



# Global Horizons for UK Universities

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**The Council for Industry and Higher Education**







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## Executive summary

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1. The purpose of this report is to provide decision makers in universities with ideas on how they might further internationalise their institutions. We take a comprehensive, wide ranging definition of what internationalisation actually means and distinguish between those activities on a UK campus and those undertaken overseas. The main focus is on the former since the CIHE is particularly interested in what can be done to make UK graduates more globally aware and attuned to different countries and cultures and hence also more attractive to major employers. We want the experience of UK higher education to be of such a quality and so globally based that we become the preferred location for internationally mobile students. We are also interested in raising the knowledge base and the UK's access to world class R&D.
2. The key questions we try to address are: What are the key issues in achieving an internationalised university? How are they being addressed and what good practice is there that we can learn from?
3. In some other countries internationalisation has been a key issue for much longer than it has in the UK. In the USA central agencies have developed many tools for helping universities progress on the long path of internationalisation - self analyses, checklists, advice on expected student outcomes etc. Likewise the universities in Australia have given considerable emphasis to international issues; 35 of the 38 universities have a PVC or DVC International. In Singapore, as one might expect, there is a strong national strategy aimed at building the city state into a regional hub of quality higher education through international partnerships. In mainland Europe higher education systems are offering many programmes in English and institutions are becoming much more attractive to foreign students. A SWOT analysis of our relative internationalisation shows that we can learn from some of our competitors and must not be complacent.
4. There is a vital difference between an international strategy and an internationalisation strategy. The former used to concentrate on recruiting international students, while the focus of internationalisation strategies is now much wider and covers all the activities within an institution. Almost all universities have either completed or are working on such strategies. Although their contents are very similar, there is a key distinction; some focus on the future reputation and capacity of the institution and are university-centred, while others are student-centred and concentrate on the qualities that students will be expected to gain from their experience on campus. A significant number of institutions are setting out to ensure that everything they do is internationalised.
5. There are many difficulties in increasing the number of students who travel overseas, but some excellent good practice has emerged in the way that universities are helping to remove the blockages to overseas travel. There is a clear finding (from a survey of employers that we commissioned) that study abroad helps to increase students' employability. This message does not seem to be getting through to students. Employers should thus make their views on this more strongly known.

6. The realisation that we are in a much tougher competitive environment for recruiting international students has led to much greater interest and investment in their support and facilities (and we provide examples of good practice here). While the potential for achieving a multi-cultural campus will differ from one institution to another, there is evidence that more can be done to increase mutual understanding and social interaction between UK and international students. Evidence from international students suggests that they consider their UK hosts to be less friendly than those in other nations. This perception has to be addressed. We need to distinguish between the experience of undergraduates and post-graduates. Focusing on the latter, we are becoming dependent in some disciplines on international students to fill our postgraduate programmes and underpin the provision of certain STEM subjects. We must also improve our competitive edge by offering more international students enhanced employability through training in the relevant skills, integrating work experience in their programmes and through better links with international recruiters.
7. Institutions see it as an advantage to increase the proportions of international academic and professional staff from the current average figure of 19%. This is now happening across the board, helped to some extent by economic factors overseas. The other aspect is to help existing UK staff become more internationalised. This is proving difficult in some non-research environments. Staff development and travel incentives are being adopted.
8. An essential aid to internationalising the curriculum is for the university to have a clear understanding of the attributes that it expects internationalisation to give graduates and we provide two examples. Not all academic staff realise what internationalising the curriculum actually means and why they should do it. The task of adapting the curriculum will need some support to be provided such as: guidelines, checklists and examples of what internationalisation means for the university. Academic cooperation will need to be earned through careful promotion of the need for change.
9. Building links with any multi-cultural communities outside the campus is a means of helping to promote awareness among UK students. Although such community work and related volunteering have often been under the auspices of the Students Union, they should be integrated with the university's own internationalisation programmes. We show how international volunteering, which often starts with purely charitable motives, can become part of a wide-ranging academic and humanitarian partnership programme.
10. "Strategic Partnerships" are the key words in most internationalisation strategies; this is taken to mean a focus on a few well-supported institutional partnerships that seek to involve relevant faculties across the university in teaching and research collaborations with their international partner. Their beginnings can be "bottom-up" or "top down", but they always need to be rooted in trust and respect between a core of academic staff on both sides. The bottom-up v top-down drivers may differ depending on the cultures involved. Once such partnerships have been selected (and this should be a careful process), these partnerships have to be delicately, but regularly, managed and kept going with central funds. Membership of international networks such as WUN or Universitas 21 provides an invaluable framework within which communities of interest can emerge.
11. It is becoming recognised that the process of internationalising a university needs management and direction. The governing body has a role in approving the overall strategy and in exercising the necessary overview of risk to the university's reputation. Beyond this some direct management support is needed and a growing number of top tier posts with "Internationalisation" in the title are emerging. Below this senior person there is great variety in how the support functions are structured and organised, but one evident trend is towards the widening of the role of the International Office to bring together many of the functions related to internationalisation. In general, approaches to central management of the overall internationalisation process are hesitant, although some examples exist of formal targets and key performance indicators being developed for the various categories of international activity.

12. In the final chapter of the report we make some recommendations for the sector and for individual institutions. The national recommendations concern better information on numbers studying abroad, financial support to make this more possible and improved information and advice on internationalising the curriculum and the activities of international competitors. We also need consistent and positive policies on visas and work permits across the UK.

## Acknowledgements

We are tremendously grateful to John Fielden for leading our work in this area. He has brought a wealth of international as well as UK experience and insight from which we can all benefit. Equally, he has been helped enormously by so many people across the higher education sector who have offered suggestions and examples of how they and their institutions are addressing the challenging issues highlighted in this report. Over 250 people attended our consultation conferences in London and Manchester and this report has benefited from their suggestions.

Our work has been guided by an Advisory Group and we are most grateful to the members whose names are given in Appendix IV.

Finally, this work would not have been possible without the generous financial support of our funders: the Higher Education Funding Council for England, the Scottish Funding Council, the Higher Education Funding Council for Wales, the Department for Learning in Northern Ireland, the Department for Innovation, Universities and Skills and the British Council.

## Companion Reports

This report is complemented by two others that develop specific themes in more detail:

*Internationalising Higher Education: A Financial or Moral Imperative?*  
*Global Horizons for UK Students: A Guide for Universities.*

The former addresses the value issues that institutions will want to have regard to as they internationalise. The latter suggests how institutions might encourage more students to study overseas as part of their UK higher education.



Richard Brown  
Chief Executive of CIHE





# 1

## Background and objectives

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Throughout the world, governments are seeking ways of helping their countries and their economies become more competitive. There is universal agreement that the development of a knowledge economy is a key element in this task. Higher education lies at the heart of such an economy and in recent years has seen increased funds being injected into universities and colleges, both to meet the demands of widening participation and, in developed economies, to strengthen the research capacity of higher education institutions.

The CIHE has devoted some of its energies to showing how UK business can work with universities to increase our international competitiveness. Our report *International Competitiveness: Business working with UK Universities*<sup>1</sup> highlighted ways in which UK competitiveness could be strengthened. The report included the following findings and recommendations:

- Higher education lies at the heart of our competitive advantage.
- The sector can aim to be the preferred worldwide location for mobile students and research.
- The sector should consider further the nature of an internationalised university that can deliver the global experiences our business leaders espouse; businesses consider such a university might be characterised by a greater mix of students and staff, a range of international experiences to which students are exposed and a discourse on the global cultural, religious and ethical issues that students need to understand.

The last bullet point is the rationale for this study, since an internationalised university will produce graduates and post-graduates who can work globally and help UK based businesses be more competitive. Changing the university in this way should ultimately have an impact on the health and vitality of the economy and society. The cultural and social benefits gained by students from studying in a multi-cultural environment will position them to make an improved contribution to the society in which they live and help social cohesion. Students will be more global in their outlook and able to interact sensitively with partners in other countries. They will better understand how people in other cultures think.

While the CIHE has initiated this guide, it has enjoyed support from across the sector, from all the UK higher education funding councils, the British Council and other key organisations.

The study looks at two key questions:

- *What are the key issues in achieving an internationalised university?*
- *How are they being addressed and what good practice can we learn from?*

This report is aimed principally at those university decision makers and managers who are facing these questions in their everyday work. We analyse and describe current practice and pass on some ideas that might be considered good practice. The potential range of topics is extremely wide and, if we covered them all in detail, this report would be encyclopaedic in size.

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1. Richard Brown and Philip Ternouth (2006), CIHE, London

We have therefore narrowed the focus of the report to describing good practice in some of the more essential elements of internationalisation. Thus, some areas of international activity such as offshore campuses or trans-national delivery of UK awards are not covered. The focus, therefore, is on UK campuses and what institutional leaders can do to internationalise them.

When researching this report we found that internationalisation was very high on institutional agendas. Almost all universities had either just completed an internationalisation strategy or were in the middle of doing so. Hence, we hope this guide is both relevant and timely.

## Definitions

It is important from the outset to define what we mean by internationalisation. Despite the very different activities that are caught under the umbrella of internationalisation strategies, there appears to be a general understanding of what the word “internationalisation” means. Whereas the term “international strategy” has tended to describe activities related to recruitment of international students or offshore partnerships and campuses, “internationalisation” is much wider and embraces the whole student experience and activities undertaken both at home and abroad.

The broad definition set out by Jane Knight has been widely adopted by institutions. She suggests that *“Internationalisation is the process of integrating an international/inter cultural dimension into the teaching, research and service functions of the institution”*<sup>2</sup>. The American Council on Education uses the term “comprehensive internationalisation” which is similar. The unusual feature of Jane Knight’s definition, however, which we welcome, is the use of the word “process” which highlights the need for continuing management action if internationalisation is to be achieved. This fits with the theme of this report which is aimed at helping managers decide what they have to do.

Jane Knight’s definition is challenging, since it implies that internationalisation is comprehensive and wide-ranging. When it is used by UK institutions, it is usually accompanied by a classification that she has made between “internationalisation at home” referring to activities on the home campus and “internationalisation abroad” covering a wide range of undertakings and activities abroad. The table below shows some of the activities within the two definitions:

**Table I**

<b>Internationalisation at home</b>	<b>Internationalisation abroad</b>
<ul style="list-style-type: none"> <li>▪ Internationalising the curriculum and related materials.</li> <li>▪ Foreign language study for home students.</li> <li>▪ New courses with international themes.</li> <li>▪ A mix of international students.</li> <li>▪ Involvement of international students in teaching/learning process.</li> <li>▪ International academic staff.</li> <li>▪ Intercultural campus events.</li> <li>▪ Liaison with community groups.</li> <li>▪ Student placements with local ethnic organisations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Home students studying abroad.</li> <li>▪ Academic staff working overseas on teaching, research or consulting.</li> <li>▪ Delivery of courses offshore jointly with partners.</li> <li>▪ Accreditation of partners’ programmes as part of a home degree/award.</li> <li>▪ Establishment of an offshore campus delivering home degrees/awards.</li> <li>▪ Establishment of joint research centres abroad.</li> <li>▪ Research projects undertaken abroad.</li> <li>▪ Capacity building or technical assistance projects.</li> <li>▪ International volunteering and charity work.</li> </ul>

2. Knight, J. (1994) *Internationalisation: elements and checkpoints*. Ottawa. Canadian Bureau for International Education.

## External factors and influences

Institutions work within a policy context that sees international activity as an essential part of higher education. This widening of horizons is reflected in the initiatives from Government such as PMI2<sup>3</sup> and the UKIERI<sup>4</sup> programme. The re-branding of the UK that they suggest has two strands: an emphasis on the need for UK students to learn to be global citizens, and a focus on partnership with overseas countries and higher educational institutions. Our policy makers have acknowledged that the way to win international, long term friends is not just to bring them to the UK as international students paying full-cost fees, but to develop deeper partnerships with higher education institutions and work together to build capacity and help to solve their countries' problems. "Partnership" not "income generation" is now the central theme; a recent report from the House of Commons Education and Skills Committee agreed that "collaboration and partnership working are vital for the future development of the international dimension in higher education"<sup>5</sup>. The overall aim is that for a select number of countries the UK will be their preferred partner country. There is some catching up to do, as we show later.

Another contextual issue is the competitive position of UK Plc's regarding their attractiveness to international students. The shock of the fall in Chinese enrolments in the UK at a time when the USA's recruiting appeared to be crippled by its Immigration Department has focused minds on the overseas student experience in the UK. There will be more shocks on the way as competition for internationally mobile students grows from reputable universities in EU countries offering comparable post-Bologna programmes in English with no tuition fees. Where these offers come from reputable institutions that are well placed in the Shanghai Jiaotong league tables they will be a real threat to the UK<sup>6</sup>. The implications of this are that institutions have to think much more about the quality of the experience offered to international students and need to explore ways of obtaining inward flows of students from sources other than the traditional open market place.

We need to recognise the very great difference between the internationalisation policy options for a university in a rural "white Anglo-Saxon" environment and one for an institution in a multi-cultural city with a wide range of home languages and cultures. The campus population will often reflect these differences and thus policies on internationalisation have to take them into account. At London Metropolitan University, for example, its home students come from 130 different country backgrounds even though they are residents of the UK.

## Methodology

In compiling this report we drew on the following sources of information:

1. The regular surveys of the scale of internationalisation in American universities and colleges undertaken by the American Council on Education<sup>7</sup>.
2. The survey by the International Association of Universities (IAU) of 526 universities in 95 countries concerning their attitudes to internationalisation<sup>8</sup>.
3. The report in 2006 by Professor Robin Middlehurst and Steve Woodfield for the Higher Education Academy on strategies for internationalisation in the UK<sup>9</sup>.
4. Visits to, or consultation with, 23 institutions, comprising:
5. Correspondence with many institutions and individuals on their specific initiatives.
6. Meetings and discussions with key agencies such as the British Council, Quality Assurance Agency, the Leadership Foundation etc.
7. Special surveys undertaken by i-Graduate for this report.

3. Prime Minister's Initiative for International Education 2 is the second five year phase of an international initiative, to which Tony Blair gave his imprimatur. Whereas the focus of the first PMI was on increasing the UK's market share of international students, PMI2 has a broader and longer term objective of positioning UK institutions as valuable partners in teaching and research. See <http://www.britishcouncil.org/eumd-pmi-about.htm> and [www.britishcouncil.org/pmi2-connect](http://www.britishcouncil.org/pmi2-connect) for the latest invitation to bid for funding.

4. The UK India Research and Education Initiative launched in 2006 with some £12 million has been set up to improve the educational and research links between the UK and India at three levels, higher education, professional and technical skills and schools. See <http://www.ukieri.org/>

5. HC 285-1 Eight Report of Session 2006-07. The future sustainability of the higher education sector: international aspects. Para 18.

6. Shanghai Jiaotong University publishes an annual league table of world universities using metrics based in citations and academic prizes. See <http://ed.sjtu.edu.cn/rank/2007/ranking2007.htm>

7. See ACE (2003). Mapping internationalisation on US Campuses: Final report, Laura Siaya and Fred Hayward.

8. IAU (October 2006). Internationalisation of Higher Education: New Directions, New Challenges." Paris.

9. HE Academy (Nov 2006). Research report 05/06. Responding to the internationalisation agenda: implications for institutional strategy.

Details of those institutions and organisations who contributed to the study are given in Appendix I. We also benefited from the advice of a Steering Group chaired by James Ross, a CIHE Trustee and Chairman of the Leadership Foundation for Higher Education. Members of the Group are listed in Appendix IV.

An informal international panel advised us and provided extremely useful evidence. Its members included: Dr Madeleine Green of the American Council of Education, Professor Jeroen Huisman of the University of Bath, Professor Jane Knight of the University of Toronto and Alan Olsen of SPRE in Hong Kong.

Finally, we have drawn heavily from the comments and discussions during two conferences in London and Manchester at which a draft of this report was considered.



# 2

## Internationalisation in other countries

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### The United States

The American Council on Education (ACE) has been studying internationalisation on US campuses for the last five years with regular surveys of the extent and scope of activities, as well as producing guidance on the change management issues involved. The focus of the ACE's recent efforts has been on encouraging institutions to undertake a strategic review of where they stand regarding comprehensive internationalisation<sup>10</sup>. It also asks institutions to say what they consider their campus would look like if it were comprehensively internationalised. Recently the emphasis has switched to the learning outcomes that one would expect to find from students that had benefited from studying at a comprehensively internationalised campus<sup>11</sup>.

**Table II**

#### **Elements in the ACE's Internationalisation Review**

The topics covered are:

- Articulated commitment: vision and goals.
- The environment, at local, state and federal levels.
- Existence of a clear strategy.
- Whether structures, policies and practices align with the goals.
- How internationalised the curriculum is.
- The opportunities and take up of study abroad and internships.
- Extent of overseas links for teaching, research and development co-operation.
- Whether internationalisation is part of the culture.
- What the synergy is between the various elements of internationalisation.
- The strengths and weaknesses.
- An internationalisation plan for three to five years.

There is almost universal acceptance of the need for some foreign language study, many colleges claim to make it mandatory as either an entry or exit requirement. The evidence from the ACE's survey of 2002 showed that 27% of respondent institutions required some foreign language to be studied before graduation. Much of this sentiment could be due to the very large proportion of the white-American population for which the English language is their second tongue. A survey of the general public in 2002 by the American Council on Education found that 75% agreed that students should have a study-abroad experience during college<sup>12</sup>.

10. ACE (2005). Building a strategic framework for comprehensive internationalisation. Christa Olsen, Madeleine Green and Barbara Hill.

11. This is revisited in section 3 below.

12. One year later: attitudes about international education since September 11th. American Council on Education. 2002.

The Commission on the Abraham Lincoln Study Abroad Fellowship Programme has recommended that a target of one million students is set for studying abroad; roughly double the present numbers. It also calls for federal funding to help to make this possible. This will now happen, following Congress' decision in July 2007 to establish the Senator Paul Simon Study Abroad Foundation as the vehicle for funding<sup>13</sup>.

The motive for promoting internationalisation in American institutions is based on the same national economic arguments as in the UK, but NAFSA, the Association of International Educators, is critical of the lack of government policy guidance.

*"It is time for the federal government to provide the leadership that the public demands by articulating a comprehensive international education policy." "We have failed to graduate people from college with even a minimal knowledge of foreign regions and the ability to communicate in a foreign language. This ignorance not only impairs our capacity to lead in the future, it fuels anti-Americanism by making us appear arrogant and uninterested in other cultures"<sup>14</sup>.*

This verdict is echoed by the ACE who, despite the considerable effort put into promoting internationalisation in the USA concluded, that the "US higher education institutions have a long way to go before students graduate with international skills and knowledge".

For many American universities the driver behind recruiting foreign students is not necessarily financial. Indeed, for some private universities foreign students are a net expense and not a source of income<sup>15</sup>. This is because, if the criterion for admitting foreign students is merit rather than their family's wealth, the university itself will have to meet some of the bursary costs due to limited federal financial aid. In numerical terms the large US institutions are not as beholden to international student fee income as UK institutions; only four (University of Southern California, Columbia, Purdue and New York University) had more than 5,500 international students in 2005 - a number that is almost equalled by some universities in the UK<sup>16</sup>.

## Canada

In Canada internationalisation has been a policy priority for most Canadian universities for many years. There are well-established mechanisms for encouraging foreign travel and study abroad by staff and students. Some of the impetus for this came from large programmes of development assistance which CIDA, Canada's development agency, channelled through universities in the 1980's and 1990's. The campaigns of the Association of Universities and Colleges of Canada (AUCC) have encouraged institutions to adopt a broad view of internationalisation and have reminded the provincial and federal governments of its importance.

A timely snapshot of the state of internationalisation in Canadian university is provided by the AUCC. They have just issued four "fact sheets" on aspects of internationalisation, derived from a 2006 survey of all its members<sup>17</sup>. These show a significant increase in the scale of international activities since a similar survey in 2000. For example:

- The number of international students coming to Canada has grown dramatically and is three times what it was in 1996. China provides 23% of the 70,000 full time "visa students" in Canada. Overall this means that in Canadian universities foreign students represent some 7% of the undergraduate numbers and 20% of the postgraduates. (Equivalent figures for the USA are 2% and 22% respectively for four year public universities.)
- 69% of institutions now offer scholarships targeted at international undergraduate students compared with 36% in 2000.
- International Offices play a role in internationalising the curriculum in 83% of cases and a majority of institutions run workshops to help their academic staff in this area. Comparatively

13. No decision has been made regarding the level of funding, although \$2 million has been voted for start up costs. See [http://www.nafsa.org/public\\_policy/sec/commission\\_on\\_the\\_abraham](http://www.nafsa.org/public_policy/sec/commission_on_the_abraham)

14. NAFSA (2006). An international education policy for US leadership, competitiveness and security. Available on [www.nafsa.org](http://www.nafsa.org)

15. According to Professor Greg Farrington, former President of Lehigh University. Reported in CIHE (2007) Internationalising higher education. A financial or a moral imperative?

16. Chronicle of Higher Education, November 11th 2006.

17. The fact sheets are on the AUCC web site at [http://www.aucc.ca/policy/research/international/survey\\_2007\\_e.html](http://www.aucc.ca/policy/research/international/survey_2007_e.html)

in 2000 their role in supporting the internationalisation of the curriculum was minimal.

- Almost all universities are interested in promoting study abroad and 81% provide financial support for those who study abroad for credit. However, the actual take up from students is very low with only 2.2% of the total student population participating. Nonetheless, this is double the percentage for 2000.
- What the AUCC calls “knowledge exports” have grown significantly since 2000. The survey suggests that three quarters of institutions are now delivering education or training programmes overseas; in 2000 the figure was 42%. The prime motive for doing this is not financial, but to enhance the institution’s reputation internationally. Only four branch campuses were identified in the survey, but there is an increase in the number of joint degree and twinning programmes. China, Malaysia and India are the most named countries for international delivery.
- Unlike the responses in 2000, all those replying in 2006 said that they had quality assurance mechanisms in place for courses delivered abroad.

One striking finding from the AUCC survey was that the overwhelming reason given by institutions for wanting to have international students on campus was to promote internationalisation. Only 10% gave income generation as their prime reason

Canadian universities have always placed a higher value on international development co-operation than their major competitors. Since the 1970s, Canadian institutions have trained over 265,000 people in the developing world. This commitment, although highly dependent on funding from federal government, shows no sign of receding; as the AUCC survey reports 73% regard international development work as a high/medium priority in their internationalisation strategies. Universities say that this is partly driven by a growing upwards push from students demanding their institutions to be more engaged with the problems of the developing world.

For the last seven years an *Awards for Excellence in Internationalisation* ceremony has identified and disseminated examples of good practice in internationalisation including interesting and innovative examples of study abroad<sup>18</sup>. The AUCC believes that financial barriers are the main stumbling block to greater student mobility overseas; it has therefore called for federal government support to help an additional 8,000 students annually get access to study or work placements abroad<sup>19</sup>. In return, it pledges that universities themselves will provide finance for another 2,000 students.

An AUCC publication with the title “Building Global Literacy” summarised the proceedings of a workshop with an objective that was very similar to this report<sup>20</sup>. Its aim was to find solutions to the barriers that were preventing internationalisation from happening. It concluded, inter alia, that top down and bottom up initiatives were needed if “global literacy” was to take root.

## Australia

Australia has been ahead of the UK for many years in its thinking about, and application of the principles of, internationalisation. Universities such as Monash, Bond and RMIT set out ambitious international strategies for many years involving the establishment of offshore campuses and

collaborative teaching partnerships throughout the Asia Pacific region. This has been encouraged both by government and Universities Australia, the Vice Chancellors’ body. A glance at the international pages of their website shows the extent to which it has been talking the lead in forging high level strategic partnerships with overseas countries<sup>21</sup>. There has been a Code of Practice and Guidelines for Australian universities on the provision of education to international students since April 2005.

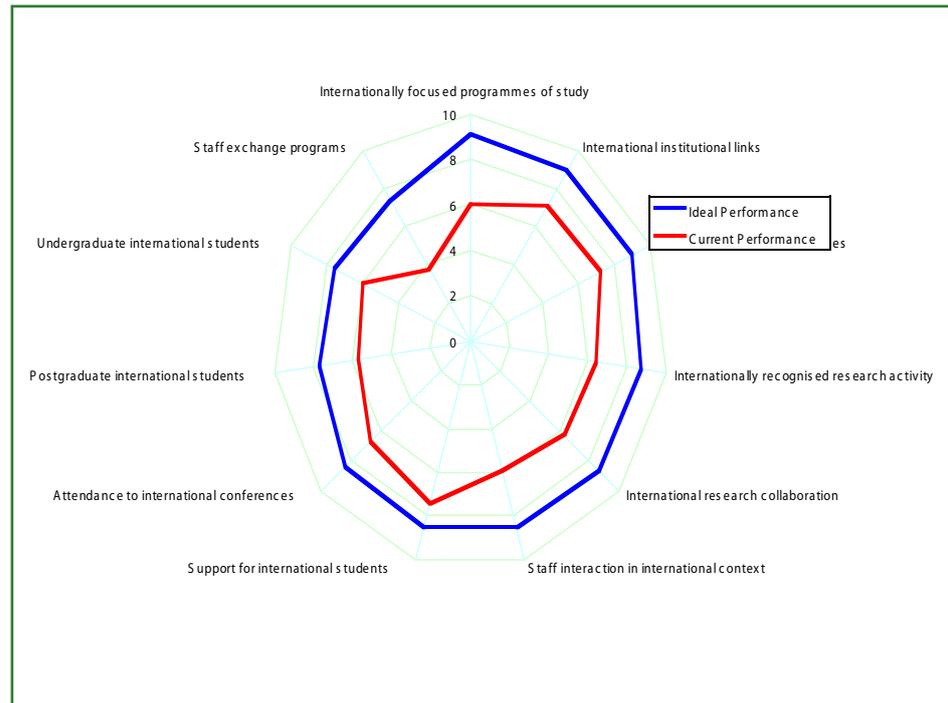
18. AUCC (2006). Preparing students for a global future: internationalisation initiatives of Canadian universities. The web site [http://socrates.aucc.ca/publications/auccpubs/research/global\\_e.html](http://socrates.aucc.ca/publications/auccpubs/research/global_e.html) contains details of seven years of award winners in the annual Scotiabank-AUCC competition.

19. AUCC (Feb 2007). “Creating a Knowledge Advantage through International Education”.

20. See [http://socrates.aucc.ca/publications/auccpubs/research/global\\_e.html](http://socrates.aucc.ca/publications/auccpubs/research/global_e.html)

21. e.g., with Austria, China, France, Germany, Hungary, India, Indonesia, Ireland, Italy, Japan, Korea, Malaysia, Sweden, Taiwan, Thailand.

**Figure 1**  
**Australian Universities' self analysis of their performance in internationalisation**



A recent survey of 17 Australian institutions asked them how far they had gone in achieving their ideal performance in terms of eleven elements of internationalisation<sup>22</sup>. The result, shown in the "spider-graph" above, is that they considered themselves to be 60% of the way to achieving their intentions.

Australia has always had very strong incentives to create links and partnerships in the Asia-Pacific region and has also become a challenging competitor to both the UK and the USA in international student recruitment in the region. For its size the university sector has a large proportion of international students, some 163,000 in 2005, with 22,000 from India and 40,000 from China. In recent years some Australian overseas offshore ventures have been failing for financial reasons, due to low enrolments. The most recent high profile example was the closure of a Singapore campus by an Australian university after only three months.

The importance given to internationalisation is illustrated by the University of New England in Australia which states the rationale for its internationalisation in the following way:

*Accompanying this growth (in international student numbers) is a responsibility to engage staff and students more systematically and comprehensively in internationalisation, without which the institution will suffer in prestige, relevance and capacity. The global context of knowledge and trade are of such importance that international engagement is both a means to an end and an end in itself<sup>23</sup>.*

Australia has provided worthy competition to UK institutions in its offshore and on campus international activities for some time. Some indicators of this are:

- The sheer number of formal teaching links and offshore partnerships under which Australian institutions deliver their programmes<sup>24</sup>.
- The commitment shown by the federal education ministry through funding research into aspects of internationalisation as well as a network of overseas federal offices promoting Australian HE generically.
- The active involvement of organisations such as the Australian Universities Quality Agency

22. Elkin, G., Devjee, F., & Farnsworth, J. (2005). Visualising the 'internationalisation' of universities. *International Journal of Educational Management*, 19(4), 318-329.

23. University of New England: International Plan 2004-06. At <http://planning.une.edu.au/planning/international2004.htm>

24. Complete details of all Australian Universities' formal links and offshore programmes in 2003 were openly published by the then AV-CC at [http://www.universitiesaustralia.edu.au/content.asp?page=policies\\_programs/international/activities/index.htm](http://www.universitiesaustralia.edu.au/content.asp?page=policies_programs/international/activities/index.htm)

in seeking to uphold the quality of higher education delivered offshore to international students.

The Australian Government has been an active supporter of its institutions' international ambitions, as it values internationalisation for principally economic reasons. Its support covers initiatives such as the Endeavour Programme providing 9,000 scholarships (in both directions) over five years, the Australia-India Strategic Research Fund and the Transnational Quality Strategy, which has funded a programme of practical research aimed at upholding the quality of programmes delivered offshore<sup>25</sup>.

## Singapore

Singapore's strategy for higher education is centred on becoming a regional hub with both national and international providers offering all provision in English so that it would lure the best international students. Singapore is still at the stage of building the brand, although its leading institution, the National University of Singapore, is high up in the world league tables. There are two specific strands to Singapore's "Global Schoolhouse" strategy:

- Persuading world class universities to open a campus in Singapore. To date MIT, Wharton, Cornell, Stanford and Duke from the USA have been tempted into collaborative ventures and other partners have been identified in Japan, India, China and the Netherlands. INSEAD also has a campus. Recently, however, two overseas institutional investors have withdrawn from their collaboration and the University of Warwick decided not to commit itself to such an arrangement.
- Retaining the best students once they have graduated. If the target of 150,000 foreign students in Singapore by 2015 is achieved, the government will seek to encourage the best to become permanent residents and contribute to the economy as entrepreneurs.

## Europe

Internationalisation is a strategic priority in a few European countries, as Norway shows us. The long established national agency, the Norwegian Centre for International Co-operation in HE (SIU), now has a role of helping Norwegian universities to build their internationalisation capacity. It also coordinates national exchange programmes, and the country's Erasmus participation, and continues its North-South partnership activities. It works with the Ministry of Education and Research to ensure that all students are offered a period abroad as part of their study programme and has funding to distribute to make this happen.

European countries are now actively targeting international students and have established national agencies such as Edufrance and NUFFIC to promote their higher education. NUFFIC, the Dutch agency for international affairs, has opened seven overseas Education Support Offices to market Dutch higher education which now includes 1,300 study programmes taught in English. The University of Amsterdam alone has over 100 international study programmes delivered in English. The Dutch marketing campaign focuses on competitive fees (compared with the UK), a multi-cultural environment and high quality research. However Leiden University has taken a different stance setting its tuition fees at levels that are competitive with its international peers. This has had the effect of increasing applications for Masters programmes by over 20% in each of the last three years.

## Where does the UK stand?

It is clear that there is international competition to be international. A comprehensive survey of 526 responding HEIs in 95 countries by the International Association of Universities in 2005 found that 73% of HEIs throughout the world ranked internationalisation as a high priority; interestingly, this was a much higher ranking than that given it by their member associations and their governments<sup>26</sup>.

25. Details of all these can be found at [http://www.dest.gov.au/sectors/international\\_education/#Endeavour\\_Programme](http://www.dest.gov.au/sectors/international_education/#Endeavour_Programme)  
26. IAU (2006). Op cit. Figure 3.1

If we were to compile a SWOT analysis of where the UK stands as regards internationalisation vis-à-vis its competitors, it might look as follows<sup>27</sup>:

**Table III. A SWOT analysis for the UK as regards internationalisation**

Strengths	<p>Perceived reputation for good teaching with problem solving learning at its core.          Proven reputation for excellent research.          A good number of world class universities in all the recognised league tables.          An international faculty.          A multi-cultural society and many multi-cultural campuses.          Multidisciplinary approaches reinforce strong creativity.          Competitive course lengths.          English language.          Overall strengths of the UK brand</p>
Weaknesses	<p>Perceived high tuition fees and reputation for being concerned with income.          High cost of living and accommodation.          Perceived high visa costs.          Limited potential for enhanced employment opportunities in England (less limited in Scotland).          Limited scholarship schemes.          Limited support for home students' overseas study costs.          Some perceived quality issues around the total student experience including in some franchised campuses.          Perceptions over crime and violence in some cities.          Reputation as not a particularly friendly host (see section 5)</p>
Opportunities	<p>Continuing global demand for quality higher education at all levels.          Keeness of many international institutions to forge partnerships with UK institutions.          Potential for offering higher quality learning experiences and improved value for money.          Potential for more strategic partnerships, joint curriculum development and associated student flows.          Potential for closer working links with businesses to improve job opportunities.          Potential for improved Government, institutional and business backed scholarships.          Government to offer more consistent and friendly approaches on visas and work permits.          Potential for using alumni as ambassadors as well as donors</p>
Threats	<p>The USA seizes the opportunities available.          Growing competition from European universities for international students.          Increased backing by foreign governments to their universities' expansion.          Asian students choose to study in the growing political and economic power house of China.          Decline in student numbers from Asia in the long term</p>

An obvious conclusion from this brief review is that, despite the UK's relative strength in recruiting international students, there are several aspects of internationalisation where we must do better, and where we can learn from other countries. We must:

- strengthen the integration of overseas students on campus;
- Improve the employability skills they develop while here and the opportunities for them to be recruited by major international businesses.

27. i-graduate interrogated the International Student Barometer for us with similar results

The international student market is changing dramatically. As well as competition from mainland Europe, the rapid emergence of entrepreneurial institutions in countries such as China, India, Malaysia and Singapore means that the UK's traditional sources of internationally mobile students are no longer guaranteed. There are two reasons for this: Asian governments are seeking to limit the numbers who study abroad and Asian institutions are seeking to recruit international students themselves, with some now establishing campuses offshore<sup>28</sup>. Examples of this are that two of the ten new universities proposed in Pakistan will be set up by Chinese universities and 50% of the students studying for an MBA at Tsinghua University are from foreign countries

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28. This was symbolised by the launch in October 2007 of a "campus" of Limkokwing University of Creative Technology from Malaysia in central London.





# 3

## Internationalisation strategies

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### Why internationalise?

Why are institutions internationalising? The answers to this question help us to decide what institutions mean by “internationalisation”, since it may be defined in different ways depending on the objectives.

We find a wide range of objectives being stated in strategy documents, such as:

- “To develop an international ambience on all campuses through targeted increases in the number of overseas students”<sup>29</sup>.
- “To contribute to the development of graduates who are employable globally” and “enable people to understand the links between their own lives and those of people throughout the world” and “work towards a more just and sustainable world where power and resources are more equitably shared”<sup>30</sup>.
- “For the university to be celebrated as a premier internationalist university for professional policy, practice and applied research”<sup>31</sup>.
- “To develop students’ international opportunities and global perspectives, ensuring that an international multi-cultural ethos pervades the university”<sup>32</sup>.
- “To embed and sustain an active international culture that fosters cultural awareness, provides opportunity for international collaboration for staff and students and develops understanding of global issues”<sup>33</sup>.
- “Create a strong brand for the university as a distinctive international university with a strong European focus amongst all staff, students and stakeholders”<sup>34</sup>.
- “To strengthen Staffordshire as an International University through partnerships.... that will strengthen the recruitment position and income base of the University”<sup>35</sup>.
- “To provide all students with access to a global perspective on their studies and to support partnerships with well respected institutions across the globe”<sup>36</sup>.

Several institutions see internationalisation as being a core element in all their activity. Salford for example has a strategic goal that is “to further the internationalisation of the University through all our activities”. Edinburgh’s aspiration is similar – “to be truly international across the range of the University’s activities”<sup>37</sup>. Nottingham University says the same thing in another way: “we aim to be truly international because we believe this is the key to success, in terms of the quality of our research and our graduates in the 21<sup>st</sup> century. Our internationalisation strategy seeks to achieve the wider aim of embedding an international perspective in all our activities”<sup>38</sup>.

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29. Middlesex University

30. Bournemouth University

31. City University

32. Leeds Metropolitan University

33. University of Bath

34. University of Kent

35. Staffordshire University. International Strategy. 2003-08

36. York St John University

37. University of Edinburgh: Plan 2004-08

38. Strategic Plan. Nottingham University

## Types of strategy

We suggest that there are usually two kinds of rationale for internationalisation:

- A **student-centred** one of offering university students an experience that will equip them for their career in an increasingly multi-cultural environment. Coventry has set itself ambitious aims in this area: “internationalisation of the university should enrich the educational and professional experience of students and staff by introducing them to the languages, cultures and intellectual traditions of other nations”.
- A **university-centred** one of creating or strengthening the university’s presence and profile internationally so as to improve student recruiting and the opportunity for research and teaching partnerships. Where there is a university-centred view, there is massive competition to make links with the best universities in other countries. Many institutions are choosing to invest in boosting their profile so as to improve their chances of making high quality links. Edinburgh lists its first objective in advancing internationalisation as being to “further raise the University’s international profile and reputation”. Warwick uses similar words with a strategic aim of “raising the university’s international profile and reputation overseas across all areas of our activities; staff and student recruitment, research and teaching.”

In general the former label relates particularly to post-1992 institutions, while the latter largely fits with research-intensive institutions. Both motives and approaches may sometimes be combined. For example University College London sees itself as providing an education for global citizenship with graduates who are, inter alia:

- Critical and creative thinkers.
- Sensitive to cultural differences.
- Enterprising with the ability to innovate (but also being aware of the ethical implications).
- Highly employable and ready to embrace professional mobility.

If we believe that the overriding motive of internationalisation is student-centred, it follows that we should attempt to define what outcomes students would gain from being at an internationalised institution. What are the individual learning outcomes for students? Answers to this question are being sought in both the USA and Canada. The American Council on Education has set out the following set of characteristics<sup>39</sup> which we commend to institutions:

39. Olson, C.L., Green, M. F., Hill, B. A. (2005). Building a Strategic Framework for Comprehensive Internationalisation. ACE. Washington DC

Table IV

<b>International/intercultural competences</b>
<p><b>Knowledge</b>            Knowledge of world geography, conditions, issues and events.            Awareness of the complexity and interdependence of world events and issues.            Understanding of historical forces that have shaped the current world system.            Knowledge of effective communication, including knowledge of a foreign language, intercultural communication concepts and international business etiquette.            Understanding of the diversity found in the world in terms of values, beliefs, ideas and world views.</p> <p><b>Attitudes</b>            Openness to learning and a positive orientation to new opportunities, ideas and ways of thinking.            Tolerance for ambiguity and unfamiliarity.            Sensitivity and respect for personal and cultural differences.            Empathy or the ability to take multiple perspectives.            Self-awareness and self esteem about one's own identity and culture.</p> <p><b>Skills</b>            Technical skills to enhance the ability of students to learn about the world (i.e., research skills)            Critical and comparative thinking skills, including the ability to think creatively and integrate knowledge.            Communication skills including the ability to use another language effectively and interact with people from other cultures.            Coping and resiliency skills in unfamiliar and challenging situations.</p>

Once we have made the distinction between student-centred and university-centred strategies, there are many common features to the content of internationalisation strategies<sup>40</sup>. Many of those studied for this report included aspirations such as:

- Seeking to increase the numbers of international students with a focus on selected countries.
- Improving the campus experience of international students, an ambition driven not only by a positive marketing strategy (so that the word of mouth messages from returnees is favourable), but also an awareness that there is not enough integration between international and home students. It is suggested that both sides would benefit if this could be increased.
- Taking a strategic approach to overseas partnerships for teaching thus becoming a growing source of international students for the home campus. One university describes this as “protecting our supply chain” and sees it becoming the prime source for its international students.
- Basing activities overseas on distinctive strategies for different regions or countries, in which student recruitment, research partnerships and teaching partnerships are given different priorities in each region.
- Adopting a strategic approach to creating and fostering research and teaching partnerships with selected institutions in targeted countries.
- Offering domestic students a range of opportunities including studying foreign languages, studying abroad, overseas placements or volunteering.
- Aiming to increase the number of academic staff from other countries.
- Internationalising the curriculum.
- Establishing networks of overseas offices to develop and support all partnerships, as well as managing the student recruitment process.
- Making greater use of international alumni.
- A move to increasing the central control over the development and monitoring of international links in schools and faculties through the use of central funds and subsidies.
- Using central funds to promote and support the outwards flow of home students to study abroad.
- Broadening the functions of the International Office so that it handles much more of the international strategy than just international students.

40. For a very full analysis of the foci of a large number of UK strategies see pages 34/5 of Middlehurst and Woodfield, op cit.

Those universities with a strong regional or city focus to their strategy and activities are finding some initial resistance to horizons being widened internationally. However a widening can have mutual advantages to both town and gown. Existing linkages between a city or region and similar areas overseas can be built on for the university's benefit and a university's international linkages can be extended to embrace a city or region. Overseas students can broaden a community's global awareness especially where the university encourages joint events. Already examples exist of joint international marketing of city, regional and university brands and of collaborative links initially created by a university now involving the Regional Development Agency or city in both countries.

There are a striking number of large institutions (mostly it has to be said in the pre-1992 sector) that are producing international strategies for the first time. The drivers for this are the uncertainty over international student numbers and the evident need to move to a partnership-based approach to overseas activity. This means that reliance on the traditional approach of letting a thousand Memoranda of Understanding (MOU) bloom (reflecting a thousand conference friendships) is no longer strategic enough. Institutions are favouring more top-down thinking in the way overseas partnerships are identified, filtered and then developed. One university's first step in its strategy was to collect information about all its MOUs and then cull (or reduce the status of) two thirds of them, so that the centre could focus its time and some resources on a few vital ones. This was done, we were told, with the agreement of the departments concerned.

Our research has shown that the full range of internationalisation activities covered in Table I is being undertaken or developed somewhere in UK institutions, even if it is rarely articulated in such comprehensive terms. However a general impression would support the comment from a private sector observer at one of the conferences that discussed a draft of this report: "UK universities are still at the stage of being import-export organisations and have not yet become thoroughly internationalised corporations". This latter was defined as being organisations that recruit globally for global careers. However is this model what UK institutions should seek to achieve? Would the present consensus accept this as a realistic goal?

As with all moves to introduce new thinking or culture in universities, achieving any significant change is not easy nor can it be done rapidly. If the overall objective is to move to the position described in Jane Knight's definition, where internationalisation imbues all aspects of the university's teaching, research and third leg/other activity, there will be many barriers. Getting the institution's overall commitment through Senate owning an internationalisation strategy for example requires leadership and takes time.

## Links to values

There are several examples of specific values being made an explicit element in the strategy. The most obvious example of this is Bournemouth University where a Global Vision was adopted by its Senate five years ago, involving a commitment to "bring about change in the pursuit of a more just and sustainable world where individuals are empowered and resources are more equitably shared". The University seeks to inculcate "global perspectives" in its students, a term which embraces sustainable development, internationalisation, global issues and global processes<sup>41</sup>. This emphasis is currently being folded into a more targeted new strategy, but has not disappeared.

A common phrase is that an international ethos must be fully integrated into all the activities of the university. Leeds Metropolitan University talks of "an international multi-cultural ethos that is pervasive throughout our scholarship, curriculum, volunteering and community engagement". The University of Bath uses the phrase "embed and sustain an international culture".

One or two research-intensive institutions recognise that they have a role (and in some cases a duty or moral obligation) to put their skills to helping to solve the major problems and issues facing the world. One of the goals of the University of Bergen in Norway is that it "must contribute to solving global problems". The University of Alberta, a leader in the field in Canada, aims "to enhance relationships with other nations to create learning opportunities for students and research

41. See a full description at [http://www.bournemouth.ac.uk/about/the\\_global\\_dimension/global\\_perspectives/what\\_is.html](http://www.bournemouth.ac.uk/about/the_global_dimension/global_perspectives/what_is.html)

collaborations to address global challenges and initiatives that foster mutual understanding, global peace and prosperity<sup>42</sup>. University College London goes a little further by suggesting that in all the work they do overseas universities should seek to be a force for social justice<sup>43</sup>.

Developmental goals and third world concerns do not figure in the highlights of internationalisation strategies despite many institutions' good work in the field. The University of Bath is unusual in seeking to develop links in this area, since one of its strategic aims under the university-centred part of its strategy is "to develop and maintain links and partnerships with the international business community, philanthropic organisations and community/NGO groups".

Some institutions have a positive strategy of granting scholarships to the poorest students in the third world<sup>44</sup> as part of a belief that the principles of widening participation should be applied to the recruitment of international students. Merit, they argue, not ability to pay should be a key selection criterion internationally. This policy can however be difficult to implement as it needs reliable evidence on the family income of students overseas. This willingness to provide funding for international students is particularly evident in postgraduate applications where talent is much sought after. A recent review of the Commonwealth Shared Scholarships Scheme showed that more universities were willing to award such scholarships than could be matched by the Department for International Development; which had not increased its matched funding since 1995. Development work is not always funded by external agencies, but can also be based on donations of time and money from members of the university community, as in Strathclyde's Malawi Millennium project<sup>45</sup>.

#### Malawi Millennium Project

The project started in 2000 and is a collaborative venture between the **University of Strathclyde** and the **University of Malawi**, aimed at training future generations of teachers, nurses, scientists, technicians and engineers to deal with the health and education problems in the country. It is notable as it involves a large number of academic staff, students and members of support services such as the library and IT service. Among the specific projects supported is the development of the first B.Ed (Primary) degree in Malawi; a programme to enhance the education of the visually impaired, and the introduction of International Computer Driving Licence training.

The project has led to a formal cooperation agreement between the Government of Malawi and the Scottish Executive in 2005, which has widened the scope of assistance to the country from many other agencies in Scotland.

## Setting the strategy

It is not always easy in a university to identify how strategies emerge. Whereas the regular corporate strategic planning process has in some cases become a matter of routine, for most institutions developing an international strategy is a new experience. Where there is no Pro Vice Chancellor with a specific international brief, it is hard to know where the overall responsibility lies.

There is little evidence that Governing bodies have played the key role. A straw poll at a recent conference for Governors showed that less than half had seen their internationalisation strategy. Those that had seen it were not involved in its drafting or development. However, Governor participation in the preparation of the overall corporate strategy is almost universal and, where this is integrated closely with internationalisation, Governors will have found themselves involved.

In none of the institutions we visited did we find that Governors had been closely involved in the development of the international strategy, although there were several examples of it having their enthusiastic support.

42. University of Alberta: Dare to discover: a vision for a great university. Office of the President.

43. Professor Michael Worton, UCL, speaking at the CIHE's conference on Internationalisation on 4th October 2007.

44. Manchester is a good example with its Equity and Merit Scholarships for the poorest students from the developing countries which target capacity building disciplines.

45. See [www.strath.ac.uk/malawi/](http://www.strath.ac.uk/malawi/)





# 4

## The domestic student experience

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This section reviews how universities are helping to give their home students an international experience and thus concentrates on the activities that Knight has brought within her definition of “Internationalisation at home”.

Our assumption is that higher educational institutions will want to aim to help all their students to acquire the competences and skills they need to operate effectively as global citizens; these skills also help achieve social cohesion in a multi-cultural society. This section explores how this is achieved.

### Study abroad by UK students

The most tangible way that students can gain international experience is by study abroad or overseas work placement. This is an area where UK universities are struggling to increase the numbers involved. A recent CIHE report presented the bare facts, in so far as we know them<sup>46</sup>:

- The numbers of UK students going on Erasmus schemes to Europe have fallen by a third in the last ten years to 7,200 participants in 2004-05.
- In other large European countries the numbers are rising; France, Germany and Spain all have more than 20,000 students on the move.
- An estimated 5,300 UK students may travel on non-Erasmus exchanges and another 2,700 on work placements.
- Some 1,600 students travel to Europe under the English Language Assistants scheme.
- In America the numbers of students studying abroad has doubled in the last ten years and an aggressive target has been set of quadrupling this by 2016.
- The numbers of Americans studying in China has risen from 1,600 a year in 1997 to 6,400 in 2005.

One worry is that the UK’s published statistics do not cover all those who travel abroad, as they fail to capture many of the informal exchange and study arrangements made by institutions with overseas partner institutions. Because of this we are unable to compare our numbers for travelling students with those of other countries.

Almost every institution visited for this study was keen to offer its students the opportunity of overseas study, but for many increasing, or even maintaining, the numbers is an uphill battle. However there are solutions and some success stories. The University of Salford has increased its outgoing Erasmus students by 32% since 2003-04, while at Leeds the numbers have doubled since 2000, so that over 10% of the total third year cohort will study abroad. University College London may be the most successful, as it claims that 22% of its students have a period of study abroad.

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46. Fielden, J., Woodfield, S. and Middlehurst, R. (July 2007). Global Horizons for UK Students; a report on student mobility. CIHE/DIUS

The reasons why UK students find it hard to travel are many and not all of them are amenable to remedy by a university, since they reflect the changed social and age structure of the student community. The CIHE study summarised the barriers as follows:

**Table V**

<b>Barriers to outwards mobility</b>
<ul style="list-style-type: none"> <li>▪ The changing composition of undergraduate students, with larger numbers of mature and part time students who have family and domestic commitments that make it hard for them to travel.</li> <li>▪ The social mix of students now includes more from backgrounds where overseas travel is uncommon. There is also a perception that schemes such as Erasmus are “elitist” and are designed for those full time students who can afford to study abroad. The falling numbers of language teachers in the state secondary sector means that a large proportion of those wishing to study languages overseas are from independent schools.</li> <li>▪ Many students are in part time employment and are not happy at the prospect of losing a job, which might otherwise continue through their period of study.</li> <li>▪ Students can be committed to rental agreements with private sector landlords, which may have to be guaranteed in January of their first year for the following academic year. Even university accommodation may not be managed flexibly enough to allow them to vacate it without penalty for short periods.</li> <li>▪ Widespread perceptions that study abroad is expensive and cannot be afforded.</li> <li>▪ Concerns over the cost implications of extending their study from three years to four.</li> <li>▪ Disruption of the friendships they have made in the present cohorts, if they go away for a year.</li> <li>▪ Fears over the quality of their academic experience overseas and of the social support.</li> <li>▪ Fears of racial discrimination in some European countries can be aggravated in the case of students from ethnic backgrounds that form a minority in those countries.</li> </ul>

Achieving a culture where study abroad is seen to be the rule rather than the exception requires several things: a clear, strong commitment from the university leadership, dedicated, resourceful and integrated support services and an academic community that is keen to make international experience a key part of its programmes. Recognition is also a useful tool, since if study abroad is clearly acknowledged to be positive element in a student’s career; this could have an incentive effect. This would become more visible if the proposals for Higher Education Achievement Reports come into effect and are relied on by employers<sup>47</sup>. One university already gives Global Citizens Awards to those students who “want to engage positively with their world”<sup>48</sup>.

Appendix II show some of the ways that universities have found of overcoming some of these barriers. One of the most important is how the opportunities are communicated to students.

“At the **University of Leeds** we have identified that the opportunity to study abroad for students on most programmes helps to attract students to the University, so we embed information about studying abroad in our Open Day, pre-arrival and induction communications. Staff from the Study Abroad Office start promoting the opportunity to students early on in their academic career through presentations in schools, general information sessions, a high-profile study abroad fair and other promotional events. We also work closely with a study abroad coordinator in each school to ensure that the opportunity is promoted as part of their academic experience and not as a ‘year out.’”

There are exceptions to the general trend in those institutions where international activity has always been at the heart of their discipline. For example, in music conservatoires, some art and design institutions and business schools study abroad is more readily accepted as a necessary part of a degree programme.

47. For details of this proposal see the Burgess Report at <http://bookshop.universitiesuk.ac.uk/show/show.aspx?id=272>  
 48. See the Leslie Silver International Faculty page of the Leeds Metropolitan University website.

### Glasgow School of Art

“About 20% of our students go out on student exchange or placements abroad. Primarily these are students of Painting & Printmaking or Product Design. About 95% of the students going abroad are Home students. Our B/Des Product Design teaches modern languages as part of the core curriculum in the second year of the programme, with about 95% of students taking part in outward mobility in their third year. We are a member of the Comenius network and run a 5-year integrated Masters of European Design with a consortium of other EU universities. As part of this programme students spend between 1 and 2 years at an EU partner institution as part of their degree”.

## Achieving a multi-cultural campus

Those universities with a large international student population have one of the basic ingredients for offering their home students a multi-cultural experience. However, a common observation is that there is not enough interaction between the two groups. One question for university managers is the extent to which they can and should help generate more interactions between the different ethnic and cultural groups of students. Will simply having a multi-cultural mix of students ensure that there will be some social mixing between the races and cultures or does this have to be encouraged? We believe there is no standard answer, as so many other factors will be relevant. Thus, the response at Middlesex University with a very large international student population from over 100 nationalities in a multi-cultural city such as London will be different from that in York St John with a small international student population in a community with a low multicultural mix.

Among the helpful mechanisms and ideas for promoting integration that we have found are:

- Ensuring that international students are not “ghetto-ised” by being placed together in one or two halls of residence in their first year. This is sometimes seen as helpful, but does little to encourage them to mix with home students.
- Encouraging second year home students to act as guides/‘buddies’ for newly arrived international students (sometimes such students are drawn from the ranks of those who have studied abroad as they may be more sympathetic to other cultures).
- Encouraging academic tutors to match up home and international students whenever pairs or groups are formed to study particular problems; this can be extended to team working where either mixed teams can be “engineered” or where extra points are awarded for the teams that show multicultural awareness – leaving the students to ensure a cultural mix.
- Facilitating some cultural events such as the celebration of Chinese New Year or Hindu festivals.
- Promoting interactions with local cultural communities and providing them with facilities to visit and interact on campus.
- Giving central encouragement and sponsorship for events that promote international cultures and issues such as “One World Weeks” (see below).
- Providing home students with optional programmes on other cultures and religions, and topics related to global citizenship.
- Using the international student alumni network to contribute to campus events and awareness rising, particularly with those international students who have settled in the UK.

The Students Union can be the focal point for bringing the different communities together and the relationship between the University’s Dean of Students and the Union’s Vice President with welfare responsibilities is crucial. This will dictate the extent to which any sponsorship or support is needed from the University. Since the circumstances of undergraduate and postgraduate students will often differ, both groups may need different kinds and level of support. A postgraduate coming for a year with a family poses different challenges to a single undergraduate that will be in the university for three years or more. In some cases central involvement in promoting multicultural activities could be entirely superfluous, as the University of Warwick’s One World Week shows.

### One World Week at Warwick

This event has been organised entirely by international students at the **University of Warwick** for the last ten years. It brings together films, concerts, lectures, discussion forums, displays and sports in an integrated theme-based programme over nine days. Leading academics and politicians are drawn from all over the world as speakers on themes such as globalisation, energy, Iraq, the future of Cyprus, conflict and peace, global migrations and millennium development goals. This year's programme states that a third of the organisers in this year's team are of British origin "further evidence that the true meaning of cultural awareness and appreciation will be welcomed and celebrated on this multi-cultural campus." The University helps with the administration but the event is funded by a number of corporate sponsors.

Not all students are attracted by study abroad or even by an internationalised campus. One university leader told us that if his institution was to insist on every student studying abroad applications from students would fall. That institution already had a multi-cultural environment and the students had advised the leadership that international travel added nothing to this. It would be worrying if this were a common view.

i-graduate undertake surveys of the factors that influence students in choosing a university and in a recent survey involving 30,000 students, having a multicultural environment figures low in the ranking of factors; being number 15 for both domestic and international students. There was a distinct difference however in the importance given to multicultural elements by international and domestic students. 74% of international students said it was "important", compared with only 47% of domestic students.

Since a growing amount of legislation is emerging in the field of promoting social cohesion, universities will find that compliance with this will require careful thinking as to what it means in the context of the growing internationalisation of staff and students. Institutional policy makers will no longer be able to avoid thinking about practical ways of promoting greater integration on campus.

## Employability and the views of industry

A crucial issue is whether an international experience increases the employability of graduates from UK institutions. Many students see this aspect as imperative. The perception in China for example<sup>49</sup> is that the UK lags behind the US in helping its graduates to be employable.

Multinational employers now look for graduates with a wide range of life skills that include awareness of other cultures and mastery of more than one language. They have migrated from being local recruiters for local jobs to being global recruiters for global jobs and careers and now seek employees that are able to work throughout the world, as required. Should we be concerned if they prefer EU and international graduates from UK institutions rather than domestic students for these jobs? Or is one of our strategic aims to attract and then retain the very best skills from around the world, as the CIHE's Competitiveness Report implied? If we believe that, does it matter if very few of our home students get international experience?

i-graduate have carried out a survey for this report of the views of employers and 230 have responded. They were asked about the relative employability of two identical applicants; a UK national graduate with international experience and one with no experience at all.

49. As transmitted by a former Vice President of a Chinese university at a September 2007 Royal Society discussion organised by Agora.

**Table VI. Responses from over 230 employers to an i-graduate survey**

**Work experience overseas:**

- 20% of employers say that a UK graduate with *any* overseas experience is more employable (the example used was casual work).
- 34% say that overseas *voluntary* work experience makes a UK graduate more employable.
- 60% of employers indicate that having experience of *professional work* overseas makes a UK graduate more employable.

**Study overseas:**

- 11% of employers consider a graduate who has completed a full degree overseas to be more employable.
- 29% of employers feel that a graduate with overseas study experience is more employable.

But overseas graduates do not necessarily have the edge over UK graduates just because they come from overseas.

**UK vs. non UK graduates**

When asked to compare UK graduates with non-UK graduates:

- 81% of employers indicate that they see no difference in terms of employability between a UK graduate and an EU graduate who has studied in the UK.
- 9% of employers consider an overseas (non-EU) graduate to be more employable.
- 78% of employers indicate that they see no difference in terms of employability between a UK graduate and a non-EU graduate who has studied in the UK.
- 13% consider non-EU graduates to be less employable.

A general message is that, while international experience per se would not be a crucial indicator in the first place, it might tip the balance in a choice between applicants, if other factors such as personal attributes and skills were equal. The relative rarity of home students who travel will ensure them some attention. However these findings may not be true for employers such as SMEs or the public sector, although it would be hard to deny the relevance of multi-cultural awareness in the NHS for example.

There is ample evidence that those who travel to study or work in a developing country find that the experience has a great impact. At York St John University the occupational therapists who have work experience in Leonard Cheshire Homes in Zambia return to the UK with a greatly changed view on life.

But we do not know enough about what aspects of an international experience employers think is valuable. They may value the fact that the student has taken the trouble to travel (and thus be distinctive), or employers may assume that in travelling the student has acquired some multi-cultural awareness. However these latter skills may partly be gained simply by studying in an institution or a campus where these were propagated and valued. Employers' requirements could well include the intercultural competences identified earlier in Table IV, but we do not know

whether this is the case or whether other skills are missing from that list. Do employers really mind how the preferred skills and competences are acquired? Will it soon be a disadvantage for a candidate to speak only English? The CIHE will be investigating these questions further with employers so that they can signal what they want in this respect from graduates more clearly to universities. If they are all in agreement that international experience is becoming essential, this message needs to be disseminated much more strongly to institutions and student

Some employers are increasingly recruiting for their overseas operations from the self-identifying elite of adventurous multi-lingual students who come to the UK. The UK could therefore develop a strategy of being perceived by international students as a location where they will not only improve their employability and benefit from the high quality of the UK learning brand, but also be recruited as a result by multinational companies.

The UK is becoming an ever more multicultural society<sup>50</sup> in a world that is ever more interconnected. Is it not therefore desirable that all graduates develop inter-cultural awareness and sensitivity so they are to work and live effectively in our global society? If they do then surely more international organisations should be more active in recruiting such graduates.

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50. Office of National Statistics. 23% of Londoners were born outside the UK.



# 5

## International students

### A changed approach

Between the first and second phases of the Prime Minister's Initiative, there has been a step change in most universities' declared attitudes to the recruitment of international students. Five years ago most institutions would have regarded them wholly as a strategic and essential source of income. Now, although their financial significance is unchanged, almost all universities look at them very differently.

The trends in international student numbers into the UK in the last seven years are summarised in Table VII below; this shows that the total undergraduate numbers have gone up by nearly 30%, whilst total postgraduate numbers have increased by more than 75%. However in some markets numbers have increased dramatically i.e. Chinese undergraduate enrolments have increased ten fold and postgraduate numbers five fold. In percentage terms these are the largest increases, followed by Indian postgraduate numbers.

**Table VII. Trends in international students in the UK**

	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
China UG	1,835	4,075	8,025	14,285	19,610	21,440	20,620
China PG	3,085	4,925	7,940	14,065	18,950	20,415	19,160
India UG	990	1,310	1,630	2,270	2,645	3,140	3,690
India PG	1,800	2,245	3,670	7,000	7,935	8,370	9,390
USA UG	1,865	2,090	2,320	2,585	3,055	3,215	3,295
USA PG	2,915	3,120	3,665	4,550	5,210	5,505	5,815
RoW UG	45,650	48,945	55,340	65,650	74,280	78,915	80,335
RoW PG	35,545	39,745	47,875	61,800	70,665	75,145	76,585
EU UG	53,625	50,670	46,225	43,520	41,925	43,310	47,085
EU PG	22,590	23,705	23,975	24,365	23,995	25,030	25,470
Total UG	99,280	99,625	101,580	109,185	116,210	122,230	127,430
Total PG	58,145	63,465	71,865	86,195	94,660	100,210	102,100

Source: HEFCE

The scale of the UK's reliance on international postgraduates and researchers in some Science, Technology and Medicine subjects is strategically significant. For example in 2005-06 7,325 of the 12,800 postgraduate students in computer sciences came from overseas as did 11,690 of the 21,735 engineering and technology students<sup>51</sup>. Much of the UK's economic future and potential research capability could well be related to how well we treat these students and whether they seek to stay in this country after graduation or seek global employment with a UK-based employer.

51. Table 13 of Talent wars: the international market for academic staff. UUK Policy Briefing. July 2007.

We have found the following common trends in the way that international students are regarded by institutions:

- Awareness of the intense international competition has led to an increase in the attention given to caring for international students so that they return to their home countries with positive stories about the UK<sup>52</sup>.
- Investment in support services and facilities for international students with full emphasis given to this on the international student pages of university web sites.
- Attention to helping students from other cultures in their approach to learning and their attitudes to academic staff; many have to be encouraged to challenge and question them rather than treating them with reverence as gurus.
- Reliance on comparative benchmarking surveys of international student opinion both between nations and between institutions to provide feedback on how the UK and institutions are perceived by international students<sup>53</sup>.
- Greater consideration being given to providing scholarships for bright students from poorer backgrounds. Widening participation, it is argued, should apply internationally as well as domestically. It is inconsistent with the value of higher education and the principles of diversity if only students from wealthy overseas families are recruited to the campus.
- Use of the university's own overseas offices for recruiting rather than reliance on agents.

Some universities are developing networks of overseas offices which are primarily there to recruit students. Middlesex is one of these:

#### **Middlesex International**

The university has 5,500 international students in the UK and over 6,600 outside the UK studying a Middlesex programme with a partner institution. In total 12,000 of its 32,000 students are international. The students are recruited and supported on their return home by a network of 7 regional offices and 9 sub offices in India and China. Each of the regions is managed by a Regional Director who reports to the Director, Middlesex International (who is also the Deputy Vice Chancellor).

An increasing number of international students come to Middlesex as a result of the many teaching partnerships which the university has. Numbers from this source rose by 15% in the last year while those recruited from traditional methods fell. The University believes that teaching partnerships are the best way "to secure its supply chain". It will also continue its policy of establishing offshore campuses as it has done in Dubai, which will deliver identical programmes to those in the UK.

Some institutions believe in providing international students with comprehensive care; this starts when the student is accepted and continues once they return home as an alumnus/a. Since first impressions matter, it is increasingly important to involve all the support staff who will be among the first people to interact with international students. The support services offered to international students are becoming more wide-ranging; apart from the common activities such as welcome at the airport, induction programmes, tours, social programmes, cultural awareness programmes, partnering with home students and remedial language training, some other services offered are:

- Guides to the UK and newsletters to parents (in their home language)<sup>54</sup>.
- Ablution facilities near prayer rooms.
- The timing of assessment and examination processes to avoid religious and faith needs.

<sup>52</sup> The work of UKCISA (UK Council for International Student Affairs) illustrates the emphasis given to improving the quality of service, since it offers a facility for benchmarking support services for international students as well as regular events promoting good practice. It has also developed a Code of Practice.

<sup>53</sup> The International Student Barometer run annually by i-graduate has surveyed over 60,000 international students in the last two years.

<sup>54</sup> Nottingham Trent University produces a Parents Guide to the University in Chinese with financial support from the Regional Development Association.

- Creating culturally sensitive social spaces (such as tea rooms rather than bars) where international students can meet, away from the drinking culture of most domestic students.
- Support networks for the families of international students.

#### International Family Network – University of Glasgow

The University used funding from the Scottish Executive to set up a service for the partners, spouses and families of international students. The support includes orientation days explaining about schools, health services and accommodation; it also offers language training and support with writing CVs and letters for job applications. Spouses are given login access to the University's computer network. On the social side the network has weekly lunches and cultural talks on Scottish music, clans and tartans.

Many universities with regional offices overseas have added the oversight of international alumni to their brief. This has two important elements:

- Maintaining contact with the individuals through newsletters, social events etc – particularly those in positions of any influence.
- Using the national alumni network for providing advice and placements to returning graduates seeking work or advising visiting academic staff on opportunities for research.

If a university is serious about a commitment to widening participation for all its students, it will have to develop substantial scholarship funds for able children from poorer families. Some institutions are turning their fund raising efforts in this direction. Such a commitment is in line with the national objective of moving from the negative image of recruiting for financial reasons only towards a positive one of making a contribution to the development needs of poorer countries. The University of Westminster has the largest such scholarship programme in the UK<sup>55</sup>.

#### Scholarships for international students

The **University of Westminster** disburses scholarships worth over £4 million pounds annually. Most of these are funded externally, but the University has brought together a website and a support service for those wishing to claim. In the THES Awards scheme for 2005 the University was commended for taking risks and for giving something back to the international community.

These are mostly postgraduate awards and cover a very wide range of countries and topics. Most of the scholarships are awarded on the criteria of academic merit and financial need, but a significant number add "development potential". This relates to the study topic and what the award holders plan to do on return to their home country.

Sponsors and co-sponsors include financial services companies, law firms, the university's travel agent, its Estates department and catering contractors as well as many from individual donors and the major sponsors such as the Foreign and Commonwealth Office's Chevening awards and those of the Commonwealth Scholarships Commission. Many scholarships meet the cost of air travel and accommodation as well as all tuition costs.

55. For details see <http://www.wmin.ac.uk/page-6593>

## Assisting with employment

One key issue emerging is the extent to which institutions can provide international students with the right skills for them to get jobs, either with UK-based multinationals or in their home country. This is particularly important in countries such as China where graduate unemployment is becoming a major problem. Some institutions are using their employment/careers service to provide support in visa extension applications and advice on employers' work permit processes<sup>56</sup>.

Other approaches to helping international students get work are:

- To offer international students optional courses or modules that will enhance their employability when they return to their home country.
- To create support networks with alumni in their home country that can help to place them in jobs, or at least give them advice.
- To ask the university's regional office in the home country to assist in placing returning students.
- To help those that wish to seek UK employment by providing support in overcoming the visa extension and employment hurdles.

Despite the efforts being made by UK institutions, a survey of international students' experience undertaken for us in four countries by i-graduate shows that they are not uniformly happy with their experience compared with other countries (South Africa, Australia, Germany and the USA<sup>57</sup>). The analysis looked at those responses relevant to internationalisation that had been included in a larger survey. It found that student opinion considered:

- The UK was ahead of the other countries in the quality of its careers advice, work experience and visa service.
- The UK also outperformed other countries in the advisory services offered to students, faith provision, catering and financial advice.
- Other countries were ahead of the UK in the provision of health support, meeting their national hosts and "experiencing the host country culture."

The survey finding about international students in the UK and the "host country culture" is based on a question asking whether students were able to make friends easily in their host country. The 38 UK institutions scored badly on this compared with the 10 institutions in the other four countries. A current research study has thrown some light on this last finding and describes the majority of the domestic student body as having a prevailing culture of "passive xenophobia", based on regarding international students as culturally distant and self excluding with few points of reference on which to base interaction. This led domestic students to be shy at initiating contact. The study also suggests that most domestic students do not appreciate the value of studying with students from different cultures<sup>58</sup>.

56. Visa UK staff have given seminars on visa extensions to international students in one campus.

57. I-graduate (2007) Does the UK lead the world in international education? A survey of 40,351 students in 48 institutions.

58. Nicola Peacock and Neil Harrison "It's so much easier to go with what's easy: mindfulness and the discourse between home and international students in the UK", Reported in THES. 5th October 2007.



# 6

## Staffing and the curriculum

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### Academic staff

One of the indicators of an internationalised campus is an international mix of staff and many international strategies aimed to increase the percentage of academic staff born outside the UK.

In 2005-06 19.1% of the total academic staff were of non-UK nationality and 27% of those appointed in that year were from outside the UK. Almost 40% of those full time staff categorised as “research-only” were non UK<sup>59</sup>. In terms of “teaching-only staff” the proportion of non-UK nationality is 14%. The principal suppliers of staff are Germany, the Republic of Ireland, the United States and China<sup>60</sup>.

Over time the UK has become a net receiver of academic staff and in 2005-06 the net inflows and outflows by category of staff (including the comings and goings of UK staff) were as shown below by HESA:

**Table VIII. Flows of academic staff in 2005-06**

	<b>Net Outflow</b>	<b>Net Inflow</b>
Professors	-55	
Senior lecturers and researchers	-990	
Lecturers		+1,190
Researchers		+1,680
Other grades		+2,395

This phenomenon was studied by the Higher Education Policy Institute who concluded that migrants were primarily researchers travelling to and from research positions in other countries. Most migration was among junior postdoctoral staff and the UK gained more than it loses at this level. At higher grades “there is far less movement among staff later in their careers but, to the extent that there is, this country appears to gain. This is so, even with exchanges with the USA, where it is clear that there is no net ‘brain drain’ among the top researchers, but rather the reverse.”<sup>61</sup>

Anecdotal evidence during this study supports the view that in very recent years the percentage of non-UK staff appointments has been growing, particularly from the former Eastern Bloc countries.

An increase in international staff numbers can have the following implications:

- Where teaching staff are concerned, there can be cultural differences in the approach to teaching. Where this involves them using different pedagogies or styles of teaching, there will be implications for students, which may be beneficial or negative; however, where it is a matter of content or interpretation, this may well be a plus in terms of internationalising the curriculum.

59. HESA (2007) Resources of higher education institutions 2005-06. Table 16.

60. Universities UK (2007). Talent Wars: the international market for academic staff. Policy Briefing.

61. HEPI (2005). Brain Drain or Gain? The migration of academic staff to and from the UK. HEPI Report no 19.

- There may be a need to review the content of staff development programmes to take account of new international staff members, as well as considering modifications to the coverage of the initial Certificates of Higher Education Practice that most institutions provide for new staff.

There are many compensating advantages of having a broader mix of nationalities among staff:

- It rejuvenates the research and teaching capacity of the institution.
- Having international staff greatly eases the adoption of “internationalisation at home”. Students will feel part of a truly international community and will be able to get relevant advice on study in overseas countries from the nationals concerned.
- Having international staff teaching the curriculum will inevitably lead to a less Anglo-centric content or style.
- International students may be able to turn to academic staff from their own country in the event of difficulties.
- Research or teaching collaborations may spring from the international staff connections (if it has not been the origin for the link in the first place).

The strategy for recruiting international staff may well differ between research-intensive institutions and those with less focus on research. In the former case internationally renowned research staff could be targeted together with their research teams and their input would be a major boost to that institution’s Research Assessment Exercise rating. In the latter case international staff will be preferred in open recruitment competition with UK-based candidates

The UK has no national fund for attracting leading international researchers, unlike Australia and Canada. In Canada a very large programme of Canada Research Chairs between 2000 and 2008 has created 2,000 chairs, at least 40% of which has attracted researchers from overseas<sup>62</sup>. Australia has a scheme of Federation Fellowships, which has funded over 140 fellows with generous five year salaries<sup>63</sup>.

The most important issue relating to academic staff is how to get their commitment to internationalisation in all its forms. In institutions where the objective is to have internationalisation pervading every aspect of the university, this can be a challenge – particularly for those institutions with no history of international research collaborations.

The keys to this challenge are the extent to which an international strategy is embedded in schools and faculties and the emphasis given in the strategy to helping academic staff adopt an international mindset. One university we visited had an Associate Dean (International) in every school, whose role was to develop that school’s response to the internationalisation strategy. City University’s strategy contained other staff-related elements such as:

- Providing opportunities for academic and professional staff career development via participation in collaborative international programme delivery and research partnerships.
- Actively hosting inwards study tours of international academic staff to increase the exposure of staff to international audiences and creating opportunities for invitations for return visits.
- Implementing an academic and professional staff international study tour programme outwards, with up to four centrally funded visits a year.
- Hosting international conferences in areas of recognised research expertise.
- Inviting more international speakers to the university’s public lecture programme.

Coventry University’s internationalisation policy sees the internationalisation of staff as having three key elements: recruitment of more international staff; encouraging international mobility by academic and professional staff; and direct support for academic staff undertaking applied research internationally. This latter point includes building on the research interests of staff members when selecting overseas partners or deciding to bid for overseas development co-operation projects.

62. See the Canada Research Chairs website at [http://www.chairs.gc.ca/web/program/index\\_e.asp](http://www.chairs.gc.ca/web/program/index_e.asp)

63. See the Australia Research Council at [http://www.arc.gov.au/media/releases/media\\_22May07.htm](http://www.arc.gov.au/media/releases/media_22May07.htm)

Several universities have central funds on which staff can draw to meet the cost of international research collaboration. At Cardiff University such a scheme has £100,000 to spend on travel awards, payments for incoming visitors to the university and pump-priming for pilots that will develop into international collaborative research projects.

At the University of Hertfordshire a major programme of staff development is underway (with the title UHMindset) which aims to transform the institutional culture so that academic staff are “business-facing” and also able to engage with the challenges of the new strategic plan. Part of this exercise will benefit the University’s ambitious plans as regards internationalisation.

If the university culture is committed to comprehensive internationalisation, one logical consequence is that involvement in international activity should be rewarded and, at the least, recognised as a criterion in promotion. This point was acknowledged, but not yet formally adopted in any institution we visited; however at the University of Nottingham internal promotion procedures specifically require applicants to comment on their contribution to internationalisation.

Ensuring that an international perspective is embedded in the mindset of all academic staff is less of a challenge in research intensive universities with aspirations to be world class. A world class institution is by definition international, with recognition by peers globally as one of the criteria used in classifications<sup>64</sup>.

For many academic staff the commitment to internationalise can be seen as an unimportant distraction. In one university a champion of internationalisation told us that the absence of such commitment was the key barrier to developing and implementing an international strategy. The success of the strategy was reliant on four members of senior management (including the Vice Chancellor), but this was not enough to overcome the resistance of some academics to developing international collaborations. In another post 1992 institution the Vice Chancellor told us that the reluctance to adopt internationalisation was a generational issue, with the older staff from polytechnic days less willing to adapt.

## Internationalising the curriculum

The internationalisation of the curriculum is a constant in all internationalisation strategies. It is regarded as a central part of ensuring that students acquire the competences they need. Queen’s University Belfast has explained why it is necessary and what it means<sup>65</sup>.

### **Why internationalise? – Queen’s University Belfast’s answer**

Students who learn in an environment where diverse perspectives are fostered and appreciated become better critical thinkers, better communicators, better problem-solvers and better team players. Preparing students to view change as positive and to manage it effectively in a global context should therefore be a central aim of an internationalised curriculum. Students should be encouraged to develop the skills of enquiry and analysis, rather than learn a set of facts about globalisation; to think reflectively and critically to determine how knowledge is globally linked, regardless of how local its uses may be. The curriculum should be inclusive and culturally responsive. It should help students to understand the global context of their studies and to operate effectively in international professional environments.

64. The THES ranking gives 40% of its weighting to peer review by an international panel of academics, while the Shanghai Jiao Tong University scheme used more objective measures such as citations and awards.

65. <http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/InternationalisingtheCurriculum/> accessed 7/07/07

However, there are several ways in which the term “internationalising the curriculum” can be interpreted<sup>66</sup>:

- Curricula where the content has been specifically designed for international students.
- Curricula that deal with an international subject.
- Curricula involving an internationally comparative approach.
- Interdisciplinary programmes exploring areas or regions rather than single countries.
- Curricula that prepare students for defined professional careers and where international professional bodies have been involved.
- Foreign language programmes that explicitly address cross-cultural communications issues and provide training in such skills.
- Joint or double degree programmes where parts are delivered abroad with local faculty.

An approach favoured by some institutions is to define the skills and competences that students should have gained, once they have studied a curriculum that has been internationalised. Table IV summarised what the American Council of Education regarded as the core competences; another set of attributes from an Australian source<sup>67</sup> could apply to post-graduates as well as graduates.

### **Graduates’ attributes**

Betty Leask has identified the attributes one might expect of graduates who “demonstrate international perspectives as professionals and citizens”. They will, she suggests:

- Display an ability to think globally and consider issues from a variety of perspectives
- Demonstrate an awareness of their own culture and its perspectives and other cultures and their perspectives
- Appreciate the relation between their field of study locally and professional traditions elsewhere
- Recognise intercultural issues relevant to their professional practice
- Appreciate the importance of multicultural diversity to professional practice and citizenship
- Appreciate the complex and interacting factors that contribute to notions of culture and cultural relationships
- Value diversity of language and culture
- Appreciate and demonstrate the capacity to apply international standards and practices within the discipline or professional area
- Demonstrate awareness of the implications of local decisions and actions for international communities, international decisions and actions for local communities.

While the outcomes from an internationalised curriculum are widely applicable in all countries, we should take care in importing specific examples of internationalised curricula from other countries, since the way internationalisation is applied in the USA and Australia will be drawn from, and influenced by, different cultural contexts.

A post 1992 institution considers that there are several aspects to internationalising the curriculum:

- Internationalisation of the content with material from other countries and cultures, that takes a different cultural approach to the topics being studied, or that encourages an awareness of global diversity.
- Internationalisation of resources, if not from the library, then from electronic sources, and the use of international mentors where feasible.

66. Taken from Caruana, V and Hanstock, J (2003). Internationalising the curriculum; from policy to practice, but they draw on Bremer, L and van der Wende, M eds Internationalising the curriculum in higher education; experiences in the Netherlands. OICHE. The Hague.

67. Leask, B. (1999); Internationalisation of the Curriculum: Key challenges and strategies, Paper presented at IDP Education Australia 1999 conference: “International Education: the Professional Edge”, October 1999.

- Internationalisation of delivery, by working more with overseas partners on collaborative teaching projects.
- Encouraging tutors to ensure that team and project work always brings together students from different cultures within teams.

A key question is how academic staff can be helped to internationalise their courses. The following approaches have been identified:

- Central production of Guidelines for academic staff to follow, as in the example below, from Leeds Metropolitan University.
- Formal programmes run by an Academic Staff Development Unit.
- Inclusion of the topic in the initial induction programme and the PG Cert Ed training for new entrants.

#### **Guidelines for Curriculum Review – Leeds Metropolitan University**

The University's Corporate Plan expects graduates to have cross cultural capabilities and a global perspective. In order to help staff decide how this is achieved within their discipline, a set of guidelines has been produced that defines the concepts further, lists some key questions against which to review existing courses and offers some practical help with checklists, tips and related internet links. The Guidelines stress the ethical basis for a global perspective approach with a value-based ethos at its root and illustrate what cross-cultural capability means.

There is potential for the Higher Education Academy to develop some generic guidelines on internationalising the curriculum, as well as ensuring that all its subject centres give attention to the topic and pass on guidance through their departmental networks.

One way of internationalising the curriculum is to use ICT to bring students from different countries together to give their study projects an international flavour. Even without face-to-face interactions, students in different countries can learn something by working together. The two examples below show the range of possibilities, which also have the carbon-free advantage of avoiding the need for air travel.

### Carbon-free Internationalisation?

The Computing Department at the **University of Plymouth** is working with students in Poland on a joint project called "Atlantis" which is currently run on the open source VLE Moodle and a Document Management System both hosted in Darmstadt. Students are working in teams on a particular subject area, but are also working on their individual dissertation/project alongside their team work. Several face-to-face meetings are organised, so far there has been a kick-off meeting in Darmstadt last October and a trip to Warsaw in February. The majority of participants will be coming to Plymouth in June for the final 'get together'. There have also been several video conferences, but students also communicate via Moodle and Skype.

At **York St John University** (YSJ) a similar module involves a three way online exchange between students in York, Minnesota, and Vanersborg in Sweden. This module, called 'Language, Culture and Communication' features on two programmes at YSJ - English Language and Linguistics, and Communication. Students from the three countries communicate in English about aspects of their respective cultures by producing online postings in discussion forums. After 6 weeks of working in intercultural groups, students analyse aspects of online identity by reflecting on the communication process they have been part of. They learn a lot about the social practices of different cultures, but also about how technology mediates communication and shapes identity in a global communication context. The module has also generated face-to-face contact, as some students have followed up their virtual friendships with real visits in their own time.

A central question for managers is how much top-down push there has to be in order for academic staff to take the internationalisation of the curriculum seriously. How managerial should they be in such an academic issue? Two universities we visited have no qualms in suggesting that the regular quinquennial reviews of programmes should now include questioning on the internationalisation of the curriculum. They also expect that when a new course proposal is reviewed, some questions about its internationalisation are included. In general, however, the more common approach relies on traditional methods of seeking change - exhortation and encouragement to Deans and Heads of Departments to internationalise rather than imposing any formal requirement or firm timetable.



# 7

## Links with the community and international volunteering

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### The University in the community

Part of Jane Knight's definition of 'internationalisation at home' includes the way that students on campus interact with the community, particularly where, as in many major UK cities, the local community contains a substantial mix of cultures and nationalities.

Community and volunteer work has been a feature of university life for many years and has usually been organised entirely by the Students Union. However it is now overlapping with internationalisation in several ways:

- Work in the local community can, depending on the local population mix, be concerned largely with people from non-UK backgrounds, as they often represent a large proportion of those needing help.
- Where the local community is white Anglo-Saxon, volunteering by students could well mean that students from non-UK cultures are active in community work.
- Voluntary work is increasingly taking place overseas.

This means that there is a greater role for the university, if it wishes, in co-ordinating and supporting these activities within the overall aim of promoting and fostering awareness and understanding of other cultures. One of the most active institutions in this field is Leeds Metropolitan University, whose "Vision and Character Statement" includes the following words: "using all our talents to the full, encouraging students to deepen participation by valuing extra-curricular activities such as volunteering and ensuring that this approach embraces diverse communities".

#### **Community Partnerships and Volunteering (CPV) at Leeds Met**

CPV has a team of people whose role it is to help staff and students of the university access community and volunteering experiences both locally and abroad. Among their functions are:

- Helping staff to find volunteering opportunities in the community – by working with groups and providing advice.
- Supporting local community groups and charities by linking them to Leeds Met and its resources.
- Helping academic staff to integrate community placements and volunteering into course modules.
- Establishing local projects that support refugees and asylum seekers.
- Encouraging and providing administrative back up to international volunteering schemes.
- Working with CALM, the Students Union organisation for community work.

In 2007 the University aims to send 100 international volunteers abroad as part of its centenary celebrations. Some of the activities of the CPV are described in regular blogs on the university's home page under the heading "Community Reflections".

One cannot always assume that an international campus population will find affinity with its fellow nationalities outside the campus. At Bradford University for example there is a large student population from Pakistan, which, coming from a strata of society that can afford to pay fees, yet has less in common with the local Pakistani community than might be expected. In attempts to bridge all such gaps the University is establishing a Centre for Community Engagement that will deal with volunteering, mentoring and work placements as well as bringing the community on to the campus.

A different way of looking at the issue is to regard a university with an international student population as a means of adding new cultures and international perspectives to a local community that is otherwise predominantly Anglo Saxon. Does the University have a role of helping to widen and internationalise the values of its community? If so, how should this be done? York St John University does this by a focus on faith topics with “diversity dialogues” and celebration of the most important festivals of other faith traditions such as a Diwali. In 2006, 250 people from the Hindu and Sikh communities joined in these celebrations.

## International volunteering

Volunteering is another area where the role of the university is often undefined. In some institutions the university’s role is informal with much of the initiative taken by the Students Union. In others the university has an active role in initiating and driving new volunteering activity. Several universities are also recognising volunteering in academic terms by accrediting some of the work done. When it comes to international programmes the university will often have a larger role, as it is able to make its support services available to help individuals wishing to travel overseas.

Charitable motives usually drive volunteering in developing countries, which may develop more widely and rapidly than expected. However, our survey of university internationalisation statements found very few instances where the university gave much weight to development assistance as a core international activity. However some such as Loughborough and Bournemouth do stress social responsibility in their strategic agendas. In general development work tends to be centred on academic departments or units and in development studies departments in particular. A recent HEFCE initiative is suggesting a more strategic and proactive role for universities in working together with humanitarian agencies in disaster relief under the auspices of a unit that would help to match universities’ skills with what is needed in specific disaster situations<sup>68</sup>.

When universities decide to undertake development aid work their staff can find themselves in capacity building or consultancy roles for which they may have had little experience. This need may have to be recognised by the university’s staff development providers, alongside the importance of selecting academic staff with appropriate personal qualities for working in partnership with counterparts from developing countries.

A classic case of a university building up an international link from a charitable base is the story of Durham University’s work in Sri Lanka which began with relief work for post-tsunami reconstruction and has now grown into a deep partnership with a Sri Lankan university covering teaching and research exchanges and projects<sup>69</sup>.

68. HEFCE (July 2007): UK HE Disaster Relief Project.

69. This was funded by HEFCE in the first instance.

### A deep partnership flows from the Tsunami

What started as a humanitarian project to help restore the tsunami-devastated Southern Province of Sri Lanka is developing into a deep academic partnership between the **University of Ruhuna** and the **University of Durham**.

For the last two years student volunteers have been helping in the physical reconstruction of village schools and day care centres and fund raising. Each year a different village is “adopted” and helped to recover. The project has also provided boats and equipment for local businesses as well as encouraging artistic and cultural interactions between Sri Lankan and British students. Two Sri Lankan charities have joined forces with Durham in facilitating and extending the project’s scope.

As part of the project an MOU has been signed with the University of Ruhuna which is within the area affected by the disaster. In 2006 15 undergraduate students from Durham spent 8 weeks at Ruhuna helping to develop an English curriculum for the English Language Teaching Unit, as well as working with the Careers and Management department advising students on how to complete CVs and present themselves at interviews. In 2007 another 15 undergraduates visited Sri Lanka, along with four postgraduates.

Collaboration is also growing between the two sets of academic staff. At first links were developed in those areas related to recovery from the tsunami – engineering, community health, medicine and geography. Now other Durham departments are asking to join in and deeper teaching and research partnerships are growing organically in many of the Durham faculties. One department which sent one staff member to Ruhuna in 2006 has sent four in 2007. HEFCE and the British Council have provided financial support for visits by Durham staff over a three year period.

The project has generated considerable enthusiasm within the university and has strong backing from the University Council (from which two lay members sit on the project’s Advisory Committee) and the Vice Chancellor; two of the University’s colleges are funding fellowships and exchanges from their own resources. It is now involving others in the local and regional communities. There are plans to establish a Project Trust Fund so that the work can continue, once HEFCE and British Council funding comes to an end.

Overall, the Sri Lanka project is a unique example of a relationship that is beginning to involve a wide range of players across the university. It has attracted widespread interest since the model is easily transferable and, fortunately, does not need a natural disaster to provide the initial impetus. It plays a major role in informing the internationalisation of curricula in the university and is providing an in-depth appreciation of another culture for all those involved. The University is convinced that it is benefiting considerably from the staff and student exchanges.

A long-standing example of international charitable work is Hope One World, the charitable organisation set up by staff and students at Liverpool Hope University that has worked in many educational projects in seven countries<sup>70</sup>. Teams of Early Years teachers and students deliver in-service training to schools and direct teaching in English.

In another example from Bishop Grosseteste University College a formal study visit turned into a student-led example of volunteering.

70. For details see <http://www.hope.ac.uk/hopeoneworld/>

### **International volunteering - Bishop Grosseteste University College Lincoln**

A fieldwork visit to the Gambia by undergraduate students studying the module 'Global Development' has led to them doing voluntary work in the country. During their visit they met a man who had dedicated his life to educating the community and setting up a school with the little money he was earning from working in the fields. On their return to Lincoln the students decided to raise money to sponsor the nursery school and to return to the Gambia to carry out voluntary work. Their first round of fund-raising paid for bags of cement, a donkey to carry the cement and local labour to rebuild one of the school walls.

One of the students said "Our work will hopefully help improve the standard of living in a third world country. It will help improve the education of a number of Gambian children and give them the opportunities which we freely expect to receive over here. The nine of us have organised the trip ourselves and are funding all of our own expenses. All the money that we raise will be going to the school. We also help to build links between the nursery school and University College, as well as links with other primary schools from this country."



# 8

## International teaching and research partnerships

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### Strategic partnerships

International partnerships are not exactly a novelty for UK higher education, but they have become a key element in almost all institutional strategies. They can play the following roles:

- A symbol of the institution's status and prestige.
- Providing research partners across a range of mutual strengths, allowing both parties to have greater capability and depth of skills internationally.
- A source of, and destination for, academic staff and young researchers on exchanges.
- A source for undergraduate students prepared to spend their final years in the UK on either a joint award or one offered by the UK HEI.
- A gateway to other countries and cultures allowing UK academic staff to build an understanding of that country's needs.

These different perspectives are reflected in institution's international strategies. For some the objective is to build a select number of "deep" partnerships, which would in time, cover teaching and research and ideally involve more relevant faculties and schools, rather than being based on one historic connection. For others the aim is to match specific research strengths as a first step and find institutions which are worthy peers in these discipline/research areas.

A developing feature of recent years has been the concept of a "strategic partner"<sup>71</sup>. This can be defined as an institution that shares the same values, has similar standing in the world, is located in a target country and is willing to move to a deep partnership. Selecting a strategic partner is not easy. World class universities can afford to be choosy about whom they link with, as everyone wants to be friends with them. University College London, for example, sets its sights very high. "All strategic partnerships with us must aim to establish themselves amongst the best in the world and will include fundamental, blue skies research as well as applied and transferable research".<sup>72</sup> Leeds has also set out some criteria<sup>73</sup>.

#### University of Leeds – International partnership criteria

Our partnership links:

- Must be built on mutual advantage; be a "win-win" for all and deliver valuable outcome to all partners.
- Must be built up over time through the quality of the partnership and engender mutual trust and respect.
- Would ideally be deep and enduring and include partnership in education, research and enterprise between institutions".

71. See chapter 4 of International Competitiveness: Businesses working with UK Universities ob cit

72. Professor Michael Worton. Internationalising the University. Paper given at St George's House Consultation. January 2007. CIHE.

73. Professor Michael Arthur, Vice-Chancellor/President, University of Leeds. The University of Leeds and 'Internationalism'. Presentation at the WUN 2007 Annual Meeting in Beijing. See [www.wun.ac.uk](http://www.wun.ac.uk)

All institutions have to be very careful in choosing partners and the process should not be hurried, as it must always be built on foundations of mutual trust, a task which takes time. In view of this, most strategies are suggesting that the university creates only a limited number of strategic partnerships, as they are also time consuming to nurture and maintain. A key issue is the motive for partnership. One institution told us that it hoped “to secure its supply chain” through having a network of teaching partnerships from which international students would flow onto its UK campus. It saw this as the best response to growing competition from other international providers in the direct recruiting market place.

A more conventional motive is found in many research intensive institutions which see the creation of strong research partnerships as a key way of building an international profile and addressing global issues. Only a limited number of UK institutions are well known overseas and a way has to be found of establishing other UK institutions reputations. Both the Universities of Edinburgh and Cardiff have specifically stated that one of their objectives is to increase their international standing (and in one case this will be measured by the coverage the university receives in the international media). Since others judge an institution by the company it keeps, a way of boosting reputation is by having a high profile set of international partners. However, unfortunately too much reliance can be placed on the league tables of world rankings as the only available comparative indicators on potential partners.

A question facing institutional leaders is whether they move to a position of having a small number of select strategic partners from a status quo that usually consists of an unknown number of Memoranda of Understanding, agreements, undertakings and informal arrangements of all kinds. The University of Edinburgh estimated that it had around 1,100 such international research collaborations and was willing to establish more. How would this fit with the concept of focusing on a few strategic links? Kings College London has a solution, which is to have three levels of partnership:

- *Level One*: which relates to College-wide strategic partnerships approved by the Academic Council; these will become deep partnerships and will be monitored and funded from the centre.
- *Level Two*: which are School/Faculty partnerships that are with peer faculties throughout the world selected for their excellence in the relevant disciplines. These will be sponsored by each school and funded by it to varying extents.
- *Level Three*: partnerships that are essentially one-to-one research or teaching arrangements between individuals, which may get little or no support. However the possibility has always to be considered that these might grow into Level Two or even Level One relationships in time.

This three-tier approach avoids culling any individual international collaboration that might bring benefit, but focuses management attention on *level one* activities. So frequent interchanges between senior staff of the selected Level One institutions would be encouraged – and funded from the UK end.

Another model favoured by some is to set broad strategic guidelines on the types of partnerships and countries and then “let a thousand flowers bloom”. It is argued that this would harness academic enthusiasm and initiative and, if it is undertaken within guidelines, would not result in a random or non-strategic group of partners.

## Research and teaching partnerships

Strategic partnerships need not always be developed on a one to one basis. They can be based on international networks such as Universitas 21 and the World University Network (WUN) which provide a valuable framework for their member institutions’ strategic collaborations. Such networks also provide nervous governing bodies with the assurance of reduced risk in international activities, if they are all undertaken within a group of approved and trusted partners. David Pilsbury, the CEO of WUN, describes how that network operates in research and teaching collaborations.

### WUN's global communities

"The 18 members of WUN have generated over 70 global research and teaching communities. International collaboration is prosecuted in ways impossible in a national setting because the breadth of expertise, facilities and/or infrastructure required. For example, the global "Weathering" group takes a novel approach to understanding soil which is our most precious resource after water but which is being destroyed 100 faster than it is being created - like climate change, the "consumption" of soil is a global problem for which there can be no national solution. The WUN group formed after a US faculty member outlined a novel proposal during a WUN virtual research seminar series, this was picked up by UK faculty who with WUN support ran workshops in Europe and the US to establish a global community, supported by exchange of graduate students between the centres and with project management support from WUN which funded short term fellowships and conference participation. The group submitted a successful NERC consortium grant proposal 9 months later with support from industry and other "users" and subsequently individual leaders in the group won funding from the NSF and the EU for complementary initiatives. The key points for success were the coherent application of a series of measures to build this community on an international basis and the continued support provided to sustain enthusiasm, bridge funding problems, overcome personnel changes and respond to new opportunities as they emerged - to recreate globally on a multi-institutional basis the project management support that exists to take forward major developments within every university.

Similar benefits accrue from sustained teaching collaboration where again effective collaboration supports leverage of both intellectual and physical assets for mutual benefit. For example, GIS is a pervasive technology with many flavours that increasingly attracts students but few if any universities can offer an extensive GIS master's program. Using WUN as a platform, with the organisation providing technical, marketing intellectual and project management support within an agreed international quality assurance framework, Leeds, Southampton and Pennsylvania State University offer online courses as part of a coherent approach that makes signature and unique programmes available to each other's students - this cross registration and online delivery of material in a seamless fashion using Shibboleth is clearly a potentially significant development within Higher Education where the future will be through sharing students not material.

The two specific challenges for WUN are that the problems are increasingly global but funding remains resolutely national - and for many the mode of operation is still more medieval than multidisciplinary and multinational."

International partnerships should not be only with other universities. The University of Warwick takes a very holistic view: "we increasingly recognise that the target international audiences for the University's key messages are to be found in research institutes and universities, government agencies and funding bodies, the business community and our own alumni". If the objective is to use the University's research skills to work on resolving global problems, the network of contacts and potential partners will need to be very widely drawn.

Philip Ternouth has been looking at how universities and businesses might work together in international partnerships, particularly in Asia. A report on his findings in Appendix III has found no evidence that UK HEIs are looking to overseas research partnerships merely to reduce their cost to UK business customers. Their primary rationale for research collaboration is because the major research challenges of the future need collaboration of people and assets if they are to be solved.

A strategic approach can also be taken to partnerships established for teaching purposes. These also may take a long time to develop as they have to be rooted in trust and respect on both sides. In many cases the regulatory processes in the partner country can be the principal delaying factor. Partnerships can develop into significant teaching programmes from a research base, as the Queen Mary University of London example below shows:

### **Queen Mary University of London (QMUL) and Beijing University of Posts and Telecommunications (BUPT).**

The two universities have had links for some time, which allowed BUPT students to take masters degrees at QMUL after they had received special preparation at BUPT. In addition a joint research laboratory was established on the BUPT campus via wireless communications.

When the Chinese law changed in 2004 to allow joint degree programmes the two partners developed the concept of a joint programme with both institutions awarding their degree, but delivered in Beijing. It was agreed that the teaching style would follow the UK model and all tuition would be in English, but where the BUPT curriculum was more demanding then it would be followed. The teaching is shared equally by BUPT and QMUL staff, with the latter spending blocks of time in Beijing each year.

The student intake for the four year course has grown steadily from 120 in 2004, to 250 in 2005 and 500 in 2006 and will build up to a total number of 2,000 students overall. This compares with 350 students on the same programmes in London.

We also find a few examples of one-to-one academic partnerships gaining funding from the partner nation, if the research meets that country's needs.

### **Chinese Province is funding joint research – University of Sussex**

As a member of the first Sino-UK Leadership Development Network (2003) I exchanged with my counterpart at Xiamen University. During my visit to Xiamen I gave a number of seminars to both undergraduate and postgraduate students and faculty on my research interests in biological sciences. Prof. Tian in the School of Life Sciences was particularly interested and following a number of discussions we agreed to establish research collaboration between our two laboratories. This has proved highly successful and initially resulted in one postgraduate student spending a year (2005) in my laboratory and the mutual exchange of technology between our two research groups. Following further visits to Xiamen in 2005/06, Xiamen City Science and Technology Bureau in 2006 generously provided some pump-prime funding to enable the research partnership between our two laboratories to develop further long-term links on an agri-biotechnology topic of importance to Fujian Province. This support has resulted in further student exchange with two students from Xiamen spending a year at Sussex in 2007 as part of a joint PhD programme between the two laboratories.

## **Managing international partnerships**

The management of international research partnerships is as delicate as the "management" of a university's overall research strategy. Several universities have posts or functions that purport to have a management function, but the reality is that, unless there are funds available, the central role will principally be one of co-ordination and encouragement of ongoing partnerships, rather than direct management.

Despite this, the task of selecting and developing long term strategic partners has to be undertaken centrally by senior management. This will also be expected in those Asian societies where a top down approach is in keeping with the culture. It follows also that such partnerships,

once established, can be passed on to faculties or schools to implement but will require some central monitoring and encouragement of their development.

At the University of Leeds international activity generally has been allocated a fund of £200,000 for pump-priming activity. This is used for grants up to £20,000 for Leeds academics who wish to explore international projects. The rules are that there must be at least two international partners and that the project under investigation should be a candidate for an international grant.

The main use of funds is for the encouragement of travel to strategic partners, since all successful partnerships are built on personal contact and trust. Since it takes some time to build this up in any new exploratory relationship, the cost of such travel is considered a central investment.

Where partnerships are primarily for teaching, a management role is essential in view of the many factors and assets to be considered in transnational provision. At Middlesex University, for example, the key post is termed "Director of International Partnerships and Education" with a responsibility for developing and reviewing all aspects of overseas teaching partnerships.





# 9

## The governance and management of internationalisation

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### High level direction by the Governing Body

In our discussions to date there has been little sign that the governing body has taken any initiative in promoting internationalisation or reviewing the internationalisation strategy. We have been told of support from individual governors for international initiatives and assume that the institution's regular processes for risk assessment will cover any significant overseas investment. There have been several instances of governing bodies expressing concern over the financial and risk implications of foreign ventures. The experience of some Australian universities, which have suffered large losses on overseas campuses, is very salutary<sup>74</sup>.

Another area where the risks to the university are becoming more visible as the volume of activity grows relates to student placement and study overseas. Stories of students being raped, assaulted, being discriminated based on ethnic origin or accounts of theft can deter home students from study abroad and can involve extensive administrative time in arranging appropriate insurance cover. There may be a case for some sector-wide discussions with insurance providers to arrive at more effective cover and security for those travelling.

Governors should review international activities for four reasons other than financial ones:

- There is the important question of reputational risk when strategic partnerships are made with overseas institutions or when overseas delivery of the university's courses is offered. Overseas partnerships should ideally extend the international reputation of the institution for research, help the institution to address the big global issues and add value to domestic teaching and the quality of the student experience. Governors must be confident about the quality and reputation of their partners, since the University will be judged by the company it keeps; and a link with an inappropriate partner could send negative signals to the higher education community.
- Governors also need to be assured that all offshore and transnational delivery is up to the same standards as that in the UK with an identical student experience. Where this is not the case, they will need to know that there are good and justifiable reasons.
- Governors of post 1992 institutions are responsible for approving the "educational character and mission" of the institution, If internationalisation is to be all-pervasive in the curriculum, governors will want to understand what this means in practice. Is it affecting the educational character of the institution in any way?
- Governing bodies are bound by an increasing number of legal obligations under race legislation relating to issues of social cohesion and these are very relevant to a campus with an increasingly international composition of staff and students.

Our initial conclusions are that most governing bodies are not always fully involved with the development of their institution's international strategy and are not kept informed about its progress. One question to be resolved is how this can best be achieved. Where there are major international investments such as an offshore campus, it may be appropriate for the governors to have a formal Steering Committee for the project, but where the risk and opportunities are related

74. The most recent example of which is the decision by the University of New South Wales to close down its new campus in Singapore after only a few months of operation.

to esteem and reputation some other mechanism will have to be found. At the very least governors may request that some Key Performance Indicators be developed for the internationalisation activity and that the international aspirations in mission statements are connected to plans and actions.

The growing internationalisation of universities also underlines the importance of having a governing body with members that either come from multi-cultural backgrounds and understand the issues or have extensive experience of working overseas.

## Management structures

One might argue that one indicator of the importance of internationalisation in a university's strategy is the ranking of the senior person with overall responsibility for it. However this begs an important question: if internationalisation is to be embedded in everything that a university does, is it reasonable to hold one person responsible? How otherwise might such an all-embracing activity be managed?

Predictably, the sector has responded in many ways:

- By having the Vice Chancellor as the leader in all international matters and the driver for the implementation of internationalisation throughout the institution.
- By designating a Pro-Vice-Chancellor post wholly devoted to international and external affairs; an example would be the Director of Middlesex International who has Deputy Vice Chancellor status.
- By adding international responsibilities to a Pro Vice Chancellor (PVC) portfolio. The most common approach is to combine it with the PVC Learning and Teaching/Academic function.
- By creating a senior level professional position with wide ranging responsibilities for all facets of internationalisation. (See the example from Cardiff University below, where the title Director of International Development is used).
- By relying on the traditional structure of an International Office whose work is supplemented by several other offices matching the various support functions that are involved. In this scenario the overall responsibility for co-ordination may well fall within the brief of a unitary Registrar or head of the administration, if there is one.
- By appointing a project manager from within the International Office to manage the internationalisation process.
- By apportioning country responsibilities between Pro-Vice-Chancellors where there is no one PVC responsible for international matters.

A recent survey showed that only 15% of UK universities and colleges had a senior management team member responsible for internationalisation<sup>75</sup>. This contrasts with Australia where only three of the 38 universities do **not** have a Deputy or Pro VC with International in their job title<sup>76</sup>.

## Approaches to managing internationalisation

While almost all institutions have either completed or are in the midst of developing their internationalisation strategies, we have also found that most have not got to grips with how they will manage this process<sup>77</sup>. It is so all embracing that it will affect almost all Deans, heads of department and managers. There is also the usual overlay of nervousness at seeking to impose yet another strategy on academic colleagues, particularly if it requires them to spend a lot of time modifying the curriculum.

The Vice Chancellor is a key player in setting the tone. If it is accepted that internationalisation is integral and requires everyone to have an international mindset, it is unthinkable that this can be achieved without the Vice Chancellor giving a clear lead. However, this leadership is necessary

75. Koutsantoni, D. (2006) Internationalisation in the UK. Leadership Foundation International Summit, 2006.

76. For a full list of all Australian Senior International Officers see <http://www.universitiesaustralia.edu.au/database/report.asp?a=show&committee=273> (accessed 7/07/07).

77. The International Unit of Universities UK has commissioned a comparative survey of how internationalisation is being managed which is looking at practice in Australia, Canada, UK and USA. It will report in early 2008.

but not sufficient and the community also has to accept and be committed to the strategy. There are many barriers to achieving the scale of change required and implementation will usually be a long process with many small steps and milestones along the way.

The approach to managing the internationalisation strategy and process is inevitably dependent on the institutional culture. At one end of the spectrum of management styles we found an institution that:

- Had defined its international strategy in ten clear areas with targets and KPIs in each (some of these quantified).
- Had designated clear responsibility for achieving internationalisation to a Pro-Vice-Chancellor.
- Required its schools to develop their own international strategies with targets and KPIs.
- Expected an annual report from each school showing progress against its targets.
- Created an International Committee from key players to co-ordinate actions in line with the overall strategy.

A more traditional and less managerial approach is to rely on softer mechanisms for achieving the changes in culture that might be needed. If this is to be successful, it needs to involve:

- A strong public commitment from the governing body, Vice Chancellor and the Senior Management Team to internationalisation.
- Regular reminders of its importance to the community (the International Reflections daily blog of 200 words at Leeds Metropolitan University is an example of this)<sup>78</sup>.
- The creation of incentive and reward mechanisms, particularly non-financial ones.
- Adjustment to the routine operational management processes to reflect international priorities (many of these will be in human resources and will relate to overseas work and travel).
- Financial incentives available from the centre, such as funding exploratory visits to potential partners.
- Development of a central source of market (and marketing) information about countries or institutions to help Deans and others to develop their linkages.

One key cultural issue is how directive the centre can be in driving all new initiatives and the role of central funding in getting some partnerships underway. One institution reported that it had funded a series of exploratory missions to institutions in a target country only to find that none of them took root. Another used central funds to pay for “strategic” travel for staff to chosen partners, while one requested business cases to be made for central investment in the creation of overseas partnerships. The role that the centre plays must take into account the extent to which academic decisions are devolved, but this devolution can present problems if international alliances and commitments are concerned. A key question is what powers the centre should exercise in monitoring or vetoing international academic partnerships. The answer will depend wholly on the prevailing institutional culture.

Those institutions that have decided to develop Key Performance Indicators to monitor the progress of their internationalisation have usually resorted to the more simple quantitative indicators such as:

- Numbers of home students studying or working overseas in any year.
- Numbers of new strategic partnerships agreed each year.
- Number of fully operational strategic partnerships.
- Number of operationally active MOUs or less strategic partnerships.
- Percentage of international students on campus.
- Numbers of international students offshore studying for the University’s degrees.
- Percentage of academic staff that are international.
- Number of articles/citations co-authored with international partners.
- Research funding generated from international sources.
- Numbers of inwards international visitors.
- Numbers of international student and staff volunteers.

78. See the home page of Leeds Metropolitan University at [www.lmu.ac.uk](http://www.lmu.ac.uk)

The choice of high level KPI will depend on the university's strategy. For those universities with a student-centred internationalisation strategy, the real measure of success in internationalisation would be the extent to which graduates had acquired the desired internationalised attributes and attitudes during their stay at the university. There are many unanswered methodological questions as to how this might be done and we are not aware of any attempt to assess whether this has been achieved. Thus in order to effectively measure or assess the levels of internationalisation in terms of skill and attitude, assessments would be required both on entry and on graduation to arrive at the value added by the institution.

Those institutions with more of a university-centred strategy would be interested in the improvement to their global rankings and gain in reputation or image. For these the scale of international media coverage, the numbers of international researchers asking to visit and invitations to staff to present at international conferences would be among the indicators of success. Another way of assessing overall progress in the process of internationalising the campus is to use review frameworks (or audit tools) for self-assessing progress. These can also be used to prompt internal debate and help in the promotion of change at all levels. We are aware of three such documents:

- An Institutional Audit Tool developed by Professor Robin Middlehurst and her colleague and published as Appendix I of the Higher Education Academy report<sup>79</sup>.
- "A questionnaire for measuring the degree of internationalisation of universities", developed by Professor David Gillingham of Coventry University, which is designed to add up to a potential score of 100<sup>80</sup>.
- "Questions to Guide an institutional internationalisation review", developed by the American Council of Education for its members<sup>81</sup>.

The Coventry survey is designed so that it can be administered at intervals and used to provide a quantitative indication of how progress is being made.

International activities do not fit easily into most university committee structures as they cut across so many lines of activity. As a result there are very few International Committees in the formal Council/Senate structures, but several examples exist of management committees with this function. In one case the need to respond quickly to international market opportunities has meant that this committee had to meet six times a year. Another mechanism found was the creation of country working groups in which all those involved in countries such as India or China met regularly to co-ordinate their activities. These were chaired by the relevant Pro-Vice-Chancellor. The University of Cardiff has gone further by setting up the Cardiff China Centre jointly with the City of Cardiff.

#### **Cardiff China Centre**

The aim of the Centre is to act as a hub for the university's links with China and it is closely connected with the City's partnership with Xiamen. These have led to collaborations in teaching and research and staff and student exchanges with Xiamen University.

The Centre aims to be the focus for all links with China, to encourage and facilitate further substantive and sustainable links, to engage all schools in the university with China and to strengthen the alumni links with former Chinese students, particularly those in influential positions. With its budget the Centre is able to finance travel, conference attendances and inwards travel from China.

## **The changing International Office**

The International Office has conventionally focused on the recruitment of international students, but this function is now being expanded significantly in many institutions. As well as its functions being broadened on campus, it is also being asked to manage networks of overseas offices<sup>82</sup>.

79. See the reference in footnote 10

80. See [www.nibsnet.org](http://www.nibsnet.org) for the questionnaire.

81. See Appendix A of *Internationalising the campus: a user's guide*. American Council on Education, 2003.

82. The International Unit of Universities UK has commissioned a study of the structures adopted by universities to manage internationalisation that will report in January 2008.

A wide diversity of practices is developing in the way that international functions are structured. We have found examples of all the following functions under the wing of the International Office:

- Marketing all aspects of the university internationally.
- Recruitment of international students.
- Support and social care for international students when on campus (and their families).
- Delivery of language training.
- Management of study abroad programmes for all students.
- Management of international exchanges and placements of students
- Support for international volunteering.
- Managing international exchanges of academic staff.
- Managing the University's network of overseas offices.
- Co-ordinating or hosting inwards visits from overseas visitors.
- Co-ordination or "management" of international partnerships and networks.

Cardiff University has an International Office with a title that implies a bigger role than is usual:

#### **International Development Division - Cardiff University**

The Division is responsible for delivering the mission of the university to become world class by identifying, promoting and co-ordinating the University's activities outside the UK. The Division Director is drafting the internationalisation strategy.

As well as the traditional International Office activities related to recruiting and supporting international students, the Division also provides the English language support for incoming students, runs workshops on good practice (in topics such as research collaboration), monitors the results from the operational MOU's and co-ordinates all international exchange programmes. The Division is planning a web-based "Knowledge Hub" on international markets, country reports, internal statistics on international activities, surveys of international student opinion, as well as references and links to key resources.

The roles of overseas regional offices are also changing. Some no longer carry out just a recruiting function, but have a wide range of other tasks including looking after returning students, liaison with alumni, promoting the institution in the country or region, hosting incoming university staff, preliminary discussions with potential partners in teaching and research and identification of opportunities for working with local businesses on research and consultancy. One university provides the office with a fund to spend in that country on projects that will promote the university's reputation and contribute to the country's economic development.

In one institution the need for an Office dedicated to international students was being questioned, as it was seen as being potentially divisive if it developed separate support processes for one part of the student body, while elsewhere a student services office provided very similar services to home students. Indeed issues of English as a second language or personal finance can apply just as much to many "home" students as to those from overseas. The solution was seen as combining the functions in one common physical location, but retaining the few distinct support roles that international students required. Since there may well be a direct connection between the effectiveness and number of support activities offered to international students and their satisfaction with their experience, it is important to get the organisation of the support services correctly located.





# 10

## Conclusions and recommendations

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### Conclusions

In all the strategy documents that we have studied there is a common understanding of internationalisation. While the emphasis on activities inevitably varies, the basic understanding is the same – that internationalisation encompasses all the operations of the institution.

In section 3 we suggested a distinction between those internationalisation strategies which sought to promote the university on the global stage and those which took the student experience as their prime rationale. This is not an absolute dichotomy, as there are many institutions that seek to combine both. However the student experience is not as well stated in the strategies of some of those institutions with global aspirations as it is in those without them. The implication of the former approach may be that, if the university achieves its world class ambitions, then automatically students will gain an internationalised experience. It is believed that the inward flows of international staff and students, the growth in international collaborations and exchanges cannot fail to have some impact on home students. Whether it is enough to give them the global awareness and cultural sensitivity that is sought as an outcome is uncertain. This could be a consequence, but need not be.

In general the aspects of internationalisation that are least well understood and not yet achieved are those related to “internationalisation at home” or ensuring that home students acquire the desired outcomes in terms of skills and attitudes. There is some uncertainty as to how this can be achieved, as well as a lack of clarity as to what the desired outcomes actually are. Understandably, overseas partnerships, recruitment, foreign travel and exchanges are more exciting and these activities have received more effort than internationalisation at home. There are some hard questions still to be answered:

- How can a university encourage its home students to mix more with international students for mutual benefit and vice versa?
- How can it ensure that the internationalisation of the curriculum is understood, welcomed and adopted?
- How should it handle those academic staff who at best are neutral over internationalisation? Does everyone need to be converted?

That these questions can be asked means that in many institutions there is still much to do.

Our work has unearthed many examples of good practice in the key areas that we have looked at and the preceding chapters have shown that somewhere practical solutions are being found to the issues that every institution is facing.

## Recommendations

Universities have responded very well to the Government's policy guidance in PMI2 to move towards a culture of deeper partnership with overseas countries and their institutions. This was in line with universities' own thinking and the principles have been widely and swiftly adopted. No major changes in PMI2 policy are foreseen, and the theme will be continued with the aim of establishing the UK as the preferred partner country in selected countries.

Arising from this report there are recommendations for both the government and the sector to consider:

### **Recommendation 1**

- A way should be found of collecting reliable full statistics and information on first, the extent of overseas strategic collaboration by UK institutions and second, the scale of student study abroad. The DIUS should lead on this.

### **Recommendation 2**

- Consideration should be given to setting up an International Travel Scholarships Fund that would make grants to students who were unable to travel for financial reasons. The Endeavour Scholarships in Australia and the Senator Paul Simon Study Abroad Foundation Scholarships in the USA could be studied as models<sup>83</sup>. DIUS, the FCO and the British Council should coordinate a policy.

### **Recommendation 3**

- Given the importance attached to enhancing employability, the Governments across the UK should agree a supportive and consistent approach to work permits.

### **Recommendation 4**

- Closer collaboration with international businesses in particular is needed to enhance student employability. They need to be encouraged to make their preference for students who have studied abroad very plain, to help develop employability skills and to recruit more internationally mobile students. The CIHE should lead this work.

### **Recommendation 5**

- Some professions (and agencies such as the Training and Development Agency for Schools) have study requirements that make it difficult to accommodate a period of study abroad. The DIUS should establish a dialogue with the bodies concerned.

### **Recommendation 6**

- The Higher Education Academy and its subject centres should provide institutions and departments with advice on how to internationalise their curriculum.

### **Recommendation 7**

- There is scope for considering some sector wide insurance cover that will minimise the risks to students and universities arising from studying abroad. The International Unit should lead on this.

<sup>83</sup>. This proposal differs from the support announced in October 2007 under PMI2 Connect for institutions wishing to send groups of students to study abroad. Our recommendation is targeted at support for students wanting to spend longer than one month overseas.

Recommendations and ideas for university leaders are scattered throughout this report and we hope that they will draw on some of the examples of good practice shown. However there are a few high level messages that have emerged:

**Recommendation 1**

- Internationalisation is integral to all the activities of a university and calls for the adoption of an international mindset.

**Recommendation 2**

- It will not be institutionalised unless the community sees that it is strongly supported by the Governing Body and the Vice Chancellor.

**Recommendation 3**

- The transition phases require some time from a member of the Senior Management Team (SMT) to co-ordinate and manage international activities as agreed in the strategy.

**Recommendation 4**

- Some central funding will be needed to provide incentives and encouragement for overseas partnerships and travel.

**Recommendation 5**

- The support services for internationalisation activity will need to be co-ordinated and strengthened and there is a case for considering a central support office with an oversight of the whole internationalisation strategy.

**Recommendation 6**

- All institutions should work to break down the barriers to student mobility outlined in Appendix II

**Recommendation 7**

- There is scope for greater collaboration with the Students Union in co-ordinating support for study abroad, international volunteering and local community engagement.

**Recommendation 8**

- Strategic partnerships should be seen as an opportunity for collaboration across the board in teaching, research, enterprise and community affairs in the country concerned.

**Recommendation 9**

- Institutions can use their overseas alumni networks as ambassadors and partners more than they do currently.

**Recommendation 10**

- How institutions address the widening participation agenda overseas and do not just recruit students from richer backgrounds remains a challenge.

## Appendix I

### Institutions and Organisations Specifically Contributing to the Study

Bishop Grosseteste University College Lincoln  
 Bournemouth University  
 Cardiff University  
 City University  
 Coventry University  
 Kings College London  
 Leeds Metropolitan University  
 London Metropolitan University  
 Middlesex University  
 Newman College of Higher Education  
 Queen Mary University of London  
 University College London  
 University of Durham  
 University of Edinburgh  
 University of Glasgow  
 University of Hertfordshire  
 University of Kent  
 University of Lancaster  
 University of Leeds  
 University of Strathclyde  
 University of Salford  
 University of Wales Institute Cardiff  
 University of Warwick  
 University of Westminster  
 York St John University

#### Additional interviews have been held with

The British Council  
 British Universities International Liaison Association  
 Department for Education and Skills/Department for Innovation Universities and Skills  
 Guild HE  
 i-Graduate  
 Leadership Foundation for Higher Education  
 Marjon International  
 Quality Assurance Agency  
 UniversitiesUK  
 Universities Scotland  
 Wales International Consortium  
 World Universities Network

#### E-mail contributions received from many other institutions not listed above plus

Dr Madeleine Green, American Council on Education  
 Professor Jane Knight, University of Toronto  
 Alan Olsen, SPRE, Hong Kong  
 Professor Jeroen Huisman, University of Bath

We are most grateful to all who have provided such a range of valuable insights and to those who joined us at the two consultative conferences in London and Manchester in October 2007.

## Appendix II

## Barriers to mobility and some solutions to them

Some barriers or obstacles to mobility	Some solutions
<b>Personal Barriers for the student</b>	
Family ties in UK (if a mature student) – partner cannot move too.	
Loss of part-time job when s/he returns	
Rent on accommodation – landlord will not release or refund rent under a contract	<ul style="list-style-type: none"> <li>▪ Ensure that residence rents are not charged on campus for vacant period.</li> <li>▪ Arrange for incoming exchange students to use rooms vacated by outgoing students.</li> <li>▪ Introduce single semester rents in residences.</li> </ul>
Language skills	<ul style="list-style-type: none"> <li>▪ Tailored language provision provided as a formal requirement in the years before travel and given credits.</li> <li>▪ Make some foreign language skills mandatory for all incoming students.</li> </ul>
Reluctance/fear to travel abroad, quality of tuition, racial discrimination fears.	<ul style="list-style-type: none"> <li>▪ Include expectations of overseas study in marketing to secondary schools, open days, faculty inductions.</li> <li>▪ Involve Students Union in dissemination of opportunities.</li> <li>▪ Use returning students as ambassadors and providers of “peer support” to next year’s travellers.</li> <li>▪ Link study abroad to charitable activity in third world (e.g.: Tsunami relief).</li> <li>▪ Intercultural Communications module given to all students in first year, with credit.</li> </ul>
Financial – unable to afford the net cost	<ul style="list-style-type: none"> <li>▪ Provide Scholarships and bursaries for travel.</li> <li>▪ Raise travel bursaries from donors.</li> <li>▪ US partner University organises work permissions.</li> <li>▪ Collaborate with banks to offer sponsored bursary and/or loan schemes.</li> </ul>
Fear of losing contact with peers who do not travel	<ul style="list-style-type: none"> <li>▪ This is solved if a significant number travel or if it becomes a requirement.</li> </ul>
Doubts over whether spending an extra year (or term) is worth it.	<ul style="list-style-type: none"> <li>▪ Returning students are used to promote travel abroad.</li> <li>▪ Extensive marketing at Study Abroad Days etc.</li> <li>▪ Global Citizens Award is given to some students.</li> <li>▪ Students get an extra diploma.</li> <li>▪ Involvement of the careers service in supporting students before and after placements.</li> <li>▪ Collate &amp; disseminate messages from international employers and successful alumni who have benefited from overseas study.</li> </ul>

Fear that the academic content of a year abroad will not fit in with the rest of their course	<ul style="list-style-type: none"> <li>Study Abroad Office has researched link partner's courses and advises students on the implications for their programme.</li> </ul>
Not enough time to settle in before decision has to be made	<ul style="list-style-type: none"> <li>Expectation of travel is made known on recruitment and registration and in all marketing material.</li> </ul>
<b>Barriers Relating to academic staff</b>	
Not enough academic staff time to set up exchanges, monitor partner quality, agree mechanics etc	<ul style="list-style-type: none"> <li>Main exchanges are with strategic overseas partners, or networks where contacts exist.</li> <li>Placements Unit or Study Abroad Office helps staff with most of the arrangements.</li> <li>Study Abroad Office has developed a toolkit of good practice on how to manage students on exchanges and placements.</li> <li>Academic staff are given web tools to help in briefing students.</li> </ul>
No staff enthusiasm for it	<ul style="list-style-type: none"> <li>The VC and SMT leadership stresses its importance</li> <li>Faculty strategies expected to include study abroad.</li> </ul>
Curriculum fit	<ul style="list-style-type: none"> <li>Support in matching programmes is offered by Study Abroad Unit</li> <li>Credits are given for volunteering overseas.</li> </ul>
No incentives for doing it.	<ul style="list-style-type: none"> <li>VC endorses those staff who promote international activities.</li> <li>International mission of the institution is clearly signalled, endorsed and reflected in reward structures.</li> </ul>
<b>Institutional barriers</b>	
Absence of encouragement from university leadership.	<ul style="list-style-type: none"> <li>Strong internationalisation strategy endorses study abroad.</li> <li>University sets some targets for an increasing % of students outward travel.</li> </ul>
Study abroad not considered as an issue by Educational Developers and other support services	<ul style="list-style-type: none"> <li>Promotion of internationalisation by PVC (T&amp;L).</li> </ul>

## International Research Partnerships

By Philip Ternouth, Associate Director, CIHE

### Introduction

This element of the project was originally conceived as a response to one of the key recommendations in our report *“International Competitiveness, Business Working with UK Universities”*, (CIHE, 2006). This recommendation was:-

*“We recommend that the CIHE working with the CBI, Universities UK, the British Council and appropriate Government Departments facilitate debate on how universities and businesses might share expertise and offer enhanced value for money through greater partnering with Asian universities.”*

A number of interviews have been carried out both with individual researchers who are actively engaged in international collaborations and those responsible for research management, such as PVC's for research, one Vice Chancellor of a leading research university and a leading industrial collaborator. This has effectively constituted a Delphi type process which has identified and started to elaborate a series of key issues which arise as universities establish international research partnerships. These issues were shared with delegates at the Conferences on 4<sup>th</sup> and 5<sup>th</sup> October 2007 and a number of them have been further refined. Note that this Appendix is concerned specifically with collaborations between Higher Education Institutions, not between UK HEI's and overseas companies, which is beyond the scope of the work for this report<sup>84</sup>.

The key issues which we have identified are as follows:-

### Motivation for Collaboration

The rationale for the relevant recommendation in *“International Competitiveness, Businesses Working with UK Universities”* was that the introduction of Full Economic Costing (FEC) might place cost pressure on UK universities and lead them to consider the potential for outsourcing certain elements of the research activity to India, for example, to reduce costs. Whilst there is some evidence of companies moving research sponsorship overseas including to Asian countries, there is no evidence of UK universities deliberately seeking merely to lower costs by such outsourcing. Companies have since told us that where there are equivalent research capabilities overseas, it is then that costs, including transaction and interaction costs that become an issue. On the other hand we have learned that some universities are obtaining a reputation for showing flexibility with the application of FEC as was always intended to be the case.

The prime motivation for collaboration *as far as the researchers are concerned* is the additionality and therefore added value which arises from combining complementary expertise rather than cutting costs; international research collaboration is not largely seen by universities as response to cost pressures from research sponsors. In particular it is argued that major research challenges (such as climate change, the development of renewable energy, major geophysical research challenges and water resources management) can only be met by collaboration (because of the range of research expertise needed) and pooling assets (because of the range and scale of facilities needed). This point is made by the WUN contribution in section 8 earlier. From a university perspective major collaborations are seen as offering the prospect of boosting the profile and brand image of the institution on the world stage. Some universities are adopting the development of international partnerships as part of their scheme for assessing career progression of researchers in order to align individual motivations with the aspirations of the institution.

The motivations and opportunities for collaboration vary across disciplines. For example in subject areas which require access to major facilities (such as particle physics) collaborations might arise because colleagues collocate in order to share access to them and perhaps because conclusions may be subjected to objective proof, there potentially is a rationale for sharing ideas

<sup>84</sup>. This should not be interpreted as suggesting that such collaborations do not justify further study.

with colleagues. However in humanities subjects there is less impetus for collaboration because individual pursuit of research is more feasible.

### **Barriers to Collaboration**

We have identified several barriers to establishing collaborations.

International research partnerships that we investigated (e.g. the UKIERI partnerships) have to date relied largely on two pre-conditions: existing knowledge of each other and of each others' research interests and expertise, and secondly the availability of multilateral funding to avoid the multiple jeopardy of reliance on parallel individual bids. In one case the motivation to seek out and meet partners was driven by the availability of funding and at least one institution is deliberately seeking out partners world wide in the anticipation of the growth of multilateral funding. Inadequate knowledge of potential collaborators and of where multilateral funding can be found constitutes two of the main barriers. Some institutions (eg Leeds, Lancaster, Cardiff) have created seed funds to enable researchers to travel to meet potential collaborators.

The challenge posed by the first of these (knowledge of potential collaborators) is stiffened by the fact that the Principal Investigators (PIs) must be able to rely on each other for delivery of major projects. Whilst it is relatively easy for an experienced researcher to gauge the quality of a potential partner through conventional academic metrics such as citation indices and examining key published works, it is less easy to assess from such metrics what partners might want and where the synergies exist. There is no substitute for actual experience.

It has been argued that it may actually be dangerous to stimulate partnerships based on multilateral funding (e.g. the "Grand Challenge" concept where respondents potentially involve multi-national partners) as this tends to produce funding-led rather than synergy-led or problem-led collaborations. Such funding-led partnerships may be less likely to be effective in competitions because:-

- Partnerships that already know each other and have a history of working together are likely to be more competitive (though the rationale of the competition may be to introduce and create successful partnerships for the future).
- There is reason to believe that research synergies are identified and demonstrated more effectively when there is a research goal or question set than if there was reliance on independent researchers.

A further barrier to establishing collaborations is the transaction cost, including costs such as:-

- Agreeing the combined work plans
- Establishing budgets
- Obtaining the funding
- Agreeing Intellectual Property arrangements where necessary
- Making project management arrangements (where this is done).

### **Key Trends**

The most effective relationships are individual rather than institutional based and initiated (one university interviewed has embarked upon a collation of individual research relationships and other contacts with Indian Universities to examine the extent to which the institution might identify opportunities to leverage them through strategic inter-institutional relationships). We found more than one case where an agreement or liaison at the institutional level has to date been fruitless because the motivation of the researchers was not engaged. However we have identified a trend which matches that reported on for companies in *International Competitiveness*, where institutions start to address deliberately the identification of "best of breed" potential partners in order to be ready to respond to international opportunities of a "Grand Challenge" nature. This is very much at an institutional or faculty level. To be effective in adding value, institutions might like to consider developing the type of structural capital we describe below.

One modality of developing strategic collaborations has emerged; where institutions can identify themes or subject areas in which there is a genuine synergy, then this may become the basis for a strategic partnership. This approach, *prima facie*, combines the advantages of collaborating at the institutional level with the requirement for effective working relations and personal motivation at the individual level. On the one hand significant structural capital (see description below) could be developed to enable a series of project based collaborations to be developed with lower transaction costs and on the other it is much easier for collaborations at theme or departmental level to be realised from the motivations of individual researchers.

We would suggest that the approach to developing a partnership will depend partly on the cultures involved. Partnerships between Western partners are more likely to be bottom-up whereas those involving Asian partners might require a greater amount of top-down direction or at least sanction.

Where we have investigated the selection by companies of collaborating institutions, then the synergies brought by each partner come under the spotlight. Companies looking for such partners on a global basis are seeking to access the best combinations of expertise available.

In *International Competitiveness* we identified the rationale for companies engaging with universities as being in part to access knowledge and examine its potential commercial applications typically over a five year plus time horizon. We might therefore have expected universities to have configured their projects with an appropriate degree of adventure. However we have also identified cases where combinations of expertise couple end-user-related expertise with basic clinical research. Thus, an appreciation of the potential value of different research modalities (which we are investigating in a separate project) available from partners and the way in which they can be positioned against each other will be valuable to research managers.

### **Importance of Structural Capital**

Structural capital is a collection of managerial and operating capabilities and predominantly intangible assets (such as template agreements) which make collaborations easier to achieve and more likely to succeed. Some organisations were established specifically for this purpose, such as The Worldwide Universities Network. It is interesting to note that the members of an organisation similar in concept (Universitas 21 - although more focused hitherto on teaching) have started to investigate the support of research collaborations in the same way.

Such structural capabilities might include:-

- Research management that convenes and focuses potential collaborators.
- Developing networks and convening researchers in focussed sessions with potential collaborations in mind and so that the researchers become familiar with each other.
- Project Management capabilities; NB, some funders will now accept a project management element in budgets, especially in larger projects; universities might wish to consider whether they need to develop specific expertise to support major projects; such capabilities will need specific positioning and contextualising in a research environment - we have seen researchers reject as unsuitable the conventional project management training in an industrial context (as is conventional MBA courses); this conclusion is understandable – if perhaps misguided - in the context where deliverables are not seen as produced by a reductive process to a specification. For example the needs to identify and accept accountability for individual tasks, for monitoring and reporting on progress and for ensuring that the interdependencies between work packages is recognised, accepted and the implications for overall progress understood and accommodated are no different from those of “conventional” projects.

## Teaching and Research Partnerships

We have identified a growing recognition that teaching and research partnerships are different in a qualitative fashion which means that the one might not necessarily develop from the other. Teaching collaborations must have a substantial inter-institution element because of the Quality Assurance and brand protection (for example through detailed franchise agreements) issues which arise. There is also a need to engage the supporting management processes in the institutions because of the need to formalise admission and assessment processes. Without the engagement of individual researchers however it is unlikely that a research partnership will emerge. Similarly where a research partnership has emerged it is not necessarily the case that the participants will have the motivation to engage their institutions on developing teaching partnerships.

There is however a “grey area” at the post-graduate research level. Where for example PhD students are supervised successfully and the eventual Post Doctoral researcher relocates to another institution, then subsequently research partnerships may arise between the erstwhile supervisor and supervisee.

## Developing Expertise

We have encountered some examples of industrial collaborators who are very sophisticated in their understanding of universities - this does not specifically apply to international collaborations. These partners show:-

- An active appreciation and processing of the different missions, objectives and value systems established by business on the one hand and universities on the other.
- Consequently a good appreciation of what best to expect from a university collaboration.
- Knowledge of which aspects might need tight control (e.g. agreement on the objectives, project management and financial control) and which most benefit from giving the PI relatively free reins (scientific direction and selection of potential collaborators).

There has been much attention paid to encouraging universities to work better with business. It may be worth considering whether similar support might be given to business. Equally it may be desirable for UK universities to help develop the capacity for universities in developing countries to respond to their overtures. Many do not have the structural capacity to partner. Addressing global issues through partnership will only happen if there is greater equality of capability. Maybe Western universities have a moral responsibility to help others develop this.

## Appendix IV

## Advisory Group for the Study

Dr Jennifer Barnes	BP plc
Ms Christine Bateman	British Council
Dr Liz Beatty	HEFCE
Dr Linda Bradley	DELNI
Professor John Brooks	Manchester Metropolitan University
Mr Richard Brown	CIHE
Dr Roger Carter	HEFCW
Ms Joy Clews	Bishop Grosseteste University College Lincoln
Dr Shaun Curtis	International Unit, Universities UK
Mr John Fielden	CIHE/CHEMS Consulting
Ms Rachel Green	DIUS (DfES)
Mr Cliff Hancock	HEFCE
Ms Pat Killingley	British Council
Dr William Lawton	Universities UK
Professor Paul Luker	Higher Education Academy
Mr Rudi Markham	Unilever plc
Dr Graeme Reid	DIUS (OSI/DTI)
Mr James Ross (Chair)	CIHE & Leadership Foundation for HE
Mr Bryan Sanderson	Standard Chartered Bank
Mr Philip Ternouth	CIHE
Professor Eric Thomas	University of Bristol
Professor Paul Wellings	University of Lancaster

## Appendix V

## Glossary

ACE	American Council on Education
AUCC	Association of Universities and Colleges of Canada
CIDA	Canadian International Development Agency
FCO	Foreign & Commonwealth Office
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
IAU	International Association of Universities
NAFSA	The Association of International Educators (in the USA)
NERC	National Environmental Research Council
NSF	National Science Foundation
NUFFIC	Netherlands Organisation for International Cooperation in Higher Education
PMI2	Prime Minister's Initiative – 2
SPRE	Strategy, Policy and Research in Education (Hong Kong)
UKIERI	UK-India Educational Research Initiative
VLE	Virtual Learning Environment
WUN	World University Network

# Notes

# Recent CIHE Publications

## **Using Public Procurement to Stimulate Innovation**

Takes forward the proposal from the Government and the Opposition that public procurement in the UK could usefully build on the US experience to drive the innovation process, including in small businesses.

Philip Ternouth (£6) November 2007, ISBN 1 874223 67 X

## **Global Horizons for UK Students: A guide for Universities**

Offers guidance for universities on how they might increase the numbers of students studying overseas as part of their course.

John Fielden, Professor Robin Middlehurst & Steve Woodfield July 2007, ISBN 1 874223 66 1

## **Workforce Development: What works and why**

Provides a range of examples of universities and businesses working together to upskill the workforce.

Helen Connor (£6) July 2007, ISBN 1 874223 65 3

## **International Competitiveness: Competitiveness & the Role of Universities**

Notes the importance that graduates and research play in underpinning the knowledge-intensive businesses that drive the UK's international competitiveness.

Richard Brown (£6) April 2007, ISBN 1 874223 64 5

## **STEM Review: the Science, Technology, Engineering, Maths Supply Chain**

Focusing on these strategically important subjects, this review examines the actions taken to implement previous Government commissioned reports on increasing the supply of STEM graduates and what further steps might be taken.

Hugh Smith (£6) April 2007, ISBN 1 874223 62 9

## **Internationalising Higher Education: A financial or moral imperative?**

Report of a consultation at St George's House, Windsor Castle, in January 2007. Summarises the presentations and discussion on the values that should underpin universities as they internationalise.

(£6) March 2007, ISBN: 1 874223 61 0

## **Workforce Development: how much engagement do employers have with higher education?**

This report brings together the evidence on employer demand for higher level workforce development. As such it highlights the challenges faced by businesses and higher education in trying to meet the Leitch target of enhancing workforce skills.

Madeleine King (£6) March 2007, 1 874223 63 7

## **Oxford Entrepreneurs**

Entrepreneurs are vital to the British economy and politicians from all parties are committed to providing a platform where they can flourish. In this book Sir Douglas Hague tells the story of over 30 entrepreneurs in the Oxford area, capturing the core characteristics of successful start ups and spin offs - lessons which can be replicated.

Sir Douglas Hague and Christine Holmes (£10) September 2006 ISBN: 1 874223 60 2

## **Degrees of Skill: Student Employability Profiles**

Developed in partnership with the Higher Education Academy and Graduate Prospects, this document offers profiles of 52 honours degree subjects evidencing the employability skills that undergraduates are developing through their course of study in a wide range of subjects, ranging from Accountancy to Welsh. This guide should help employers better appreciate the capabilities that today's grads can bring to the workplace.

Peter Forbes & Bianca Kubler (£5) CIHE, September 2006 ISBN: 1 874223 59 9

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