

ENGAGING WITH LEADERS IN HIGHER EDUCATION



THE LEADERSHIP AND
DEVELOPMENT CHALLENGES
OF GLOBALISATION AND
INTERNATIONALISATION
POST SUMMIT REPORT

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INTRODUCTION

THE LEADERSHIP AND DEVELOPMENT CHALLENGES OF GLOBALISATION AND INTERNATIONALISATION

This set of papers forms a written record of the ideas, developments and perspectives shared at the Leadership Foundation for Higher Education Summit 2006. For a thorough background and overview of the main issues surrounding internationalisation, its implications for leadership and results of a recent survey carried out within UK Higher Education Institutions (HEIs), please see the background papers to the Summit which were made available to all delegates. These papers examine various definitions and aspects of internationalisation and some of their implications for UK institutions. Also presented are a number of case studies which describe different approaches HE leaders have taken to plan for an internationalised future. The background papers are available to download on the Leadership Foundation website:

www.lfhe.ac.uk/evt-crs-prog/summit/summit2006/

Internationalisation: 'The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post secondary education'

(Knight, J. 2003b)

CHANGES, BENEFITS, CHALLENGES TO THE UK HIGHER EDUCATION SECTOR

The Leadership Foundation for Higher Education chose an international focus for the 2006 Summit to reflect the importance of international and global issues for British HEIs, and the sector as a whole. Globalisation and the increasing "flows of technology, economy, knowledge, people, values ... across borders" (UNESCO, 2003/4) have meant that HEIs are affected by changes taking place within higher education across the world. Policies, reputations and finances are increasingly interlinked and institutions are sharing ideas, working together and competing for many of the same resources and opportunities.

The mobility of students, programmes and ideas across the world and the collaborations they produce have become essential to the functioning of many institutions, instead of simply an exciting addition.

In many non-traditional countries as well, intensive investment in the higher education sector, the creation of strategic partnerships with the international and private sector, and growth in research and technology transfer have become key government priorities. Higher Education is being seen as a tool which can improve national commercial prospects, increase global competitiveness and act as a valuable resource which can be traded internationally.

As a May 2006 Universities UK (UUK) survey showed, higher education is worth £45 billion to the UK economy, and accounts for over 1.2% of UK employment. Higher education exports amount to about £3.6 billion and, as indicated in the Leadership Foundation pre-Summit documentation, internationalisation of universities both at home and abroad although arguably still low, is growing as an agenda among UK HEIs. However HE in other countries is also experiencing rapid change. The last five years have witnessed the development of various 'Education Hubs' such as Knowledge Village in Dubai (UAE) and the growth of Singapore as an educational zone. Nations such as Australia and India have developed more intensive national marketing strategies to attract overseas students to their universities, and higher education sectors across Asia are expanding rapidly. Students from around the world now have a far wider choice about where they complete their studies and many are looking to countries which offer lower fees, better job prospects upon graduation and a positive learning environment as well as a high quality of education to choose their destination.

The ever growing range of countries and institutions represented in the 'top 50' within global league tables also indicates increased competition faced by British universities from new providers and new regions. While the UK has traditionally been recognised internationally as a nation which offers high quality education for foreign students, as other nations market their own benefits and look to price, employment opportunities, specialisms and the student experience to entice new students, the UK sector is coming under increasing pressure to prove its competitive value.

As well as indicating which countries are developing new world class institutions, the global league tables have also served to highlight the growing divide between industrialised nations and developing countries in terms of higher education provision. For example, many African nations are limited in their capacity to deliver higher education on a scale which meets their growing demand through lack of infrastructure, a growing digital divide, lack of investment and the problem of staff, students and knowledge leaving their borders for more developed nations.

The second phase of the UK Prime Minister's Initiative (PMI) announced in March consolidated the need over the coming years for the UK HE sector to develop a more considered and proactive approach to the recruitment of overseas students and the internationalisation of knowledge and culture at an institutional and national level. It highlights the importance of developing international partnerships at an institutional level and the wider value of building positive relations with various nations through education. It also reflects an acceptance at state level of the value of the internationalisation of culture, research and the overall student experience for higher education institutions in addition to the international focus that aims to draw higher numbers of foreign students to the UK.

'The creation of knowledge, the dissemination of research and even teaching are no longer self-contained activities, but must draw on resources and information from all over the world'

(Kapur, D. 2003)

THE FOCUS OF THE LEADERSHIP FOUNDATION INTERNATIONAL SUMMIT 2006

Eight different workgroups and discussion fora were presented focusing on various leadership and development issues and investigating some specific challenges of globalisation and internationalisation. The rest of this document presents a summary of the key points raised within each of these workgroups, the key issues debated and recent developments where appropriate.

SUMMARY: Key questions

What might be the leadership roles for universities in a global and internationalised world?

To educate the citizens and the leaders of tomorrow in a world where national borders are frequently crossed, institutions will be called upon to deal with issues far beyond the borders of their own nation state, so must have an awareness of international perspectives and be able to work with other countries and cultures effectively.

To examine global problems and promote positive global values such as peace and justice. The positioning of universities and colleges between academic disciplines, industry, the community, the youth agenda and in relation to new knowledge allows them to take on a mediating role.

To build capacity and work with developing nations. HE offers an area in which direct transfer of knowledge can take place between students, staff and leaders from developed and developing nations. Working alongside institutions in developing nations, offering support and sharing knowledge could have a direct impact on narrowing the global divide.

'[Universities] are the chief agents of discovery, the major providers of basic research that underlies new technology and improved health care, they are the engines of economic growth, the custodians and transmitters of cultural heritage, the mentors of each new generation of entrants into every profession, the accreditors of competency and skills, the agents of personal understanding and societal transformation'

(Glion Declaration, 1999)

WHAT IS THE IMPORTANCE OF INSTITUTIONAL LEADERSHIP WHEN IMPLEMENTING AN INTERNATIONALISATION STRATEGY?

A lack of institutional commitment and strategy can make internationalisation and cultural change in any form impossible (*Dr Madeline Green, ACE*). International links and activities are likely to be fragmented between different departments and individuals but for effective, whole institution development the commitment must be supported from the top and incorporated into the thinking of every department.

The leadership role is to support and encourage commitment for internationalisation activities from all staff and to identify and remove any barriers which may be entrenched within the processes and structures of the institution.

THE ROLE OF LEADERSHIP DEVELOPMENT

New international activity requires an awareness of international issues but also calls for a range of skills to be present within senior teams such as knowledge of languages, international regulatory awareness, cultural awareness and communication skills. To run a successful internationalised institution, leaders need to promote and support the development of these skills among their staff and encourage international awareness as well as encouraging overseas staff to share their knowledge and experience of different countries and cultures.

It seems there is a greater need than ever for HE leaders to demonstrate innovation, international collaboration and more entrepreneurial attitudes.

SECTION 1

WORKGROUP: INTERNATIONALISATION OF HIGHER EDUCATION: THE ROLE OF THE STATE

Chair:

Richard Yelland, Head, Education Management and Infrastructure Division, Organisation for Economic Co-operation and Development (OECD)

UK Support:

Professor Jeroen Huisman, Director, International Centre for Higher Education Management, School of Management, University of Bath

How the state can help/hinder higher education institutions' internationalisation strategies is an increasingly important question. The flow of people across state borders and within nations is increasing, as is the flow of knowledge and information, although for many countries these are still relatively marginal. Higher education has moved up the political agenda in the UK and across the world the opportunities it can present to individuals, nations and the wider global community are recognised at state level. The commitment of OECD countries to HE currently 'hovers' at around one percent of GDP, a relatively significant figure. Countries' spending patterns generally fall into three groups:

- those with high levels of investment, funded by the public purse, such as the Nordic countries;
- those with high levels, funded both publicly and privately, such as the Republic of Korea, Japan and the United States;
- those with low investment and attainment such as some countries in continental Europe.

The UK falls somewhere in between these categories. A global trend can be noted in HEIs towards increased management autonomy and freedoms but greater accountability in terms of regulation and reporting. There is also restricted freedom in revenue raising.

Within the internationalisation agenda, international student numbers have grown. In some institutions in English speaking countries, one clear motive for this is the need for greater income, although there are other reasons. The question should be asked, is this focus on income sustainable? Is it moral? Is it efficient?

DISCUSSION

What is the role of the state?

1. **Is its role to give institutions the money they want and to "let them get on with it"?**
2. **Is an internationalisation strategy a matter of institutional choice? Or should the state be more involved?**

State departments, joined-up working? – It was suggested that one strand of government was encouraging international students and another (in terms of visas) seemed to be stopping them. The facilitator noted there had been a four-fold increase in the foreign student market in Australia; the students were mainly from the Asia-Pacific region and the relationship between these statistics and direct intervention strategies by the Australian government were debated. It was felt that a joined-up approach where the state was involved at the level of other nations and ministries, and where individual higher education institutions worked together to promote UK education as well as to promote their own university would be beneficial to the sector.

Foreign languages – The facilitator referred to the question of foreign languages and asked whether more effort, within the UK in particular, should be spent on teaching languages such as Chinese, Farsi and Arabic? Some suggested that only once demand became apparent within society, could extra state or institutional resources legitimately be spent on teaching. However some felt perhaps it should be the role of government to stimulate this type of demand where it might be beneficial to the nation. Reference was made to the Irish Republic as an example of the government successfully directing HE policy. In the 1970s/80s, the government ensured a good throughput of students into the sciences; this, together with European support for agriculture and inward investment policy, led to increased prosperity and the return of emigrants.

The UK 'brand' – Another vital area in which it was suggested the government might take a lead role was controlling the quality of higher education provision made to international students so as to protect the national 'brand' and hence the value of the British degree. Institutions themselves clearly have a vital role to play in this area but the involvement of an external overall body should have a positive impact on quality assurance. The importance of considering the 'UK brand' when dealing with international education and the necessity of ensuring UK institutions are not simply 'trading on their name' or the reputation of a UK education was agreed. However it was also agreed that a balance needs to be struck between 'selling' the country, for which government policy was all important, and marketing an institution's own brand. UK HEIs currently seem to adopt a more individualistic approach to their brand than those in, for example, Australia, where the brand image of the country as a whole is of key importance throughout the HE sector and the state.

Benefits of study in the UK – It was suggested that the UK's open labour market, again government influenced, could help foreign students in British universities have a better chance of getting a job after their studies. The evaluation of exactly what the benefits for overseas students studying in Britain are and the promotion of those benefits was discussed as an important state function.

The discussion concluded with the thought that governments are well placed to play a more strategic role in the development of HEIs. They operate on behalf of the sector instead of acting primarily for a particular institution, and it was hoped they took a more positive and joined-up role in the future.

PRIME MINISTERS INITIATIVE FOR INTERNATIONAL EDUCATION, APRIL 2006

The PMI(ii) addresses a number of issues debated within Richard Yelland's session and indicates 'the state' in the UK is taking a more directive and proactive role in setting strategic priorities for the internationalisation of higher education.

Specific nations which are of strategic importance to the UK have been highlighted with higher education funds 'earmarked' for projects with Russia, Africa and China. Within Jack Straw's White Paper on 'UK International Priorities', India is also identified as an important future partner politically and the UKEIRI UK/Indian HE research project has been allocated significant funding.

The Initiative also highlights the need for universities to focus on ensuring the quality of the experience that foreign students have within UK institutions instead of simply the marketing to overseas nations. It sets out four main aims.

- **A re-vamping of marketing and communications strategies** for international students, the focus will be on visa and immigration strategies for the first year.
- **To double the number of countries which have 10,000 students or more studying in the UK by 2011**, decreasing the UK dependence on a small number of increasingly competitive markets.
- **Ensuring the quality of the international student experience** and increasing international student satisfaction.
- **Building strategic partnerships and alliances** through: ministerial-led export missions; work with governments, education providers and industry; international networking fora; academic and student exchanges.

The Initiative suggests an increased role for the state in acting as a strategic body, over and above the individual interests of HE institutions within the UK, and increased pressure to focus on cultural, social and academic elements of the student experience. Further co-ordination with the Department of Immigration over student visas seems apparent with the announced move to a new points-based system. The Initiative stresses that the UK's ability to attract international students will depend on the reputation of each institution and the strength of the international partnerships built through individuals, institutions and the state. It suggests that strategic alliances, partnerships and internationalisation are the future of higher education in the UK.

However these state initiatives will be unable to function without the support of HE institutions and key associations within higher education. As the Observatory on Borderless Higher Education indicates: "It will be interesting to monitor the role assumed by organisations such as the British Council in spearheading initiatives under the new PMI, and to examine the extent to which the proposed reforms will succeed in shifting the focus away from the PMI of 1999's drive to generate revenue through student mobility, towards the more long-term benefits envisioned through a wider internationalisation agenda."

www.britishcouncil.org/eumd-strategies-pmi-ie.htm

SECTION 2 WORKGROUP: GLOBALISATION AND EUROPE

Chair:

Professor Luc Weber, Chair of Steering Committee for Higher Education and Research, Council of Europe & Former Board Member, European Universities Association

UK Support:

Professor Ella Ritchie, Pro-Vice-Chancellor, University of Newcastle upon Tyne

Globalisation and global competition are considered 'hard facts' for European HEIs. Many European nations are also experiencing a variety of cultural, economic and political pressures, often in the context of slow economic growth and an ageing population. The European response has taken the form of two key initiatives intended to help prepare Europe for the challenges of globalisation.

The Bologna Process: A strategy to create a consistent and coherent European Higher Education Area (EHEA) aiming to improve quality assurance and student mobility across Europe.

www.bologna-bergen2005.no/

The Lisbon 2000 Agenda of the Council of Heads and States: The creation of a European Research Area to transform Europe into "the most dynamic and competitive knowledge-based economy in the world" by 2010.

www.europeunit.ac.uk/policy_areas/lisbon_strategy.cfm

It is widely acknowledged that so far the second initiative has failed to deliver; by all statistical analyses, Europe is now less well placed in economic terms than it was in 2000. However both initiatives, and the Bologna process in particular, have helped to raise awareness within Europe and the European Commission of the importance and value of higher education on various levels. To combat the challenges of globalisation, there is a need for co-operation at HE institutional level within Europe and a need to further intercultural and interethnic understanding among staff, students and the wider community. The key

aspects of this inclusion agenda for universities can be described as 'internationalisation at home' and 'internationalisation abroad'.

INTERNATIONALISATION AT HOME

Strategies

- **Redevelopment of the curriculum and programmes**
- **Creating an international research focus and multinational collaborations; internationalising and examining teaching and learning strategies**
- **Providing additional services and extra-curricular activities to integrate home and international students**

One aim of the internationalisation agenda in terms of Europe is to prepare graduates to work anywhere in the world; this necessitates a knowledge of other languages, understanding of other cultures and will require graduates to engage with different viewpoints. A pressing need to convince UK students in particular of the benefits of internationalism and this type of 'outward looking' approach has been identified. This will become particularly challenging if, as predicted, more UK and European students live at home while studying due to the rising costs of tertiary education. For many 'home' students, socio-economic factors might inhibit them from travelling abroad to learn an additional language or from becoming immersed in another culture for any significant period of time. Therefore developing an 'internationalisation at home' agenda should be a critical step for all universities, both in the UK and on the continent, to ensure home and foreign students are able to take advantage of the benefits of intercultural learning and gain an international perspective. More emphasis should potentially be placed on finding ways for international students to have a positive impact on home students including having some influence on what they learn, how they think and any social activities undertaken more generally.

There is a further European paradox which warrants consideration: within a UK institution, foreign European students are classified as home students in many ways; they pay the same fees and do not require overseas' student visas. However, due to this 'home' classification they often miss out on the dedicated student support services offered to those classified as 'overseas' – despite experiencing many of the same language, cultural and administrative barriers. The implementation of support services and inclusion of European students in strategies for integration should be common practice within all UK institutions.

INTERNATIONALISATION ABROAD

Strategies

- **Setting up projects which involve the movement of students or staff abroad; developing an overseas element to projects and research**
- **Mobility within programmes themselves such as the running of joint courses with foreign providers**
- **Setting up overseas branch campuses**

There are some major barriers to students, staff and institutions attempting to implement an internationalisation abroad strategy within Europe. Cost, resources, demand and quality assurance are all key factors to consider.

For students, one of the most significant barriers is cost. The Erasmus programme offers one opportunity to study abroad, but because all costs are not covered, financial circumstances dictate which students are able to participate. To encourage UK students to study in continental Europe, universities could perhaps reinvest some of the income generated by international students to help supplement Erasmus or other exchange schemes.

Language ability can also act as a major barrier to students, staff and institutions, although many HEIs offer intensive language tuition for overseas students within Europe. In the UK, language teaching should ideally start far earlier in childhood.

Are low numbers of UK students participating in the ERASMUS study in Europe programme a cause for concern?

The latest figures show that the number of British students participating in the ERASMUS exchange scheme fell to just over 7,000, down by almost 500 on the previous year. In contrast, numbers from other European countries have continued to rise with, for example, approximately 21,500 students taking part from France and 22,400 from Germany.

Is this a wider reflection of the lack of interest from British students towards studying in continental Europe? Or does it simply indicate a lack of awareness among students and suggest the European Commission and British HEIs should work harder to market the benefits of the programme?

DISCUSSION

United we stand?

The importance of collaborations and partnerships between HEIs within Europe and beyond were discussed. For smaller and specialist HEIs in particular there are clear potential benefits from an association with a larger institution or an overseas institution with similar specialisms. Although institutional and national legal frameworks can make collaborations difficult, partnerships with other European nations are becoming easier to set up as the Bologna Process develops across Europe.

Problems have arisen within the European research agenda and the universities in attendance expressed concern about a real, or certainly perceived, lack of independence from the European Commission. This is one reason why many do not expect the 1,000 European research universities to survive increasingly intense competition from the rest of the world. Research funding from the European Union could also be considered potentially unattractive due to its bureaucratic overheads. However enthusiasm was expressed about the increasing 'trade' in research teams which has been created through the UK's Research Assessment Exercise, and the potential for improved networks of mobility and exchange through the Bologna Process.

What does internationalisation mean for leadership development in HEIs?

Awareness of successful initiatives across Europe, other countries and other sectors was felt to be a crucial part of leadership development in the HE international agenda. If Europe is to compete on a global scale more resources need to be invested, strategic leadership capabilities developed, and universities must work together to combat the challenges of rapid global change. While Bologna aims to support the exchange of staff as well as students, in practice there are still only a small number of visiting professors across the UK; it was suggested these visits should be encouraged by HEI leaders. Such exchanges can be important both for the professional development of individual staff and the teaching across the institution as a whole. It seems that while around a quarter to a third of academic staff in UK universities are from Europe or overseas, good practice in deploying these staff as a resource for internationalisation is far less common. The HE sector could learn valuable lessons from the international experiences of schools in this area, even failing schools have been transformed through engagement with young people and teachers in other countries and by participating in a whole host of collaborative activities.

SECTION 3 WORKGROUP: ACADEMIC LEADERSHIP: THE CHALLENGES OF INTERNATIONALISATION, AN AUSTRALIAN PERSPECTIVE

Chair:

Professor Ingrid Moses, Chancellor,
University of Canberra, Australia

UK Support:

Professor Jeroen Huisman, Director, International
Centre for Higher Education Management,
University of Bath

As mentioned in the background papers for the 2006 Leadership Summit, "At the strategy and management level, only about half of the 133 [British] HEIs investigated, [had] an international strategy", and only 15% of these HEIs had created a senior role with direct responsibility for internationalisation. In Australian HEIs, by comparison, having a senior member of staff with this role is the norm.

THE INTERNATIONALISATION AGENDA IN AUSTRALIA

The percentage of foreign students within Australian universities has increased significantly over the last seven years despite a recent slowdown in numbers from some regions. Overall these increases can be taken to indicate good early internationalisation strategies from the Australian HEIs and their key partners.

The UK has been noted, interestingly, as the only nation within the top 10 countries who have the highest proportion of international students, for which this percentage has not significantly increased since 1998. This highlights the need for an increased focus on internationalisation strategies to be developed throughout academic as well as administrative departments within UK HEIs.

THE ACADEMIC LEADERSHIP ROLE; TAKING PEOPLE WITH YOU

A key role for leaders of HEIs is providing strong and visible institutional commitment towards internationalisation, and ensuring this commitment is set down in the overall strategy for the university and implemented within each department.

There are many and diverse examples of how Australian institutions have integrated internationalisation in their overall strategy; these include international partnerships and national and international alliances. Many HEIs in Australia have developed guidelines and procedures for setting up international partnerships and exchanges.

ENGENDERING A CULTURE OF INTERNATIONALISATION

Successful internationalisation is more likely to come from a "whole institution" approach than from being an additional agenda forced upon departments from the top down. International strategies and attitudes should be integrated and promoted in all parts of the institution including the curriculum, teaching and learning methods, the student support system and the overall ethos of the institution.

An examination of the University of Canberra's Internationalisation Plan, indicates that changing 'attitudes' towards internationalisation and developing an internal culture of multiculturalism within the university have been vital factors in developing a successful internationalisation strategy. Simply providing exchange placements and marketing degrees to other nations would not result in a truly international institution. For this transition to be successful there must be a shift towards integrated approaches; recruiting talented staff from overseas; fostering a culture of respect and cultural diversity; ensuring the curriculum provides learning opportunities from different cultural perspectives; providing specific support services for international students to help integration; developing international research links and so on.

The OECD typology for internationalising the curriculum (2004) sets out some useful methods for developing an international curriculum which include: making international comparisons where possible; providing quality teaching of languages and cross-cultural communications and offering foreign placements.

Institutions should focus on the value of preparing all students, home and overseas, for what is an increasingly global world.

DISCUSSION

Promotion criteria and link to career development for staff – incentivising, rewarding

There are not enough hard incentives in many HEIs to encourage overstretched senior staff to focus on internationalisation in addition to the hard outcomes and targets they are contracted to deliver. There can be tensions between the proposed 'joined-up drive' to promote internationalism and specific areas of responsibility for individual staff members. Unless internationalisation can be linked to performance goals or promotion in some way, it was suggested that many will not feel impelled to focus their stretched resources on it. The debate focused on the need to impress upon staff the value of research and involvement within internationalisation and global ideas. The facilitator confirmed that in Australia, in addition to including internationalisation in HEIs overall objectives, time and resources are allocated and vital training and support offered to staff. The broader debate about whether the allegiances of academics should be primarily to their discipline, or to the objectives of their department and institution was touched on in this context.

Promoting integration among international students

Some delegates mentioned a perceived 'ghettoisation' of foreign students, and discussed whether this was self-imposed, due to differences in experiences and social life or whether inadequate support services might play a part. Part-time work might offer opportunities for foreign students to make social links and integrate with home students and the wider community. Questions were raised about what could be done to improve the university experience of foreign students and their integration and hence maximise cultural learning for all students.

Who should lead internationalisation in higher education?

The group was interested in whether internationalisation was driven by the HE sector in Australia, or by government legislation, business

demand and so on. The facilitator felt this varied across and between states and suggested that different regions had differing external influences. While the government can raise general awareness, it is individuals within higher education and the institutions they represent who actually create and follow through on pathways, exchanges or other international projects. It was agreed that the internationalisation agenda is and must be treated as cross-sectoral with valuable lessons to learn from businesses, and support needed from government policies but HEIs should be playing a proactive role.

Involving the wider community in internationalisation strategies

Universities wishing to develop their internationalisation strategy must facilitate discussions among staff with various departments; with people outside the university; and with representatives from the local city or town and the local community to help ensure that the non-academic needs of foreign students are planned for. There are numerous innovative examples of good collaborative practices from Australia; in some instances the regional mayor gives a presentation to new overseas students, formally welcoming them upon their arrival and highlighting the support which is offered to them outside the university. Other examples of good collaborative strategies include an example from the Scottish Executive, who prepared to extend overseas students' visas for two years to give them time to test the job market in Scotland hoping that this would encourage highly skilled people to stay on in the region, bringing benefits to the local community and the students themselves. Many towns working in close collaboration with their local HEIs are discovering wide-ranging benefits to the local communities from increased numbers of overseas students.

There was a hope expressed that institutions would think outside the box and develop strategies not simply to encourage overseas students, but to change and internationalise the pedagogy and ethos of the whole university, its teaching, curriculum, lifestyle and community.

There was much agreement about the possibilities which are created by overseas students for the institutions themselves. In addition to added income,

it was felt that attracting new students was helping to widen cultural perspectives across the UK and opening up opportunities for UK students to travel abroad, bringing back their ideas in 'a knowledge transfer' fashion. It was acknowledged that some British HEIs are now internationalising their teaching, learning and general outlook which has led to benefits such as a global reputation; attracting top staff and students; and new contracts with businesses.

SECTION 4**WORKGROUP: HIGHER EDUCATION DEVELOPMENT IN THE ERA OF GLOBALISATION – A CASE STUDY OF TSINGHUA UNIVERSITY, CHINA****Chair:**

Professor Gong Ke, Vice President,
Tsinghua University, Beijing

UK Support:

Professor Bill MacMillan,
Pro Vice-Chancellor, University of Oxford

TSINGHUA UNIVERSITY

The University was established in 1911 in Beijing, and is considered to be one of the most distinguished in China: 25% of the members of The Chinese Academy of Science are drawn from the University's alumni and a further 20% are members of The Chinese Academy of Engineering. The University has also provided the country with a State President, a Prime Minister, and a Chairman of National Congress. There are 27,000 students enrolled, 13,000 at undergraduate level and 14,000 taking postgraduate studies and the University is associated with the publication of approximately 8,000 academic outputs each year. Their research income in 2005 topped £89 million.

DEVELOPMENTS IN CHINA

Two broad stages in China's higher education development can be described: firstly, since the late 1970s a process which took China from 'closed door-ism' to 'opening up' and reform. As Deng Xiaoping said "education should face to modernisation, to the world, to the future" and it was under his leadership that many of China's economic reforms were undertaken. The second crucially important stage has been China's membership of the World Trade Organisation (WTO) since 1999. Through this membership, China has made HE collaboration agreements with 160 countries and is active in 14 international organisations relating to higher education. They are believed to be fast becoming the world's largest higher education market.

Higher education policy has been afforded a high priority within China: advanced and specialist universities have been created; and the government

has promoted inward and outward student mobility and has worked towards mutual recognition and accreditation of academic degrees internationally. This has led to a number of significant international collaborations with HEIs in countries such as Germany, France and the United States.

INTERNATIONALISING EDUCATION IN CHINA

To succeed, universities in China have been forced to adapt themselves to the globalising environment and make good use of education resources and new developments from across the world. For Chinese HEIs, 'globalisation' means the trans-national allocation of development resources, including capital, technology, energy and people.

A key aspect of the strategy at Tsinghua is encouraging two-way movement of the students and faculty between China and the rest of the world; it has set itself up as a centre for international exchanges. About 1,000 students at Tsinghua University are sent to study abroad every year, about 50% of new faculty members have studied abroad and there are a number of large summer programmes run for overseas students inside Tsinghua. Cross-sectoral collaborations with global companies such as IBM, Hitachi, Toshiba, Siemens, Hewlett-Packard, Shell, and Motorola have been another key part of their globalisation strategy.

KEY LEARNING FROM THE TSINGHUA EXPERIENCE:

International co-operation is of strategic importance for the development of all universities.

International co-operation within HE should be student-centric, as students lie at the heart of the system. This not only means reform for curriculum content, accreditation and better management systems but efforts to support funding for students to travel worldwide.

DISCUSSION**How can UK institutions effectively learn about developments in China?**

A number of participants were interested in how best to learn about new developments, which clearly were moving very fast. The facilitator felt that making direct links with Chinese institutions was the most effective way of sharing current information. This also develops trust between the two institutions and can be a base upon which to build more formal relationships in the future. One method which has proved successful is the Sino-UK Leadership Development Programme, which twins UK and Chinese universities, now run by the Leadership Foundation. It is anticipated that demand for these twinning arrangements will significantly increase as interest in the Chinese education system grows.

Participants were interested to hear about the sheer scale and diversity of Chinese institutions, and how China was leading a rise in quality across all types of education institutions. Gong Ke pointed to twinning arrangements within China between established high quality universities and those in other parts of the country that are less well developed. Questions were raised about the leadership of these 'twinning' institutions in China and how the senior management team were prepared for such collaborations. It was clear from Gong Ke that a considerable amount of public investment was being put into equipping those in leadership and management roles to handle globalisation and collaborative arrangements effectively.

Funding

Questions were raised about the funding arrangements in Chinese universities. It was explained that some were funded by the central state and others by the provinces. It was clear that this picture was changing very rapidly from year to year.

Perception of UK universities

Participants were interested in how UK universities were perceived in China. Gong Ke suggested that UK institutions were very active in presenting themselves at exhibitions and other marketing events in China, principally in the context of recruiting students, but this might imply that they were making less substantive progress than some other countries in

more individual, collaborative academic partnerships and other more direct arrangements within China.

INTERNATIONAL STUDENTS – THE CHINESE PICTURE

The UK has witnessed a decline in university applications from Chinese students. Figures released by UCAS for 2006 showed a 13.6% drop since last year, and an even larger decrease of 35% was reported in the previous year. This is partly attributed to increased competition from other nations such as Australia, New Zealand and the US. However, the Chinese government has invested heavily in its own higher education institutions which are now attracting students from other Asian nations as well as Chinese nationals.

The University of Essex this year signed a 'Memorandum of Co-operation' with the University of Nanjing in China. One hundred Nanjing students per year from 2008 will come to the University of Essex after two years of study in Nanjing and complete degrees in Biological Sciences, Computer Science and Electronic Systems Engineering. Essex will also be setting up an office in Nanjing and staff will make several trips a year to check on progress and discuss opportunities for research.

This form of relationship building at an institutional level could be an attractive option for universities, especially where both institutions have a specialism, resources or current links upon which to build. More methods of recruitment which involve direct links with specific overseas universities and the importance of strengthening existing partnerships and building new institutional collaborations are suggested within the Prime Ministers Initiative (ii). There are estimated to be over 160 different formal 'links' between British and Chinese universities so far, including the high profile University of Nottingham, Ningbo branch campus in China.

INSTITUTIONAL PARTNERSHIPS - UK/CHINA

At the second UK-China Education Summit, (London, 4 April 2006) Bill Rammell, Minister of State for Lifelong Learning, Further and Higher Education committed £2 million over the next two years for the UK-China Partnership scheme. Part of this funding will support the Scholarships for Excellence programme which allows Chinese researchers (50 expected in 2006/7) to take PhD and doctorate research at five of the top research universities across the UK. There will also be five places for scholars from the UK to study at Chinese institutions.

A new scheme UK-China Graduate Work Experience Programme was also announced. Up to 1,000 Chinese graduates will also undertake orientation courses at UK universities before gaining work experience with British businesses for up to 12 months.

The Sino-UK Leadership Development programme is an international exchange programme for vice-presidents of Chinese Universities and their UK counterparts. It is supported by the Chinese and British governments and run by the Leadership Foundation for Higher Education.

SECTION 5
WORKGROUP: THE AFRICAN EXPERIENCE AND THE UK RESPONSE**Chair:**

Professor Akilagpa Sawyerr, Secretary-General, Association of African Universities, Accra

UK Support:

Dr John Rowett, Secretary-General, Association of Commonwealth Universities

The African experience raises many new questions about internationalisation and globalisation. The context within HE across Africa is rapidly changing and the challenge must be to raise awareness in countries like the UK beyond the challenges it delivers to Western nations. Questions to be asked include: What does internationalisation mean for Africa today? How can higher education in Africa best be taken forward?

Working towards these answers should be seen as a global challenge.

Some of the key challenges for African HEIs include the fast development and diversification of knowledge and the sharing of this knowledge around the globe; the movement of scholars (or students) from, to and within Africa; and lastly, African efforts to foster collaborations between its institutions and those of other countries.

In the current international landscape global imbalances, political and economic, present challenges for many African HEIs.

- There is a poor connectivity throughout Africa, compared to much of the rest of the world and physical and political instability in some areas means this cannot necessarily be remedied.
- Several African institutions have been forced to grow as much as five-fold, to meet increasing demand for higher education. This increase has taken place without an equivalent increase in resources available which has had a negative impact upon the overall quality of some institutions.
- Universities are hailed as mediators between cultures, but there are still concerns in many

developing nations about a Western hegemony within higher education globally.

- 'Knowledge' is a key issue, and it is not consistently developed and applied across the world. In particular, high levels of knowledge are concentrated in certain geographical areas and often the best 'brains' gravitate towards them, thus emphasising an already existing imbalance. The politics of knowledge production and usage are of key importance when examining the experience of African HEIs in the current international market.

The ideology behind higher education is changing, possibly an effect of the developing global market within HE. This is helping to create a 'knowledge society' with knowledge increasingly treated as a commodity. This changing ideology is affecting attitudes towards and relationships among institutions, individuals and nations – and has further implications for Africa's struggle to develop its own higher education institutions and retain the knowledge produced within the continent.

Within this 'new internationalisation', and with the development of a worldwide market within higher education, Africa is no longer solely dependent on its historical 'partners'. To help develop its higher education sector, new initiatives and partnerships must be set up to promote self-development and international participation. Joint projects and exchanges with those who have historically been partners, and developing a variety of links with newly developed or non-traditional partners will help to diversify the sector and encourage new learning and opportunities.

The challenges for African HEIs are likely to have an impact upon leadership roles such as: the role of the institution; the role of the department within the institution; and the role of knowledge and the disciplines.

Key considerations about the African perspective.

- The 'International Academic' is still metamorphosing in Africa – the continent is

looking to catch up with where others are in higher education; there is a lot of experience still to be gained and systems to be developed within Africa, before it can have truly international higher education systems.

- Leadership roles, which were relatively clear-cut in the past, have become more difficult to define in the changing world of internationalised higher education.
- African higher education systems should be looked at within the context of this 'new internationalisation' and with reference to the unique African perspective. International initiatives on any scale would benefit from being developed in partnership with African institutions.

DISCUSSION

Leadership roles

For those wanting to help the African situation, what advice can be offered about the best way to stimulate discussion between UK and African institutions? In evaluating the most effective role for UK institutions to take, it was felt that a more innovative and experimental approach would be needed if the UK was to get involved in the African debate in a more meaningful way.

One suggestion was supporting students from the UK to travel to African nations to undertake projects. They could immerse themselves in the culture of the nation, research the challenges which are being faced, evaluate what could be done by the international communities to help, and might even be able to help influence positive change through UK institutions upon their return. It might be more appropriate for students to take on these types of investigation; an academic or official researcher could more easily get caught up in the politics of the area and the visit might become more politically sensitive. It was agreed that many students are keen to travel to destinations such as Africa while senior staff members would often rather take a sabbatical in a developed nation such as the US.

Promoting cultural understanding and transformational models of change

The facilitator suggested that in order to help African higher education develop and grow, and to develop

the institutions and knowledge needed for the future, countries such as the UK must fully understand the cultures represented. Many of the systems and processes which are useful in Europe or the US are not right for the communities there. Understanding the African perspective should be the first step towards any improvement plan.

It was suggested that the UK should consider transformational not transactional leadership for HE reform in Africa and that HE Institutions should be looking for projects appropriate for African cultures, needs, and most of all their future sustainability. The issue of funding was also raised and the facilitator expressed concern that low overall funding means resources across Africa are spread very thinly. The sector is in need of inspiration as well as a lot of hard work to improve the situation.

Inequalities

Sending 'the best' African students abroad is an issue as in many cases they do not return. However it was recognised that for UK institutions, having some students from Africa enrolled is a great benefit to their own staff and students, and if a positive relationship is built up may offer some longer-term help to Africa as well as valuable insights into the cultures and challenges faced. Considering how African students in the UK can contribute towards their home continent and taking a proactive role in two-way knowledge and resource transfers could help reduce the negative effects of the 'brain drain' phenomenon.

'There are estimated to be more African scientists and engineers working in the USA than the whole of Africa' (Africa Commission Report, 2005)

The global market has created opportunities for those with money to seek out an education abroad. Much of the funding for students from Africa to study overseas based on ability has now expired and studying abroad is in many cases dictated by who can afford it. Scholarships and funding for African students are necessary to ensure enough of these opportunities are provided and UK HEIs should consider ways in which they can contribute towards able students who lack large-scale funding.

Challenges

Difficulties in engaging staff in projects aimed at regions such as Africa were discussed. For example, with regard to changing the curriculum and incorporating the African perspective, there are so many different nations, events and issues it would be a huge challenge to ensure each of them was represented within the content of any course. There is no such a thing as a typical African point of view; however, there are numerous lessons which those in UK higher institutions could learn from the continent as a whole. The diversity of the region and its cultures mirror the dichotomy and diversity of need, so for UK HEIs an approach which targets specific institutions and areas instead of attempting to find solutions for a wider region is likely to have greater success, even if on a smaller scale.

There was a great deal of discussion about participants' experiences of communicating with different countries in Africa. It was noted that India and Malaysia have made a great deal of contact and are more involved than many other nations when it comes to working with HE institutions in Africa. Collaborating with those who have already initiated this type of contact could be a good way for UK institutions to create lasting links and mutually beneficial partnerships.

AFRICA: UK INVOLVEMENT 2006 ONWARDS

Higher education within Africa has been the focus of increased political interest in the past few years as highlighted through initiatives such as the Africa Commission Report in 2005. The report describes decades of underinvestment in education and higher education in particular. It claims "The shortage of skilled professionals in Africa is a critical issue. It has its roots in a tertiary education system that is in a state of crisis" and calls for increasing funding from developed nations to address the regions long-term needs. It is suggested that Africa needs world-class higher education and research institutes as well as centres of excellence in science and technology, and that existing higher education institutions need to be revitalised. As many other developing nations have found, the development of quality higher education institutions can contribute towards the economy, infrastructure, health and the global positioning of a region.

'In 2000, 60% of Africa's total expenditure on research was in South Africa' (Africa Commission Report, 2005)

How can institutions within developed nations get involved?

The Report makes reference to the value of higher education in developing the capabilities of tomorrow's leaders within Africa, civic, political and academic. The HE sector across the majority of the continent is currently too small to satisfy demand and needs increased resources, infrastructure and sustained investment.

Support from other academic institutions in the form of partnerships, sharing of knowledge, advice on governance, exchange of staff, students and ideas would be a valuable way for African institutions to benefit from institutions in developed nations. The report itself names "Short training programmes, seminars and workshops, facilitated networking and learning exchanges, mentoring and coaching, south-south and north-south partnering with universities" as positive ways UK institutions could get involved. www.commissionforafrica.org - Sections 4 and 6 are of particular relevance to the HE sector.

Examples of recent UK/Africa projects

In November 2005, Bill Rammell, Minister of State for Lifelong Learning, Further and Higher Education announced a £200,000 allocation to The Africa Unit at the Association of Commonwealth Universities to promote partnerships between universities within the two regions. This will be used over two years to fund a partnership and 'linking up' service for UK universities, matching them with potential partner institutions in Africa. More details are expected to be available after summer 2006.

The Prime Ministers Initiative Phase 2, announced by Tony Blair in March 2006 promised £3 million for UK/Africa partnership initiatives through the British Council Development Partnerships in Higher Education (DELPHE) project. This will offer funding to support collaborative projects between UK higher education institutions and those based in sub-Saharan African nations. All collaborative ventures must work towards at least one of the Millennium Development Goals. More information is expected to be available for potential applicants from summer 2006. www.britishcouncil.org/learning-delphe.htm

The Technical and Business Education in South Africa (TABELISA) vocational and business training project run by Coventry University, the University of Greenwich and four South African universities has so far helped in the creation of over 200 businesses in South Africa. This received £6 million in ECU funding in 1998, and the DfES allocated a further £50,000 to set up a similar project in Ghana in November 2005.

The University of Leicester and the University of Gondar in Ethiopia set up an official link in 1997, initially through the Tropical Health and Education Trust which creates links between medical schools and hospitals in the UK and Africa. The two universities signed a memorandum of understanding in November 2005 after senior leaders from the Ethiopian institution visited the University of Leicester to learn more about the day-to-day management and leadership of the university as a whole. There have been well-documented benefits on both sides and future projects on a wider scale are expected.

The University of Wolverhampton, in April 2006, signed a memorandum of understanding with Kabarak University, in Nakuru, Kenya to develop new degree programmes of relevance to both institutions. Kenyan students will complete their degrees at the University of Wolverhampton and collaborative research projects between academic staff in the two institutions are also being investigated.

SECTION 6

WORKGROUP: THE BRITISH UNIVERSITY IN EGYPT: A COLLABORATIVE INTERNATIONAL PROJECT

Chair/UK Support:

Professor Ronald McCaffer, Director of Business Partnerships, Loughborough University & Acting Senior Vice-President, British University in Egypt

BACKGROUND

The British University in Egypt (BUE) was opened in 2005 and evolved after discussions between the British and Egyptian governments as far back as 1998. The Egyptian British Business Council was jointly launched in this year and the two nations had agreed on an overall goal: to strengthen the links between Egyptian and British industry. The idea behind the BUE project was that this new university would develop a cohort of well qualified graduates initially in the areas of engineering, information technology, computer science and business studies who had been educated through the UK system, but who were based in Egypt. It was hoped these graduates would go on to gain employment from some of the many major international companies based in the region; there was a great demand for employees with a high level, Western education.

The project began with a feasibility study by Loughborough University and some work done by the British Council, and funding was raised through meetings with Egyptian businesses interested in the project. Finally, following a recommendation by the Prime Minister, Tony Blair, to President Mubarak in August 2003, a Presidential Decree was issued in 2005 which confirmed the creation of the BUE.

SUPPORT FROM UK AND EGYPTIAN SOURCES

The Egyptian government played a proactive role throughout the planning and implementation process, granting the new University a licence, giving their official approval to the course syllabuses and guiding the new University through the relevant national regulations. The project was sponsored by a number of Egyptian businesses, including the Orientals Group, whose leader has gone on to become the Chairman of the Board of Trustees for BUE.

Support from the UK came initially via the British Ambassador who helped develop positive relationships between Egyptian sources, UK companies based in the region and the British government. A number of UK universities, led by Loughborough, provided academic, institutional and administrative advice helping the new BUE to develop its courses and processes. The British Council offered additional help in understanding the educational system of Egypt through their local links. Accreditation of degrees offered at BUE is provided by the Egyptian Ministry of Higher Education.

STAFFING THE BUE

Seventy per cent of all academic staff are employed full time, directly from the UK, to ensure that the British system is fully embedded in the University and to maintain international confidence in the quality of the degrees offered. It is hoped that the introduction of so many British academics will also help to facilitate the creation of a new research community in the region. Key staff members who are currently employed from the UK include the Vice-President (Academic), the UK Consortium Director, who has links with the other UK universities, and the Head of Quality.

DISCUSSION

Developing research capability

Since the research culture in Egypt is still in its early stages of development, Professor McCaffer agreed that for the BUE to be an accurate representation of a British HEI, it needed to develop infrastructure which could support its own research. This has been problematic in the past in Egypt with academic 'stars' often leaving the country to follow funding elsewhere, particularly in the US and Europe. It is an ongoing challenge for the BUE to try and build a culture favourable to fostering innovative and groundbreaking research. As an initial step to overcome this challenge, all academic staff are now obliged to provide a personal research plan. The growth of Euro-universities in the region is a sign of increased Western investment in Egypt, and it is hoped

that in the long term this increased investment will help to build a stronger research culture with the support of the Egyptian-British Business Council. Research partnerships have already been created between the BUE and other UK institutions, such as Middlesex University and its sister organisation Middlesex University Dubai.

Developing a 'dual-cultural' university

The group asked whether cultural sensitivities had been a challenge throughout this project; creating a university in a country with a very distinct culture can often bring its own challenges. In setting up the BUE, Professor McCaffer agreed that the project team had to adjust and understand the Egyptian 'way' of doing business and adapt their communication styles accordingly. Sensitivity to cultural differences and behaviours was crucial in ensuring the BUE's Egyptian partners remained supportive of the project.

There was interest in how the 'brand' of the BUE was developed and what challenges were encountered throughout this process. The Professor noted that the BUE had strong support from UK universities, led by Loughborough, but that ultimately the project had to 'fit in' with the local infrastructure to a certain degree in order to survive. This raised some interesting questions about the branding of educational institutions, how far a brand can be safeguarded when working in a foreign country and what the pitfalls can be when dealing with foreign government bodies and organisations.

The political implications of setting up a new university in a relatively unstable region of the world were discussed. In addition to the potential economic and physical dangers, the Professor agreed that there could be significant reputational risks, in this case for the BUE and others involved, if the political situation deems the project suddenly unviable. The issue of what protection the BUE and other institutions of its type have from regional political issues was debated. A key concern for British HEIs is that quality of teaching and academic credibility must be assured for them to be confident to validate degrees from a joint university such as BUE. The Professor described how the BUE has set itself up as a British university run according to the British system, but that in reality it is also a university in Egypt and ensuring consistency in academic practice

and conforming to the standards and cultures of both nations as far as possible is a challenge.

SECTION 7

WORKGROUP: LEADERSHIP OF DISTANCE AND E-LEARNING

Chair:

Susan D'Antoni, Head of the Virtual Institute, UNESCO International Institute for Educational Planning

UK Support:

Professor Brenda Gourley, Vice-Chancellor, The Open University

Terminology

- Distance education, or open and distance education, 'reflects both the fact that all or most of the teaching is conducted by someone removed in space and time from the learner, and that the mission aims to include greater dimensions of openness and flexibility, whether in terms of access, curriculum or other elements of structure'.
- E-learning refers to the use of information and communication technology to enhance and/or support learning.
- Open Educational Resources (OER) is a term coined by UNESCO which refers to 'the open provision of educational resources enabled by information and communication technologies, for the consultation, use and adaptation of users for non-commercial purposes'.

There have been landmark developments in each of these areas and the pioneering work leading to the establishment of the UK Open University in 1970 has particular significance for the current picture of distance and e-learning.

The role of these alternative modes of delivery for higher education can be explored from both an economic and a social perspective. Distance learning for the developing world in particular has been of critical importance; this was re-emphasised by one of the participants (Iftekhhar Hasan from Fatima Jinnah Women's University) who suggested that whereas distance and e-learning was, for many, a luxury in the developed world in the developing world it was a necessity.

Leadership is a critical factor in the planning and implementation of initiatives such as e-learning, distance education and in the development of the virtual university concept. Future changes/challenges to be aware of include:

- the internet as a catalyst for change – and its potential to equalise access to education on a mass scale;
- the changing learning styles and skills of younger students who have grown up with access to the many forms of new technology - what Wim Veen of Delft University has described as the 'Homo Zappiens!' generation;
- a changing organisational context for those who have access to these various technologies, and the development of the 'networked person'.

A review of some of the international providers highlights the range of provision offered. These include The Open University of Catalonia, Spain; USQOnline, Australia; The African Virtual University at Kenyatta University, Kenya; NetVarsity, India; and MIT OpenCourseWare, USA. In each of these examples an alternative approach has been taken and each represents an institution/organisation operating in very different local and international contexts.

The leadership and management challenges identified by UNESCO within their recent work on the virtual university describe seven key requirements for successful provision of distance and e-learning and form a useful checklist for those embarking upon a more extensive distance or e-learning operation.

- Leadership and support from the highest level.
- Appropriate technology infrastructure and sufficient resources for its implementation and ongoing maintenance.
- Staff training and support structures.
- New teaching and learning approaches.
- Programmes appropriate to the technology.
- Quality assurance of the educational products and services.
- Co-operation for sharing expertise and reducing costs.

DISCUSSION

This focused around a number of potential challenges for the leaders of distance and e-learning communities and new 'more collaborative learning networks' which have developed through distance and e-learning programmes.

Learning and a sense of community

Several participants emphasised the importance of building collaborative learning 'communities' when online or distance education is being offered, partly to overcome the isolation faced by some individual learners but also to create alternative and innovative learning experiences. Several leadership challenges to building a sense of community among distance/e-learners were identified ranging from considerations about infrastructure; the development of effective student support systems; collaborating and training academic staff to work within these new learning environments; and the general management challenges of such organic and fluid communities.

Quality Assurance (QA)

The experience of several participants suggested that the capacity of many existing QA systems can actually act as a constraint to the evolution of new approaches to delivery. The challenge for leaders is to encourage and assist QA systems to be current and responsive to the changing modes of delivery, this is a global issue.

The changing role of the academic

The emergence of the OER concept was highlighted by several of the group as a great opportunity and/or a major threat to individual academics. The skills required by academics in this new open access world may be as much about navigation and collation of relevant content, as about creation of new resources. In this world the academic as a facilitator of learning becomes more significant, and the role requires an enhanced capacity to deal with the ambiguity and contradictions which exist within the information and resources available to students. Can this be presented as an opportunity and as a return to the role of the academic as a critical thinker and questioner of 'truths'?

Plagiarism and assessment

The challenge of dealing with plagiarism in the days of online and distance learning, and the link to creating new and different modes of assessment were

discussed. The leadership challenges in this context are partly those of educating students about the nature of plagiarism but more importantly involve motivating academic staff to find time to move away from the more traditional approaches to assessment ('the essay') where plagiarism may be more likely to occur, to approaches based on learning logs or journals etc through which plagiarism would or could not occur to the same extent. In institutions where the focus is highly research led, adopting these new approaches was highlighted as a key challenge. The group agreed that engaging professional bodies in a discussion about new methods of assessment would require leadership input at various levels.

Technology as a catalyst for change

A number of participants identified examples of how new technologies have offered a way for institutional leaders to develop collaborative links between institutions at a much greater pace. This has been accompanied by the leadership challenge of how to select the 'right' technologies and how to become sufficiently 'technologically savvy', ensuring the right decisions have been made.

Staff development

An important role for leaders of distance / e-learning providers is to 'create opportunities' for all staff to be exposed to new forms and developments within technology, partly to inform them of opportunities but also to expose them to the pace of change in these different areas.

market and brand aware – understanding and building knowledge of new and emerging markets and building a brand which is easily located on the web and easily recognised by potential customers;

technologically savvy – developing capacity and interest in new and emerging technologies;
trend spotters – identifying new and emerging trends in delivery and mode of learning, e.g. whether podcasting is a real trend for the future or just the latest toy;

networkers – building and developing networks and relationships internationally and learning how to identify partners who can be trusted?

Dealing with these (and other challenges) for the university of the future will require leaders at many levels. One of the most demanding challenges will be how to build sufficiently flexible and adaptive organisations within which innovative and responsive approaches to learning and teaching can flourish. Perhaps, for some institutions, this is one of the strategic leadership challenges over the next phase of development.

USEFUL LINKS – FURTHER READING

The UNESCO Virtual University information website
www.unesco.org/iiep/eng/research/highered/virtual.htm

International Council for Open and Distance Education
www.icde.org

European Distance and e-Learning network
www.eden-online.org/eden.php

The Observatory on Borderless Higher Education
www.obhe.ac.uk

Open Source Software Advisory Service
www.oss-watch.ac.uk

SECTION 8 WORKGROUP: MULTICULTURAL LEADERSHIP

Chair:

Professor Jairam Reddy, Director, International Leadership Institute, United Nations University, Amman

UK support:

Dr Bob Aylett, Deputy Vice-Chancellor (Academic), London Metropolitan University

'The challenge for university leadership is to ensure that a multicultural curriculum serves to refigure relations between the schools, universities, teachers, students and the wider community and these institutions can become a laboratory of learning that nurtures critical citizenship and civic courage'
(Giroux, 1994)

Internationalisation, the development of a multicultural environment and the leadership challenges they bring are all interrelated within the context of higher education. Internationalising a university in terms of delivery of programmes overseas or to foreign students at home will result in a wider mix of cultures present within the institution and offer a multicultural range of social articulations, ideas and practices. This acknowledgement that the culture of the university will be affected simply through foreign delivery can present opportunities to the leader, lecturer and student, but also calls for proactive changes such as development of an internationalised curriculum or developing international perspectives within teaching methods. Changes must be made not just to universities' academic offerings such as language teaching, or within their marketing strategies but within the very structure and ethos of the university. A re-evaluation of issues such as the ways in which teaching is delivered and support services offered, the topics covered within the curriculum and how international sources are used can be valuable for institutions as a whole. Opening up a dialogue with individuals, other universities, businesses and communities from across the world can highlight ways in which overall provision and learning can be improved as well as giving a more multi-cultural perspective to the institution. For any

type of multicultural community to be successful, all cultures must be represented and feel they can contribute to its overall success. The leadership of a multicultural and internationalised institution is critical to its success.

'Teaching and learning in UK HEIs remain based on Anglophone pedagogic models and literacy practices and do not integrate or accommodate foreign approaches and learning traditions'
(Koutsantoni, D. 2005)

The following questions are useful considerations within a discussion of this kind.

- What is the driving force behind internationalism within a university? Is it income generation, cultural hegemony or the pursuit of some higher purpose?
- Can higher education, through research and knowledge transfer, be an effective instrument for social and cultural change on a global scale?
- What type of different leadership skills and qualities are required to operate effectively in a multicultural context?
- How can institutions evaluate whether they have been successful in responding to the challenges of multiculturalism and internationalism? What does 'representative' mean in the context of academic teaching and learning?

DISCUSSION

Implementing a multicultural perspective should start from the top as it requires commitment from the top. However, as with other changes made to cultural aspects of universities it should also be seen as a perspective through which all systems, debates and activities are considered and entrenched within the day-to-day elements of the institution. Participants felt some institutions were not giving enough thought to new ways of thinking and learning which are common in cultures different to their own. Without a two-way dialogue and learning on both sides there is a danger of missing out on opportunities to enrich current ways

of working, teaching and learning and of becoming an institution which has its focus on past methods instead of searching for new ideas and ways of imparting knowledge. The export of 'monoculturalism' could act to subsume local cultures so internationalisation within HEIs must be recognised as and entered into as a two-way process of learning. Similarly, universities should not see international recruitment simply as an important revenue stream but as an important addition to the courses and experiences offered to their students.

In addition to the role of leaders in developing a multicultural institution, there is an additional role for the university: to help mould global and international citizens who can communicate and work outside of the UK. Leaders could play a valuable role in attempting to influence language teaching across the UK and in encouraging links with multicultural communities, and as the institutions training tomorrow's leaders should set a positive example for other organisations.

CONCLUSION

The Leadership Foundation was delighted to act as host for this wide-ranging international dialogue and exchange of experience. The LFHE will continue to support HEIs international strategies by offering new knowledge, case studies and development opportunities that both contribute to the 'internationalisation' agenda and contribute to the development of institutions' academic and business goals.

NOTES