peer support groups and programs</li> </ul>	<p><b>Mobility of Providers</b></p> <ul style="list-style-type: none"> <li>-institution/provider moves to have physical or virtual presence in the receiving country</li> <li>-foreign or international provider has academic responsibility for the program and awards a foreign degree. The provider may or may not have an academic or financial partner in the receiving country</li> <li>-branch campuses, stand alone foreign institutions, some franchise models are examples</li> </ul>
<p><b>Liaison with local cultural/ethnic groups</b></p> <ul style="list-style-type: none"> <li>-involvement of students in local cultural and ethnic organizations through internships, placements and applied research</li> <li>- involvement of representatives from local cultural and ethnic groups in teaching/ learning activities, research initiatives and extracurricular events and projects</li> </ul>	<p><b>International Projects</b></p> <ul style="list-style-type: none"> <li>-includes a wide diversity of non-award based activities such as joint curriculum development, research, bench marking, technical assistance, elearning platforms, professional development and other capacity building initiatives</li> <li>- projects and services could be undertaken as part of development aid projects, academic linkages and commercial contracts.</li> </ul>

Table 1: Categorisation of internationalisation activities (Knight, 2003a)

The categories of activities falling into internationalisation 'abroad' are similar to the General Agreement on Trade and Services (GATS) categories of modes of supply of services: consumption abroad of service by consumers travelling to a supplier country (e.g. students studying abroad), cross border supply of a service to a consumer country without the supplier (e.g. open and distance education), commercial presence of a supplier in a consumer country (e.g. offshore foreign universities); and presence of natural persons from a supplying country in a consuming country (e.g. professors or researchers working outside their home country). However, they differ insofar as the four GATS trade modes are primarily restricted to commercially oriented activities, thereby eliminating all of the non-profit academic partnership activities and international development projects which Knight suggests are also integral parts of internationalisation.

Internationalisation 'abroad' activities, such as mobility of people, programmes and providers, are also referred to as cross-border mobility (Larsen et al. 2004). Approaches to *cross-border mobility* range from *mutual understanding*, *skilled migration*, and *revenue-generating* activities, to *capacity building* approaches (Larsen et al., 2004). The mutual understanding approach encompasses political, cultural, academic and development aid goals, which are shared by all other approaches as well. The skilled migration approach sees the recruitment of selected international students as a way to improve the country's skilled work force and develop the country's knowledge economy. The revenue-generating approach offers higher education on a full fee basis without public subsidies in order to generate income. Finally, the capacity building approach encourages the use of transnational higher education as a way to support higher education development in other countries. (Larsen et al., 2004).

### 3. CONCLUSION

Discussion of the meaning of internationalisation in the context of higher education has highlighted the complexity of the concept and the multiplicity of its dimensions. Internationalisation is often perceived by institutions as merely having international students or having one's students studying abroad (CHET, 2003). However, *internationalisation* is the 'process of becoming international' (Cambridge English Dictionary online), which differentiates it from international, defined as 'involving more than one country' (De Wit, 1998). Internationalisation is not an activity with a beginning and an end (De Wit, 1998), but a long-term process that involves integration of international, global and intercultural elements into all aspects of university activity. It requires a willingness to both teach and learn from other nations and cultures, and effectively entails a shift in thinking and attitudes.



## PAPER 2

### SOME INTERNATIONAL EXAMPLES OF INTERNATIONALISATION AND THEIR IMPLICATIONS FOR THE UK

By Dimitra Koutsantoni

#### 1. EXECUTIVE SUMMARY

This paper gives some examples of internationalisation strategies at both national and institutional levels from selected regions of the world and discusses the implications of this activity for the UK higher education sector. The paper discusses three categories of internationalisation strategies at country-level: (a) driven by academic/social rationales; (b) driven by economic rationales; and (c) driven by other emerging rationales related to economic. It also includes an analysis of the internationalisation strategies of six institutions, exploring whether internationalisation affects the whole of the institution or is a marginal activity, and whether it focuses on internationalisation 'abroad' or 'at home'. These examples of approaches to internationalisation indicate the range of issues that may need to be considered when devising an internationalisation strategy and also serve to enhance understanding of other countries' rationales for internationalisation.

#### 2. BACKGROUND

There are a number of reasons why a country might wish to internationalise its tertiary education sector, depending on its economic and political power, its size and geographic location, its dominant culture, the quality and typical features of its higher education system, and the role its language plays internationally.<sup>1</sup> The various reasons for internationalisation have been grouped into four main sets of rationales: *political*, *cultural*, *academic* and *economic*<sup>2</sup>, but they are by no means distinct or mutually exclusive categories. A

country's rationale for internationalisation is a complex and multi-level set of reasons, which have evolved over time in response to changing needs and trends.<sup>3</sup> Largely within economic and political rationales, there are now a number of more focused emerging rationales both at a national and an institutional level, which respond to changing political situations, emerging social, cultural and developmental needs of a country, and changing operating environments for institutions.

While there may be close liaison between national and institutional level rationales, there can also be differentiation depending on whether the internationalisation process is driven 'bottom up' or 'top down' within a given country,<sup>4</sup> whether higher education is centralised or not, and whether institutions are autonomous or not.

At the institutional level, internationalisation activities fall into two different streams. One stream includes internationalisation activities that occur on the home campus and the other stream relates to those activities that happen abroad, or across borders.<sup>5</sup> Internationalisation 'abroad' activities, such as mobility of people, programmes and providers, are also referred to as cross-border mobility.<sup>6</sup> Approaches to cross-border mobility range from *mutual understanding*, *skilled migration*, and *revenue-generating activities*, to *capacity building* approaches.<sup>7</sup>

<sup>1</sup> Enders, J. (2002). Higher Education, Internationalisation, and the Nation-State: Recent Developments and Challenges to Governance Theory. Paper prepared at the Consortium of Higher Education Researchers conference, September 5-7, 2002, Vienna, Austria.

<sup>2</sup> de Wit, H. 2002. Internationalisation of Higher Education in the United States of America and Europe: a Historical, Comparative and Conceptual Analysis. Greenwood Press. Westport, Connecticut, USA.

<sup>3</sup> Zhang, C. 2003. Transnational Higher Education in China: Why Has the State Encouraged its Development? Monograph, International Educational Administration and Policy Analysis, School of Education, Stanford University.

<sup>4</sup> Knight, J. (2003). Internationalization: Developing an Institutional Self-Portrait. Readings for EOTU Project. Available at: [www.eotu.uiuc.edu/events/illinoisnovfinal.pdf](http://www.eotu.uiuc.edu/events/illinoisnovfinal.pdf)

<sup>5</sup> Ibid

<sup>6</sup> Larsen, K., Momii, K. and Vincent-Lancrin, S. (2004). Cross-border Higher Education: An Analysis of Current Trends, Policy Strategies and Future Scenarios. Observatory for Borderless Higher Education Report November 2004.

<sup>7</sup> Ibid

### 3. GOVERNMENTAL INTERNATIONALISATION STRATEGIES

The countries are grouped in categories according to the prevailing rationale(s) that drive(s) their internationalisation strategy (a. driven by academic/social rationales; b. driven by economic rationales; and c. driven by other emerging rationales related to economic).

#### 3.1. Internationalisation driven by broadly academic/cultural rationales

This category mainly includes European countries. In these countries, internationalisation is often broadly synonymous with 'Europeanisation'; international strategies are mainly motivated by the Bologna Process and are often perceived as convergence of higher education systems and degree structures. Countries in this category place an emphasis on academic co-operation and student and staff mobility and are not primarily seeking economic benefits from such exchanges. These countries tend to take a 'mutual understanding' approach to cross-border mobility. However, some countries in this category have started to encourage more recruitment of international students and have thought about introducing (or have introduced, in the case of Denmark) tuition fees, which signals a shift to more economically driven approaches. Internationalisation tends to be predominately a top-down process and is mainly funded by governments and the EU (in the form of exchange and research programmes). Institutions in such countries also tend to engage in internationalisation 'at home' activities, while their internationalisation 'abroad' activities tend to be not-for-profit.

#### 3.2. Internationalisation driven by economic rationales

Countries where internationalisation is driven by broadly economic rationales mainly include the English speaking countries (US, UK, Australia, New Zealand, Canada), which have traditionally been

exporters of their higher education. Such countries are joined increasingly by non-English speaking countries which offer degree programmes in English and compete with them in the same student markets (e.g. the Netherlands). The category additionally includes countries which encourage higher education imported for purely economic reasons (e.g. the UAE). The countries in this category perceive internationalisation mainly as cross-border mobility of students, programmes and providers, and encourage their institutions (or institutions of other countries) to engage in internationalisation 'abroad' activities. These countries tend to take a revenue-generating and skilled migration approach to cross border mobility. Internationalisation is a bottom-up process and while national policies serve as a general guide and support for internationalisation, institutions devise their own agendas and are responsible for funding their activities.

#### 3.3. Internationalisation driven by other emerging rationales (related to economic)

This category includes countries such as South Africa, China, and Malaysia. These countries' strategies are driven by emerging rationales, such as human resource development, brain drain, and nation building. These countries are by no means uniform in their approaches and strategies for internationalisation, but seem to emphasise internationalisation 'at home'. China and Malaysia encourage inward cross-border mobility for capacity building as well as for revenue generating reasons. The internationalisation activities of these countries' HEIs do not easily fit into Knight's<sup>8</sup> classification. Such countries could be said to emphasise internationalisation 'at home' by encouraging internationalisation 'abroad' in other countries. In South Africa internationalisation 'at home' is the integration of both global and local/regional elements into curricula to respond to both global and local needs, achievement of equity and diversity, and the diversification of the student body with both

<sup>8</sup> Knight, J. (2003). Internationalization: Developing an Institutional Self-Portrait. Readings for EOTU Project. Available at: [www.eotu.uiuc.edu/events/illinoisnovfinal.pdf](http://www.eotu.uiuc.edu/events/illinoisnovfinal.pdf)

international and regional student populations. As opposed to other transition economies, such as China and Malaysia, South Africa does not wish to develop capacity through foreign higher education providers. Institutions in these countries generally follow national internationalisation strategies, but have financial incentives for internationalisation (e.g. in the form of full cost tuition fees).

#### 4. INSTITUTIONAL INTERNATIONALISATION STRATEGIES

Based on a close analysis of the internationalisation strategies of six institutions, this section examines whether the strategies reflect a perception of internationalisation as a process or as an activity with a beginning and an end. The analysis also explores whether internationalisation affects the whole of the institution or is a marginal activity, and whether it focuses on internationalisation 'abroad' or 'at home'.<sup>9</sup> The case study universities are: the University of South Florida (USF) in the US, Leeds Metropolitan University (LMU) in the UK,<sup>10</sup> Edith Cowan University (ECU) in Western Australia,<sup>11</sup> the University of Auckland in New Zealand,<sup>12</sup> the University of Ottawa in Canada,<sup>13</sup> and Copenhagen Business School (CBS) in Denmark.<sup>14</sup>

The strategies of the University of South Florida, Leeds Metropolitan University, Edith Cowan University and the University of Ottawa indicate that internationalisation is a whole-institution activity and not a marginal one. These universities' strategies imply or explicitly state that internationalisation is not merely a revenue generating activity focusing on international student recruitment. The universities state that they aim to prepare graduates to compete in the international labour market and be global citizens, 'internationalise the campus by bringing together people from a broad range of cultures, languages, experience, and viewpoints' (USF); 'ensure that an international, multi-cultural ethos pervades the university' (LMU); and create a culture that 'values

cultural diversity and promotes bilingualism' (University of Ottawa).

Attention is given both to internationalisation 'at home' and 'abroad' activities and there is balance between the two. For these universities, internationalisation 'at home' includes the internationalisation of the curriculum, the integration of international students into campus life, the recruitment of foreign staff, the development of cross-cultural awareness for students and staff, and the enhancement of the international experience of home students and staff through exchange and internship schemes. Internationalisation 'abroad' comprises international partnerships and collaborations.

The University of Auckland has a mixed interpretation of internationalisation. In many ways it appears to be perceived as a process: the university states that it aims to internationalise curricula, provide international experience to home students, integrate foreign students to campus life, and engage with cultural and international communities, all of which are long-term aims. However, in other ways internationalisation is an activity with a clear objective: as a mechanism for increasing the university's international standing as measured against league tables and other international ranking systems.

Copenhagen Business School seems to have a more limited approach to internationalisation and broadly sees it as an activity with a tangible end. For CBS, internationalisation is seen to be the increase of student exchanges and the number of international students. CBS is more focused on international student recruitment and satisfaction rather than the integration of international elements into the curriculum and international exposure of home students. English language instruction, internationalisation of the website and e-learning materials are seen as activities that, once implemented, will bring internationalisation about.

<sup>9</sup> University of South Florida (USF). Mission and vision statement. Available at: <http://web.usf.edu/iac/vision.html> University of South Florida (USF). Strategic plan 2000-2005. Available at: <http://web.usf.edu/iac/strategicplan.htm>

<sup>10</sup> Leeds Metropolitan University. Internationalisation strategy 2004-2008. Available at: [www.lmu.ac.uk/the\\_news/leedsmetequals/jun04/Int\\_Strat\\_to\\_Ac\\_Board\\_June\\_04.pdf](http://www.lmu.ac.uk/the_news/leedsmetequals/jun04/Int_Strat_to_Ac_Board_June_04.pdf)

<sup>11</sup> Edith Cowan University. A Stronger ECU 2003 – 2007: strategic plan. Available at: [www.ecu.edu.au/GPPS/a\\_stronger\\_ecu.html](http://www.ecu.edu.au/GPPS/a_stronger_ecu.html) Poole, M. 2004. Intercultural Dialogue in action within the university context: a case study of Edith Cowan University, Western Australia. Available at: [www.unesco.org/iau/id/rtf/id\\_cs\\_Australia.rtf](http://www.unesco.org/iau/id/rtf/id_cs_Australia.rtf)

<sup>12</sup> University of Auckland, New Zealand, 2005. Strategic plan 2005-2012. Available at: [www.auckland.ac.nz/shadomx/apps/fms/fmsdownload.cfm?file\\_uid=C01742FB-ED52-49D6-22A2-31E5DABC834F&siteName=uoa](http://www.auckland.ac.nz/shadomx/apps/fms/fmsdownload.cfm?file_uid=C01742FB-ED52-49D6-22A2-31E5DABC834F&siteName=uoa)

<sup>13</sup> University of Ottawa, Canada. 2004. Vision 2010, Discussion Paper. Available at: [www.uottawa.ca/vision2010/english/discussion\\_paper.html](http://www.uottawa.ca/vision2010/english/discussion_paper.html)

<sup>14</sup> University of Ottawa, Canada. 2005. Vision 2010. Available at: [www.uottawa.ca/vision2010/english/documents/strategic\\_plan.pdf](http://www.uottawa.ca/vision2010/english/documents/strategic_plan.pdf)

Universities that perceive internationalisation as a continuing process have detailed strategies and identify the actions needed to work towards certain goals. However, a difficult area to plan seems to be the internationalisation of the curriculum and not all universities appear to have concrete ideas of how to go about this. An exception is USF which outlines some detailed actions.<sup>15</sup> In the other universities' strategies there are less precise suggestions for this particular goal. However, more detailed suggestions of realisation of strategies might be included in universities' operating plans, which are not publicly available.

Development of cross-cultural capability appears to be another area of difficulty; phrases, such as 'valuing diversity' and 'achieving cross-cultural capability and awareness' are included in the strategies, but there do not appear to be concrete plans as to how they can be implemented and how individual attitudes can be changed.

A third area of difficulty seems to be the integration of international students into campus life and the life of the host country. USF and LMU propose actions in areas such as student support services (career, English language, counselling), improved student services (housing, food, transportation, etc), social events, and development of cross-cultural communication skills for staff. However, not all of these activities guarantee integration of international and home students: home students rarely participate in social events for international students, social activities for home students may not appeal to international students (UKCOSA survey, 2004), and accommodation arrangements often fail to mix international and home students. Some proposed actions are not easy to implement: 'social integration in the community' (USF), and 'opportunities for integration/ experience beyond the University' (LMU) are representative examples. None of the strategies suggest activities geared towards changing the attitudes of home students and

of the local community toward international students as ways to facilitate international students' integration. Yet negative attitudes of home students and of the local community toward international students have been reported to be an obstacle to integration (in the 2004 UCKOSA survey and 2005 UKCOSA conference).

Very few of the universities examined here include the integration of local minority groups in their internationalisation strategies. Only Edith Cowan University considers internationalisation to include integration of indigenous groups and has taken action toward this goal. Cultural integration is also aimed at by the University of Ottawa, with the adoption of both English and French as languages of instruction (the university is bilingual) and the promotion of intercultural dialogue.

## 5. IMPLICATIONS FOR UK HIGHER EDUCATION

The UK is one of the few European countries that explicitly mentions export revenues as one of its rationales for internationalisation, as illustrated by the following statement by David Elliott of the British Council:

*Internationalisation in the UK can be summarised as the mobilisation of the skilled human resources needed to make the UK a more internationally competitive trading nation and to maximise export earnings by selling education services to paying customers.*<sup>16</sup>

Commenting on the 1997 Dearing report recommendations, Clive Booth confirms this by saying that:

*The recognition that UK higher education is a major export industry in its own right, that it underpins international economic relations and that it needs to perform and be judged internationally, informs nearly all Dearing's thinking and recommendations. One member of the committee, asked in a seminar about the committee's neglect of the political, cultural and educational rationales for internationalisation, made it*

<sup>14</sup> Copenhagen Business School. 2001. Strategic Outlook for Internationalization at CBS (2001 – 2004). Available at: [www.cbs.dk/cbs\\_international/menu/strategic\\_goals](http://www.cbs.dk/cbs_international/menu/strategic_goals)  
Copenhagen Business School. 2003. Internationalisation - an important focus area. CBS Alumni Newsletter. Available at: [http://uk.cbs.dk/alumni/newsletter/newsletters\\_2003/newsletter\\_2003\\_1\\_marts/marts\\_2003\\_nr\\_1/internationalisering\\_et\\_vigtigt\\_indsatsomr\\_de](http://uk.cbs.dk/alumni/newsletter/newsletters_2003/newsletter_2003_1_marts/marts_2003_nr_1/internationalisering_et_vigtigt_indsatsomr_de)

<sup>15</sup> See: University of South Florida (USF). Strategic plan 2000-2005. Available at: <http://web.usf.edu/iac/strategicplan.htm>

<sup>16</sup> Elliot, D. 1998. Internationalising British Higher Education: Policy Perspectives. In: Scott, P. (ed.) The Globalisation of Higher Education. SHRE/Open University Press, p 32.

*clear that they had hardly entered into the committee's thinking at all.*<sup>17</sup>

As in Australia, UK higher education state funding per student is decreasing and institutions are encouraged to diversify their sources of income. As stated in the 2005 UUK international strategy, the international activities of UK universities 'make an important and growing contribution to their income and to export earnings for the UK economy'.<sup>18</sup> A 2004 study of the global value of education and training exports (funded by the British Council and UK Trade and Investment) calculated that higher education contributed around £4 billion annually to the UK's export earnings through research activities, transnational activities and international students. International (non EU) students generate over £1 billion in fees annually for UK HEIs.<sup>19</sup> At postgraduate level, in particular, international students are now crucial to the viability of departments and whole institutions. University research departments rely on international research students financially and academically. The UK is also dependent on foreign recruitment for attracting sufficient numbers of talented students and graduates in fields like science and technology where interest among national students has declined.<sup>20</sup> The UK appreciates that longer-term, skilled human capital is beneficial for the labour market and the economy.

Currently, the UK is the second largest importer of international students globally and the second largest exporter of programmes and providers after the US. The UK has a competitive advantage due to having English as its main language (not only as the language of instruction), flexible degree structures, more student-centred approaches, and relatively relaxed immigration procedures (as opposed to a number of European countries where foreign students cannot easily obtain residence and work permits). Higher education in the UK already has an international reputation and much experience of recruiting and supporting international students. However,

competition from other European countries is increasing, as they are offering degree programmes in English and claiming a share of international students. In the field of transnational education (TNE), the UK competes mainly with English-speaking countries, such as the US, Australia, Canada, and New Zealand. However, there is increasing competition from France, Germany and the Netherlands, as well as from countries such as Hong Kong, Malaysia and Singapore, which have explicit ambitions to become 'higher education hubs' for the South-East Asia region. Competition is also imminent from the commercial sector, from private universities and from foreign universities opening up branch campuses or franchising provision in the UK, with GATS potentially eliminating barriers to international trade.

In view of this competition, UK HEIs are having to devise more focused strategies for internationalisation 'abroad'. These include country-specific student recruitment and marketing strategies; effective selection, training and monitoring of representatives abroad; research into international students' preferences and needs and subsequent curriculum design to reflect those needs; and investment in teaching and learning infrastructure, estates and resources at home to achieve competitive advantage. In the field of transnational education, the identification of potential markets for offshore programmes, the analysis of market needs and trends, the assessment of competitors, and development of marketing and advertising strategies are initial challenges. Partner search, establishment of selection criteria and selection of a partner are also elements of this stage, which has been referred to as 'pre-inter-organisational relationship' stage.<sup>21</sup>

Research undertaken by Leadership Foundation Fellows<sup>22</sup> has indicated that the governance and managerial structures of an institution may need to be adapted to meet the demands of collaborative offshore programmes that are often different from

<sup>17</sup> Afterword by Clive Booth in Elliott, 1998, p. 42

<sup>18</sup> Apart from HEIs, the presence of international students in the UK has economic benefits for all the services used by such students (housing, the retail industry, etc.)

<sup>19</sup> In 2002-2003 the sum of £1,085 million was earned by UK HEIs, being 7% of their total income.

<sup>20</sup> van der Wende, M. and Middlehurst, R. 2004. Cross-border post-secondary education in Europe. In OECD, Internationalisation and trade in higher education. Paris: OECD.

<sup>21</sup> Hefferman, T. and Poole, D. 2004. 'Catch me I'm falling': key factors in the deterioration of offshore education partnerships. *Journal of Higher Education Policy and Management* 26/1, 75-90.

<sup>22</sup> For details of LFHE Fellowship projects please see [www.lfhe.ac.uk/leadchange/fellowships/fellowships0405.html/](http://www.lfhe.ac.uk/leadchange/fellowships/fellowships0405.html/)

onshore. Achieving successful offshore partnerships can present cultural, political, legal, business, academic and quality assurance challenges. This research has suggested that the balance between the roles of academic staff and units and administrative managers may need to be addressed as well as the balance between centralisation and devolution of support functions for such projects (including finance, quality assurance, student records, management of teaching materials, etc).

HEIs also see value in developing academic collaborations with other institutions worldwide and joining international consortia, the aims of which tend to be the exchange of students and staff, the development of joint programmes (usually at Master's level), of online programmes, of joint research projects, and the fostering of links with business. The advantages of such collaborations include the sharing of competencies, infrastructure, resources, and staff, international recognition and visibility, as well as economic gains.<sup>23</sup> Challenges, however, are not missing from such international collaborations and consortia. These can comprise communication problems due to language and cultural differences, conflicting priorities among members, and differences in the structure of programmes and procedures, among others.<sup>24</sup>

Internationalisation, however, is not only about activities that happen abroad but also about activities that occur on the home campus. Internationalisation 'at home' is a whole institution activity and implies changes in attitudes as well as management practices and institutional policy. An inherent aspect of internationalisation 'at home' is the appreciation of the diversity of language and culture by students and staff, and a commitment to equality and diversity. Leadership Foundation fellowship projects have suggested that a commitment to equality and diversity should be embedded in all major functions of the institution starting at senior management level.

For instance, such a policy could be reflected in the institution's HR strategy and the demographics of staff at the institution (including at the senior management level) as well as in staff development programmes. It could also be reflected in the delivery of services for students and in staff-student interactions (in the classroom and socially). This entails a sensitisation to cultural differences of all those administrative, ancillary, library and academic staff who come into contact with overseas' students.<sup>25</sup>

Internationalisation 'at home' additionally involves the integration of international students in campus life and in the local community. This is a very significant issue for universities to tackle, as indicated by speakers at the 2005 UKCOSA conference. Currently, there are many problems and obstacles to this integration. According to the UKCOSA 2004 survey, international students have limited interaction with home students and social activities for home students often do not appeal to international students. As explained earlier, negative attitudes of home students and staff and of the local community toward international students have also been reported to be an obstacle to integration. Analysis of studies of international students' experience in the UK (e.g. UKCOSA survey 2004) could inform the creation of support mechanisms for such students, while work placement schemes can assist with the integration of international students into the wider society (as suggested by the AUT and DEA).<sup>26</sup> However, the real challenge is shifting the attitudes of home students, staff and local communities.

In response to globalisation, students may need to be prepared to be 'global citizens', to be globally employable, and to have international experience. Internationalisation of the curriculum and programmes and the adoption of global perspectives might be a contributing factor towards this effect. Global perspectives can be embedded in any area of study and research in higher education. This can be a

<sup>23</sup> Denman, B. 2002. Globalisation and the Emergence of International Consortia in Higher Education. Available at: [http://globalization.icaap.org/content/v2.1/05\\_denman.html](http://globalization.icaap.org/content/v2.1/05_denman.html)

<sup>24</sup> Ibid

<sup>25</sup> Association of University Teachers (AUT) and Development Education Association (DEA), 1999. Globalisation and higher education. Available at: [www.dea.org.uk/downloads/h\\_globalisation-in-HE.pdf](http://www.dea.org.uk/downloads/h_globalisation-in-HE.pdf)

<sup>26</sup> Ibid

complex process and entails not just the addition of a number of programmes with international focus, but a collaborative effort of all academic units and departments, curricula developers and teaching staff. This is a significant leadership challenge at many levels of the institution.

Students' international experience can also be enhanced through study abroad opportunities. The UK is one of the largest receivers of students, but it sends few students abroad. Erasmus statistics for 2002-03 show that the UK received 16,986 students, but less than half of that number (7,957) went overseas.<sup>27</sup> Limited knowledge of foreign languages has been suggested as one of the factors that hinders outward mobility of UK students.<sup>28</sup> This is one of the issues that is being addressed by some institutions in their internationalisation 'at home' strategy.

Some HEIs have adjusted their internal management arrangements and created new roles to deal with the internationalisation agenda (Pro-Vice Chancellors directly responsible for the promotion, management and development of international issues, for instance), as is the case, almost universally, in Australian universities. The governing body also needs to be involved in those HEIs where internationalisation is an agreed strategic objective. In such cases they will want to see clear strategic plans and measurement of performance against the key targets set out in the strategic plan. Internationalisation indicators will ideally measure both internationalisation 'abroad' and 'at home'. This is likely to be challenging, as internationalisation 'at home' may be difficult to document and to measure systematically.<sup>29</sup>

## 6. CONCLUSION

The institutional strategies presented in this paper suggest a range of approaches and issues arising when devising an internationalisation strategy. A key point is that internationalisation is a process that affects the whole of the institution and is not a marginal activity with a finite end. AUT and DEA,<sup>30</sup> in their guidance on the ethical issues arising from international academic activities, suggest that an approach to internationalisation should encompass not just a view of higher education as an 'exportable commodity and a contributor toward economic goals' but also as having a 'role of service' to society, and as 'facilitator of knowledge distribution'. They add that its objectives should not merely include the 'production of a skilled workforce to attain economic goals', but also the contribution to the lifelong development of 'responsible global citizens'.

UK HEIs can obviously learn from models of practice in countries and institutions driven by similar economic rationales for internationalisation, but there are also lessons to be learned from more academically/culturally orientated internationalisation strategies (especially as regards internationalisation 'at home' and not-for-profit internationalisation 'abroad'). In addition, looking at internationalisation from 'the other side', that is the rationales of countries on the receiving end of export education, may also help UK HEIs to appreciate such countries' educational and skills needs. Such an approach may have considerable value in the assessment and satisfaction of international students' needs, the identification of market opportunities for transnational education, and the development of offshore programmes.

<sup>27</sup> [http://europa.eu.int/comm/education/programmes/socrates/erasmus/stat\\_en.html](http://europa.eu.int/comm/education/programmes/socrates/erasmus/stat_en.html)

<sup>28</sup> Williams, G. and Evans, J. 2005. English university responses to globalisation, internationalisation and Europeanisation. In Huisman, J. and van der Wende, M. (Eds). On cooperation and competition II: institutional responses to internationalisation, Europeanisation and globalization. ACA papers on International Cooperation in Education. Bonn: Lemmens.

<sup>29</sup> Pfeffer, T., Thomas, J. and Obiltschnig, B. 2005. Austrian higher education institutions go international. In Huisman, J. and van der Wende, M. (Eds). On cooperation and competition II: institutional responses to internationalisation, Europeanisation and globalization. ACA papers on International Cooperation in Education. Bonn: Lemmens.

<sup>30</sup> Association of University Teachers (AUT) and Development Education Association (DEA), 1999. Globalisation and higher education. Available at: [www.dea.org.uk/downloads/h\\_globalisation-in-HE.pdf](http://www.dea.org.uk/downloads/h_globalisation-in-HE.pdf)



## PAPER 3

### INTERNATIONALISATION IN THE UK

By Dimitra Koutsantoni

#### 1. INTRODUCTION

This paper aims to explore some of the ways in which UK HEIs perceive internationalisation and how they plan to address this concept strategically and practically. The specific objectives of the research have been to investigate the activities within HEIs' strategies relating to internationalisation 'at home' and 'abroad', and to study how such activities are managed. The report is based on desk research and analysis of UK HEIs' corporate/strategic plans and personal e-mail communication with international officers.

#### 2. BACKGROUND

The UK is currently the second largest importer of international students and the second largest exporter of programmes and providers after the US. Reports by the Higher Education Policy Institute (HEPI) predict that numbers of both home and EU students (especially from the accession countries) are expected to rise by 2010.<sup>1</sup> However, teaching such students usually costs more than the institution receives from Government grants and tuition fees, and, since accession countries are part of the EU, their students must be treated like home students when it comes to fees. The UK HE sector is thus heavily dependent on the recruitment of international, full-fee paying students. International students, at postgraduate level in particular, are crucial to the viability of departments and whole institutions; university research departments often rely on international research students financially and academically.

The need to recruit international students puts UK HEIs in direct competition not only with one another but with universities globally. There has always been tough

competition from Australia and the USA, but competition is growing fast from universities in Europe, India, and the Far East, where courses are increasingly offered in English. The UK has been failing to achieve its international student number targets recently; a survey released by UUK among 70 universities, investigating international student enrolments in September/October 2004, indicated that more than 50% of respondents had missed their targets for international students. 60% of institutions reported either an increase or no change in international student enrolments in Sept/Oct 2004 compared to 2003, while 30% reported a drop.

As regards transnational delivery, the UK competes mainly with English-speaking countries, such as the US, Australia, Canada, New Zealand, and Ireland. However, there is increasing competition from France, Germany and the Netherlands, as well as from countries such as Hong Kong, Malaysia and Singapore, which have explicit ambitions to become the 'higher education hubs' for the South-East Asian region. Competition is also imminent from the commercial sector and the private universities involved in transnational activities (e.g. Laureate International Universities, INTI, Raffles Design Institute), as well as from foreign universities opening up branch campuses or franchising provision in the UK (with GATS potentially being a facilitating factor). This increased competition in transnational provision activity can arguably be related to students not leaving their home country to study abroad and will affect UK international student recruitment in the long run, particularly of undergraduates.

<sup>1</sup> Aston, L. 2004. Projecting demand for UK higher education from the accession countries. Higher Education Policy Institute. Available at: [www.hepi.ac.uk/pubdetail.asp?ID=122&DOC=Reports](http://www.hepi.ac.uk/pubdetail.asp?ID=122&DOC=Reports)

Higher Education Policy Institute. 2004. Higher Education Supply and Demand to 2010 – an update. Available at: [www.hepi.ac.uk/pubdetail.asp?ID=118&DOC=Reports](http://www.hepi.ac.uk/pubdetail.asp?ID=118&DOC=Reports)

The Bologna process is central in most European countries' internationalisation strategies which work towards the implementation of its decisions and recommendations and contribute to the development of the European Higher Education Area. While initially many commentators in the UK perceived that the Bologna process was all about European HE systems becoming more like the system in the UK, this has not happened in practice. For instance, second cycle programmes in many other European countries last two years, potentially creating problems with recognition of the UK's one-year Master's programmes, as well as with recognition of 'enhanced undergraduate degrees' such as MEng, MMath, and MPhys<sup>2</sup> for purposes of progression to professional qualifications in other countries. In due course, this may lead to a loss of competitive advantage for UK universities. In the absence of government co-ordination of the Bologna process, HE institutions have been advised to consider how they should change to remain competitive in the international higher education marketplace. Such a piecemeal approach may be contributing to the difficulties reported by UK universities, for example: that Bologna 'is not taken seriously, is not discussed in Senate or in senior management groups, and that the National Qualifications Framework and the QAA are stronger influences than Bologna'.<sup>3</sup>

### 3. METHOD

The websites of 133 Universities and Colleges were investigated. Specialised Colleges or Institutes (i.e. the British College of Osteopathic Medicine, the Conservatoire for Dance and Drama, or the Institute for Germanic Studies and the Institute of United States Studies), and foreign institutions (i.e. the American Inter-continental University or Richmond, the American International University in London) were not included. The international strategies of 51 of the 133 institutions were looked at more closely to explore the types of internationalisation activity they were planning.

The desk research was followed up by e-mails to the international officers of 36 universities and colleges with no publicly available corporate/strategic plan asking them for information on their internationalisation strategies and the management of internationalisation. This exercise returned seven responses.

### 4. MAIN FINDINGS FROM THE WEBSITE RESEARCH AND E-MAIL COMMUNICATION

- 43 of the institutions (32%) do not have their strategic plan available in the public domain, and therefore it was not possible to ascertain whether they have an international strategy or not.
- 39 of the institutions that do make their corporate/strategic plans available online (29%), mention internationalisation in their strategic/corporate plan, while 30 of them (22%) have an international (-isation) strategy as part of their strategic/corporate plan (this percentage includes HEIs that state that they do have an international strategy even though this may not be available online). Therefore, 69 out of the 133 (52%) have some kind of international strategy.
- 21 institutions (16%) seem to have no international(-isation) strategy, nor do they mention it in their strategic/corporate plan.

### 5. ELEMENTS OF THE STRATEGIES

On the whole, the elements of UK HEIs' internationalisation strategies can be classified according to the categories proposed by Knight (2003). A broad distinction can be made between activities aiming to internationalise the campus, the curriculum, and the teaching and learning process (internationalisation 'at home') and activities involving international projects, and cross-border mobility of people, programmes and the providers themselves

<sup>2</sup> These are four year programmes which while considered by universities to be undergraduate, and while funded as such by the Funding Councils, nevertheless take the students well beyond what is normally attained at first degree level and so lead to a masters qualification (see [www.rss.org.uk/pdf/mmath01.pdf](http://www.rss.org.uk/pdf/mmath01.pdf))

<sup>3</sup> Williams, G. and Evans, J. 2005. English university responses to globalisation, internationalisation and Europeanisation. In Huisman, J, and van der Wende, M. (Eds). On cooperation and competition II: institutional responses to internationalisation, Europeanisation and globalization. ACA papers on International Cooperation in Education. Bonn: Lemmens.

(internationalisation 'abroad'). While all HEIs whose strategies were looked at in more detail (51 in number) plan for internationalisation 'abroad', twelve of them (24%) do not plan for any internationalisation 'at home'.

## 5.1. Internationalisation 'abroad'

The full range of activities covered by the term 'internationalisation abroad' in the plans of the HEIs investigated is summarised in the table below.

**TABLE 1: INTERNATIONALISATION 'ABROAD'**

MOVEMENT OF PEOPLE	<ul style="list-style-type: none"> <li>• Recruitment of international students</li> <li>• Strategic alliances/partnerships with overseas institutions (often as means for international student recruitment)</li> <li>• Staff and student exchange programmes</li> <li>• Development of alumni networks (in 'key international markets')</li> <li>• Joint appointments</li> <li>• Opportunities for international volunteering opportunities, international work or study placement</li> </ul>
INTERNATIONAL PROJECTS	<ul style="list-style-type: none"> <li>• Academic and research co-operations and partnerships</li> <li>• Participation in EU research projects (through European Framework Programmes)</li> <li>• Publications with international partners</li> <li>• Partnerships with business</li> <li>• Development of international companies</li> </ul>
MOBILITY OF PROGRAMMES	<ul style="list-style-type: none"> <li>• Joint programmes</li> <li>• Overseas consultancy and development</li> <li>• Franchise</li> <li>• Exchange of curriculum resources and learning materials</li> <li>• Distance and e-learning programmes</li> <li>• QA and validation</li> <li>• Twinning</li> </ul>
MOBILITY OF PROVIDERS	<ul style="list-style-type: none"> <li>• Establishment of branch centres abroad</li> <li>• Establishment of branch campuses abroad</li> <li>• Establishment of new institutions in collaboration with local providers</li> <li>• Development of regional offices (for market intelligence and permanent presence of the university abroad)</li> </ul>

Internationalisation 'abroad' appears to be mainly focused on the recruitment of international students (44 out of the 51 HEIs plan for this - 87%). A number of HEIs aim to 'explore opportunities in new markets' and diversify the markets targeted (the main student recruitment market currently is China). In fact, for fourteen institutions (28%) international student recruitment is the sole focus of internationalisation. Related to international student recruitment is the development of partnerships with HEIs abroad, and the development and strengthening of alumni relations, with a view to facilitating such recruitment.

A second major focus is transnational education (TNE). Sixteen institutions (31%) plan to export their provision abroad in the form of establishing franchises, twinning agreements, joint programmes and degrees, distance learning, branch centres and campuses, and validation of overseas partners.

Most internationalisation ‘abroad’ plans have a commercial focus and aim to generate income for the institutions. Only eight institutions (16%) plan to develop not-for-profit international projects, which are mainly research collaborations and joint provision of teaching.

## 5.2. Internationalisation ‘at home’

The table below summarises the ingredients of plans for internationalisation ‘at home’.

TABLE 2: INTERNATIONALISATION ‘AT HOME’	
CURRICULUM AND PROGRAMMES/RESEARCH	<ul style="list-style-type: none"> <li>• Internationalisation of the curriculum (integration of international perspectives; international relevance)</li> <li>• Study abroad opportunities and study visits</li> <li>• Implementation of Bologna</li> <li>• Development of courses attractive to international students (with a view to recruitment)</li> <li>• Internationalisation of research</li> <li>• Encouragement of acquisition of foreign language skills</li> <li>• Provision of specialist/tailored support for international students (induction, support, advice)</li> <li>• EFL teaching</li> <li>• Study skills support for international students</li> <li>• International foundation programmes</li> </ul>
TEACHING/LEARNING PROCESS	<ul style="list-style-type: none"> <li>• International recruitment of staff (teaching and research) and of students</li> <li>• Embracing different pedagogical cultures to ensure that teaching remains sensitive to students’ educational contexts</li> <li>• Staff development on intercultural understanding</li> </ul>
SERVICES AND EXTRA-CURRICULAR ACTIVITIES	<ul style="list-style-type: none"> <li>• Improvement of current provision of international student facilities</li> <li>• Encouragement of international students to fully participate in social and cultural life of the campus</li> <li>• Compliance with the Race Relations Amendment Act</li> <li>• Commitment to equality and diversity</li> <li>• Implementation of Lisbon convention (for recognition of foreign qualifications)</li> </ul>

Fourteen institutions (28%) state that they plan to internationalise the curriculum. The way this seems to be perceived is mainly as the integration of international perspectives in degree programmes and improving the relevance of programmes to global market needs. Only one institution expresses a wish to learn from other pedagogical cultures and learning traditions, and only four institutions plan to recruit international staff as a means of internationalising the teaching and learning process. In addition, only three institutions plan to raise their staff’s awareness of intercultural issues through staff development programmes. Case Study 1 is an example of an institution wishing to understand different pedagogical cultures.

## BOX 1 - CASE STUDY 1: INSTITUTE OF EDUCATION'S INTERNATIONAL STRATEGY

### Over the planning period the Institute will therefore:

- develop a clear international strategy, covering all aspects of the Institute's work. Given the range of this work, and a rapidly changing international environment, the Institute must retain its ability to respond to new opportunities, and continue to seek new developments and new funding sources. It will nevertheless seek to identify those countries or regions of greatest strategic importance to the Institute's mission, and to prioritise activities accordingly;
- further strengthen its knowledge and understanding of education systems outside the UK, and its knowledge of – and contribution to – education issues of global concern;
- embrace different pedagogical cultures, in order to ensure that its teaching remains sensitive to the educational contexts from which the Institute's students are drawn, and to which they will return;
- adopt a strategic approach to the development of international partnerships, as demonstrated by the development of a global alliance with other leading graduate schools of education. Further alliances will be sought in the light of priorities identified in the international strategy;
- increase recruitment of international students. Such an increase will not only generate additional income (which is in itself essential to support its mission), but will also further enrich the Institute's teaching and research and support the broader aim of internationalising all aspects of its work;
- enhance the co-ordination and academic leadership of international work. This will include the appointment of a pro-director from among the Institute's existing staff to provide leadership in the development and implementation of the international strategy.<sup>4</sup>

Only four institutions mention the implementation of the Bologna process in their internationalisation plans, which confirms the suggestion that Bologna is low in the list of priorities of UK HEIs. London Metropolitan University is one of the exceptions, as Case Study 2 shows.

The enhancement of the international experience of home students is on the agenda of six institutions, which plan to do so by promoting opportunities for study abroad, work placements and internships.

<sup>4</sup> <http://k1.ioe.ac.uk/calendar/organisation/PRC/CorpPlan2003.pdf>

## BOX 2 - CASE STUDY 2: THE BOLOGNA PROCESS AND LONDON METROPOLITAN UNIVERSITY

London Metropolitan claims to be 'certainly ahead of any other UK university' as regards the implementation of the Bologna Process. The University is the only UK university to have an office in Brussels, which keeps the senior management team informed and involved in European affairs.

The University has a European sub-strategy in which it sets goals for Europeanisation and implementation of the Bologna Process.

One of the university's goals is to optimise the employability of students in the integrated and enlarged Single Market. The means by which it proposes to achieve this goal include:

- by ensuring relevance and appropriateness of qualifications
- by ensuring visibility and transparency of qualifications
- by increasing opportunities for direct experience of life in other Member States
- Specify employability criterion in course approval and monitoring procedures
- Adopt Diploma Supplement for new u-g curriculum from 2004
- Promote LEONARDO and SOCRATES

Another goal is to ensure that quality assurance procedures are responsive to the European environment. The means by which it proposes to achieve this goal include:

- by ensuring that the quality process remains consistent with emergent European norms
- by adopting ECTS as an instrument of course planning, collaborative linkage, recruitment
- by strengthening the European dimension of the curriculum, particularly in respect of the integrated Single Market

The university states that implementation of this strategy requires the development of a European focus across the institution as a whole. A European work plan which will indicate the responsibilities across the Departments and strategic areas is under development. Its implementation will be monitored through the Academic Board committee structure.<sup>5</sup>

A number of institutions plan to strengthen international students' support mechanisms (14 HEIs, 28%). These mainly include the provision of EFL, study skills and foundation programmes, induction programmes, improved facilities, infrastructure and student services. However, only two institutions mention plans to facilitate integration of international students into campus life (See Box 3 below) and only two acknowledge the importance of the creation of a culture of equality and diversity in their internationalisation plan.

<sup>5</sup> London Metropolitan University, 2003. Strategic plan 2003-08: sub-strategies. Available at: [www.londonmet.ac.uk/library/h58722\\_1.pdf](http://www.londonmet.ac.uk/library/h58722_1.pdf)

## BOX 3 - CASE STUDY 3: INTERNATIONAL STUDENT SUPPORT AT MIDDLESEX UNIVERSITY

The international student support system at Middlesex University comprises regional offices and a three-part support system.

The role of the regional offices is to recruit students, provide advice and guidance working closely with the British Council and Visa authorities, and offer pre-departure briefings to prospective students.

The three-part supportive system comprises social programmes; the development of cultural awareness (for both international students and UK staff); and general advice and guidance (as regards finances, for instance). The social programmes include an orientation programme, with airport pick up, orientation session, and tours of London.

The programme is integrated with UK students' induction week. It additionally includes a year round social programme, web-based newsletter to international students and newsletter to their parents (with a Chinese version being developed). The cultural awareness programme aims to inform international students and UK teaching staff of cultural differences in learning and teaching styles, and avoid national level stereotyping.

## 6. MANAGEMENT OF INTERNATIONALISATION

Our research has indicated that only 20 of the 133 (15%) Universities and colleges have a senior officer exclusively responsible for internationalisation. Examples of job titles at a top management team level include: Deputy Vice-Chancellor, Deputy Principal, Pro-Vice-Chancellor, or Vice-Principal, Vice-President, or Vice-Provost for *International, External Relations,*

*External Affairs, International Affairs, International, Academic and Business Development, or International and Institutional Development.* (See Box 4 below for an example). Some HEIs have Directors of *External Relations, External Academic Relationships or Overseas Relations.*

## BOX 4 - PRO-VICE-CHANCELLOR, INTERNATIONALISATION, UNIVERSITY OF NOTTINGHAM

The Pro-Vice-Chancellor has overall responsibility for the University's Internationalisation strategy, which includes the two overseas campuses, in China and Malaysia, and membership of Universitas 21 (a network of international, research-intensive universities).<sup>7</sup>

<sup>6</sup> Hipkin, B. 2005. Offering a comprehensive support package. Paper delivered at the Second Annual Conference 'The International Student', London, 28 April 2005.

<sup>7</sup> [www.nottingham.ac.uk/about/management/pvc.php](http://www.nottingham.ac.uk/about/management/pvc.php)

<sup>8</sup> For details please see [www.avcc.edu.au/database/report.asp?a=showseniorofficers](http://www.avcc.edu.au/database/report.asp?a=showseniorofficers)

<sup>9</sup> Australian Vice Chancellors' Committee (AVCC). 2003. Offshore programmes of Australian universities. Available at: [www.avcc.edu.au/documents/policies\\_programs/international/activities/Offshore%20Programs%20-%20May%202003.pdf](http://www.avcc.edu.au/documents/policies_programs/international/activities/Offshore%20Programs%20-%20May%202003.pdf)

Ministry of Education, New Zealand. 2004. New Zealand's Offshore Public Tertiary Education Programmes. Available at: [www.minedu.govt.nz/index.cfm?layout=document&documentid=6876&data=1](http://www.minedu.govt.nz/index.cfm?layout=document&documentid=6876&data=1)

The majority of HEIs we surveyed do not have such roles; the thinking on international strategy is generated by people whose responsibilities include internationalisation, but do not have it as their exclusive focus. The low percentage of HEIs that have created senior officer roles to deal with the internationalisation agenda is in direct contrast to the situation in Australia, where this practice is almost universal.<sup>8</sup>

## 7. ISSUES FOR THE UK TO CONSIDER

Information on UK HEIs' internationalisation efforts is limited by many HEIs not making their strategies available online, but energies appear to be focused on internationalisation 'abroad' and the recruitment of international students in particular. Considerably less emphasis is given to internationalisation 'at home', such as the internationalisation of the curriculum, of the campus, and of the student experience, while there is very little engagement with the Bologna process.

Despite the emphasis on internationalisation 'abroad', UK HEIs are not as active in transnational delivery as their Australian counterparts (all Australian universities are reportedly involved in transnational provision in contrast to the UK where some leading institutions are not), nor does there seem to be a coordinated approach as regards the marketing of international partnerships and transnational delivery. Information on UK HEIs' offshore partnerships is limited, since these are either rarely visible on UK HEIs' websites or entirely absent, and central information is not available. There is no official documentation of international collaborations (as is recorded by the Australian Vice-Chancellor's Committee and the New Zealand Ministry of Education),<sup>9</sup> with the exception of HESA data on the number of overseas enrolments of UK HEIs; but these do not reveal the types of programmes on offer or who the overseas partners are.<sup>10</sup>

Another area where the UK may be slipping competitively is in the emphasis given to monitoring the quality of HE provision. While the Australian Department of Science and Training (DEST) has recognised the importance of the quality assurance of transnational provision<sup>11</sup> and has taken measures to enhance it, there is no equivalent move by the DfES in the UK. Reliance is placed on the QAA's audits of international and collaborative activity. DEST has allocated \$590,000 for the Australian Universities Quality Agency (AUQA) to increase its sampling of offshore operations of institutions and produce detailed annual aggregate reports. DEST has additionally allocated an additional \$1.35 million for universities to undertake projects that will further protect the quality and integrity of their offshore operations while contributing to the development of good practice models for quality assurance of offshore delivery.<sup>12</sup>

Even though a major motivating factor for internationalisation (decreasing higher education state funding) is shared between UK and Australian HEIs, the latter are recognising that, since international students (both on- and off-shore) are a major source of revenue, somebody must take active steps to ensure their satisfaction. The Australian Vice-Chancellors Committee (AVCC) has developed a Code of Practice of Provision of Education to International Students (both on- and off-shore),<sup>13</sup> but there is no UK equivalent to this code. (It should be acknowledged, however, that UKCOSA has examined the quality of the international student experience in their 2004 international student satisfaction study, and further work of this kind may be expected, as a financial boost for such activities was announced in the November 2005 pre-Budget report).<sup>14</sup> Collective information about student satisfaction with transnational delivery by the UK higher education sector and about their retention and attainment rates is minimal (the UKCOSA study focuses on onshore students only), while HEIs do not include offshore students in their student satisfaction surveys.<sup>15</sup>

<sup>10</sup> For more details see: [www.obhe.ac.uk/products/briefings/pdfs/UKTNEpt1.pdf](http://www.obhe.ac.uk/products/briefings/pdfs/UKTNEpt1.pdf)

<sup>11</sup> The increased emphasis ascribed to the quality of transnational provision is also indicated by the guidelines for quality provision in cross-border higher education jointly released recently by UNESCO and OECD (see [www.oecd.org/document/11/0,2340,en\\_2649\\_201185\\_35793227\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/11/0,2340,en_2649_201185_35793227_1_1_1_1,00.html))

<sup>12</sup> For details please see [www.dest.gov.au/sectors/international\\_education/policy\\_issues\\_reviews/reviews/quality\\_auditing\\_of\\_offshore\\_delivery/default.htm](http://www.dest.gov.au/sectors/international_education/policy_issues_reviews/reviews/quality_auditing_of_offshore_delivery/default.htm)

<sup>13</sup> [www.avcc.edu.au/documents/publications/CodeOfPracticeAndGuidelines2005.pdf](http://www.avcc.edu.au/documents/publications/CodeOfPracticeAndGuidelines2005.pdf)

<sup>14</sup> See: [www.hm-treasury.gov.uk/pre\\_budget\\_report/prebud\\_pbr05/press\\_notices/prebud\\_pbr05\\_press01.cfm](http://www.hm-treasury.gov.uk/pre_budget_report/prebud_pbr05/press_notices/prebud_pbr05_press01.cfm)

<sup>15</sup> The University of Nottingham (which operates branch campuses in China and Malaysia), for instance, does not include students of the China and Malaysia campuses in the general Student Satisfaction Survey (SSS) (personal communication with staff at the Survey Unit).

The limited attention paid to internationalisation 'at home' by UK HEIs could also offer grounds for concern. In an interconnected globalised world, graduates lacking international experience and knowledge of other cultures, languages, intellectual traditions and ways of thinking could be at a competitive disadvantage. The limited interest in learning from other cultures and foreign approaches to teaching and learning is also noteworthy. As MacKinnon and Manathunga write: 'The western template of knowledge can inhibit internationalisation of curricula unless it is identified, transformed, and broadened to become interculturally responsive.'<sup>16</sup> Teaching and learning in UK HEIs remains based on Anglophone pedagogic models and literacy practices and does not integrate or accommodate foreign approaches and learning traditions. International students' difficulties are attributed to cultural differences, are regarded as shortcomings of other cultures, and are seen as 'problems' that can potentially be quickly 'fixed' with study skills courses and English Language Teaching. The recruitment of international teaching staff could potentially enrich the teaching and learning process, infuse curricula with other intellectual traditions, and vary the approach taken. However, this, together with the development of awareness of cultural differences and intercultural communication skills for staff, appears to be low on the agenda of many (or most) UK HEIs. There may be a need for institutions to relate their strategies for internationalisation at the student level to the principles of cultural equality and diversity and their implementation in practice that are legally required and apply more widely to other aspects of institutional life.

The integration of international students in campus life and in the local community is an important issue for universities to tackle, as indicated by speakers at the 2005 UKCOSA conference. However, very few HEIs make provisions to facilitate such integration and this may result in the segregation of international from home students, and their social isolation. It is well

known that international students of certain nationalities who study at UK HEIs in large numbers often spend time exclusively with their fellow nationals (often due to accommodation arrangements or little effort on the part of the university and the Students' Union to organise social events that would appeal to students of all nationalities). Opportunities to familiarise themselves with the local culture, experience the local way of life, and practise their English language outside the classroom may be limited. Where the students' experiences have been negative, bad publicity for many UK HEIs may be the result since word of mouth back home is one of the most powerful forms of advertising.

In view of the differing lengths of Master's programmes between the UK and most of Europe and the potential for losing competitive advantage, senior management teams in UK HEIs may wish to increase awareness of Bologna and its implications. Until 2003 according to the 2003 Bologna progress report, the UK had by far the lowest reported awareness levels among its academic communities.<sup>17</sup> The authors of that report maintain that implementation of the Bologna agreement needs to start at departmental level, and suggested that academics should be more involved in rethinking teaching structures, units, methods, and evaluation in the light of the goals and objectives of the Bologna agreement. Recent governmental and sector-wide efforts to promote the implementation of the Bologna process include the move by the DfES in July 2005 to take responsibility for providing the Bologna secretariat and supporting the Bologna Follow-up Group (BFUG) in taking forward the work programme for the process,<sup>18</sup> and the intention of UUK (as stated in their recent international strategy)<sup>19</sup> to prioritise the implementation of the process and continued support for the work of the Europe Unit.<sup>20</sup>

<sup>16</sup> MacKinnon, D., and Manathunga, C. 2003. Going global with assessment: what to do when the dominant culture's literacy drives assessment, *Higher Education Research and Development*, 22/2, 131-144.

<sup>17</sup> Reichert, S and Tauch, C. 2003. Trends 2003: progress towards the European Higher Education Area. European University Association. Available at: [www.aic.lv/ace/ace\\_disk/Bologna/Reports/Trends/TrendsIII\\_final.pdf](http://www.aic.lv/ace/ace_disk/Bologna/Reports/Trends/TrendsIII_final.pdf)

<sup>18</sup> For more details see [www.globalgateway.org/docs/Policy%20Action%20Plan-%20black%20%20white.doc](http://www.globalgateway.org/docs/Policy%20Action%20Plan-%20black%20%20white.doc)

<sup>19</sup> <http://bookshop.universitiesuk.ac.uk/downloads/intlstrategy.pdf>

<sup>20</sup> [www.europeunit.ac.uk/home/](http://www.europeunit.ac.uk/home/)

## 8. CONCLUSIONS

At the strategy and management level, only about half of the 133 investigated HEIs seem to have an international strategy. However the situation is gradually changing with a number of HEIs stating that they are in the process of writing such a strategy. The investment of senior management effort in internationalisation does not seem to be among HEIs' priorities either. Only 15% of the HEIs investigated have created senior roles directly responsible for internationalisation, contrary to the situation in Australia where this practice is almost universal.

In summary, it may be timely and necessary in an increasingly competitive environment for UK HEIs to review their position as regards internationalisation and its implementation and to reconsider what internationalisation actually means – or could mean for the future. In the most commonly accepted definition today, it includes not just cross border mobility of students, programmes and providers, but the creation of an international 'ethos' in the home campus. To achieve this wider conception in practice will require the active engagement of the whole community, and will demand focused attention from leaders, governors and staff across the institution.

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John Fielden has practised as a management consultant in higher education policy and management since 1969. After the University of Oxford he qualified as a chartered accountant; for 29 years he was with KPMG and was partner in charge of their public sector management consultancy practice which included higher education. He now runs CHEMS Consulting, an independent consultancy undertaking higher education policy and management studies throughout the world. He has carried out over 250 higher education projects in over 40 countries and has specialised in HE policy studies for agencies and governments, governance issues, management development, business plans for innovations in higher education and programme evaluations. Clients have included the World Bank, UNESCO, British Council and many education ministries and universities throughout the world.

John has been responsible for developing the professional programme for the Leadership Summit 2006 as well as preparing the Overview Paper for this publication.

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Dimitra Koutsantoni was the research officer, shared between the Leadership Foundation and the Observatory on Borderless Higher Education, who monitored and tracked information and data of value to the Leadership Foundation's mission, objectives and projects. She also analysed the trends and issues that arose. Dimitra left the Leadership Foundation at the end of 2005.

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The Leadership Foundation's Research Unit is led by Professor Robin Miiddlehurst. She leads on strategy and research, and international activities, overseeing the programme of research and the development of briefing papers, news articles and reports for the Leadership Foundation's staff and clients. Robin's role also includes reviewing and developing the overall strategy of the organisation with colleagues and the Board and ensuring that the portfolio of activities benefits from international practice and perspectives. She is seconded half-time from the University of Surrey. For more information on the work of the Research Unit, please contact Robin at [robin.middlehurst@lfhe.ac.uk](mailto:robin.middlehurst@lfhe.ac.uk) or visit [www.lfhe.ac.uk](http://www.lfhe.ac.uk)

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