

Leading a Higher Education
Institution towards
‘integrated internationalism’:
perceptions and practice from the UK

Dr Vicky Lewis

Some personal background

- Head of International & Corporate Relations at Bournemouth University, UK
- Recently completed Doctor of Business Administration (DBA) in Higher Education Management at University of Bath, UK
- Bath offers EAIE intensive professional development course on Strategic Issues in a Global HE Environment
- Includes topics related to internationalisation, is led by Director of Studies for DBA and delivered by professors who also support DBA programme
- Here today as a fellow international education professional who has undertaken research as part of a University of Bath programme

Today's presentation

- Interpretations of internationalisation – variations over time and space
- Where does the ethos of 'internationalism' fit?
- UK national profile in 2005
- UK case studies: 3 contrasting approaches
- The role of values, vision and leadership
- Some questions for further exploration

Interpretations of internationalisation

- Internationalisation as **process of integrating** global dimension (Knight, 2003)
- Universities as inherently international institutions?
- Different levels of openness over time: pre-Nation State, Nation State, and Globalisation Stages (J. Scott, 2006)
- State influence on institutional motivations
- Different motivations over space:
 - service-orientated ethos, Social and Academic rationales, 'European' approach vs.
 - market-driven model, Economic and Political / Prestige rationales, 'Anglo-Saxon' approach
- **Question:** Are these approaches starting to converge?

The ethos of ‘internationalism’ (1)

- Dictionary definition of internationalism: ‘the advocacy of cooperation and understanding between nations’
- Maps well onto broadest interpretations of internationalisation (Social, Academic rationales), less well onto narrower, more commercial ones
- A ‘value... in opposition to parochialism’ (Bernardo, 2002): an ideology rather than a policy

The ethos of ‘internationalism’ (2)

- ‘Integrated internationalism’ (Lewis 2005) as ‘the demonstration of an ethos of international and intercultural cooperation and understanding through all of an institution’s policies, functions and the actions of its members’ (Lewis 2007)
- **Can** be achieved through a **process** of internationalisation, but appropriate underpinning values, vision and leadership are a pre-requisite
- **Question:** How often is internationalism really the ethos that drives the internationalisation of our institutions?

Snapshot of practitioner perceptions in UK: 2005 (1)

- Practitioners (mainly Directors of International Office) surveyed in 2005 (response from 38% of institutions – broadly representative profile)
- Asked to indicate balance of rationales for internationalisation at their institution
Column 1 based on average points allocated to each rationale
Column 2 based on proportion of respondents placing this rationale outright top in their ranking

Economic	38.5%	62.2%
Prestige	30%	33.3%
Social	19.5%	4.4%
Academic	12%	0%

Snapshot of practitioner perceptions in UK: 2005 (2)

- Practitioners felt that top management prioritised economic benefits, whereas they themselves prioritised social benefits
- Survey appears to back up traditional perceptions of UK HE as market- and prestige-driven
- **Questions:**
 - How accurate are practitioners' perceptions of top managers' motivations?
 - Have things moved on in UK HE since 2005?
 - Recent publication: *The Global University: the role of senior managers* downloadable from: <http://www.dea.org.uk/list.shtml>

UK Case Studies – 3 contrasting approaches (1)

- Selection of cases: all considered to demonstrate ‘good practice’ in internationalisation, but to embrace differing approaches
- **Methodology** (interviews with three key players at each institution; internal strategy documents; externally available publications)
- Designed to illuminate both the private and public face of each institution
- Key strand of investigation: values, vision and leadership

UK Case Studies – 3 contrasting approaches (2)

- Each was at a different stage in its development
- Each prioritised a different rationale
- Anonymity via ‘short-hand’ descriptions as follows:
 - The Prestige Player (Prestige rationale)
 - The Economic Wizard (Economic rationale)
 - The Global Citizen (Social rationale – unusual in UK)

UK Case Studies – The Prestige Player

- Traditional institution with long history of internationalisation across large range of activities
- Long-term vision to raise reputation and profile on world stage
- 2 key mechanisms: development of overseas campuses (replicas of those in UK) and participation in international networks
- Integration of overseas campuses into institutional identity and international students into UK campus life
- Core challenges: balance between top-down direction and bottom-up involvement; grass-roots concern about underpinning principles; conflicting professional priorities

UK Case Studies – The Economic Wizard

- Newer institution – started to invest in international activities in early 1990s
- Particular success in international student recruitment and partnerships; 25% of income from international sources
- Long-term vision to enhance institutional sustainability via diversification of international income streams - whilst fulfilling academic and social mission
- 2 key mechanisms: delivery of education and consultancy outside the UK
- Core challenges: perception of staff ‘on the ground’; fragmented structure hindering integration of international dimension; limited success with ‘internationalisation at home’

UK Case Studies – The Global Citizen

- Young, vocational institution – reviewed its approach to internationalisation in early 2000s
- Moved from focus on international student recruitment to ‘values-based’ internationalisation, underpinned by ethical approach
- Long-term vision to embrace global perspectives and global citizenship – for staff, students and institution
- 2 key mechanisms: internal communication and debate about values; curricular and extra-curricular focus
- Core challenges: external projection of international ethos lags behind internal developments; some way to go with internationalisation of research, consultancy etc.

UK Case Studies – Values, vision and leadership (1)

- Approach to internationalisation influenced by institutional mission in all cases
- Aspirations quite different, but role of leadership similar
- Challenges also quite similar
- Arrival of new Head of institution catalyst for taking internationalisation to next stage – distinctive vision and personal engagement
- Each appointed senior champion for internationalisation on top management team

UK Case Studies – Values, vision and leadership (2)

- The Global Citizen institution's approach innovative (in UK context)
- Hands-on involvement by Head of institution
- Turns it into an academic debate (with organisational structures to support this)
- Internal communications taking priority over external; repetition and consistency; transparency; internal buy-in
- **Question:** Would this work in all HE organisational cultures?

Some further questions to consider?

- How have national policies affected institutional rationales for internationalisation?
- Do you feel that ‘an ethos of international and intercultural cooperation and understanding’ is what drives your institution’s internationalisation efforts?
- Do different methods of appointing a Head of Institution across Europe affect the likelihood of ending up with an internationally engaged individual at the helm?
- How distinctive is your institution’s international vision?
- How far can bottom-up initiatives take an institution if there is limited top management engagement in internationalisation?

References

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- Scott**, J. (2006) The Mission of the University: Medieval to Postmodern Transformations. *The Journal of Higher Education*, Vol. 77, No. 1, pp.1-39.
- Shiel**, C., **McKenzie**, A. (ed.) (2008) *The Global University: the role of senior managers*, Bournemouth University/HEFCE/DEA

For more information on the University of Bath's programmes in Higher Education Management

- 1) EAIE one-week intensive professional development course
(Strategic Issues in a Global Higher Education Environment:
Implications for Policy, Management and Professional Practice)
- 2) DBA (Higher Education Management) – approx. 4 years part-
time

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20th EAIE Annual Conference

**Session 'Redesigning the Map of
European Higher Education'**

**European institutions and
programmes outside Europe**

Dr. Ute Lanzendorf

**U N I K A S S E L
V E R S I T Ä T**

INCHER-KASSEL
Internationales Zentrum
für Hochschulforschung Kassel

Two Trends

1. The European Higher Education Area extends beyond the geographical Europe

-> No major implications for European higher education

2. Institutions from European countries set up programmes and institutions outside Europe (Transnational Education)

What about types and extend of European TNE?

What are the implications of TNE for those involved (institutions, countries, students), in Europe and in receiving countries?

TNE - Definitions

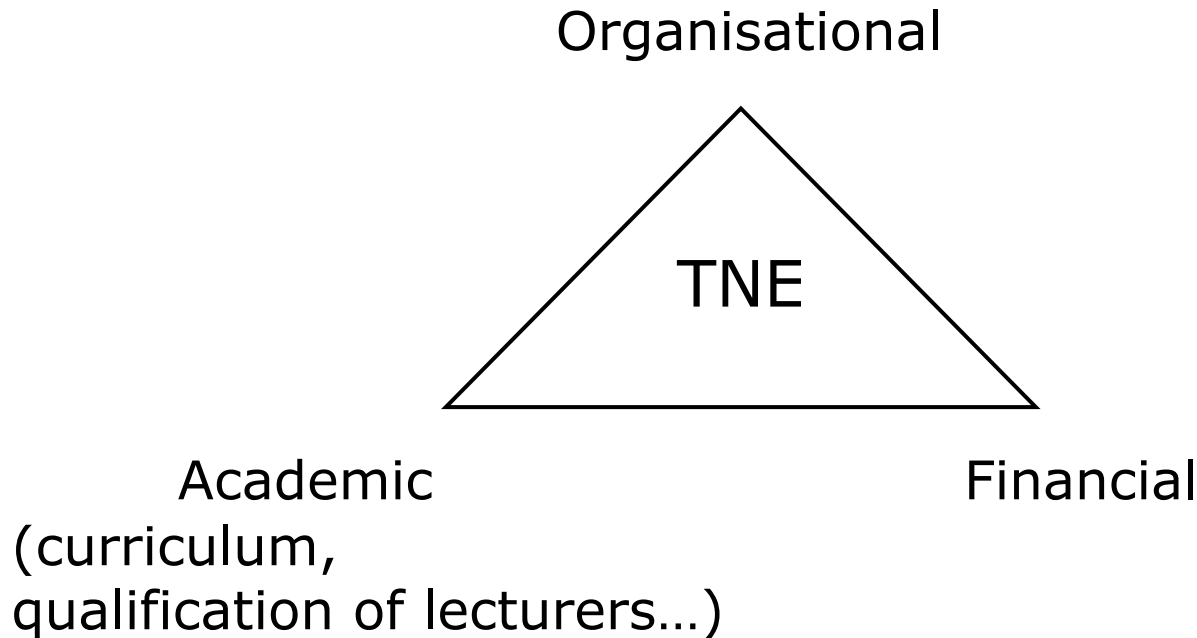
- a) Learners are located in a country different from the one where the **awarding institution** is based.
- b) Higher education in one country is provided under the **responsibility** of an institution from another.

TNE - Modes Of Provision

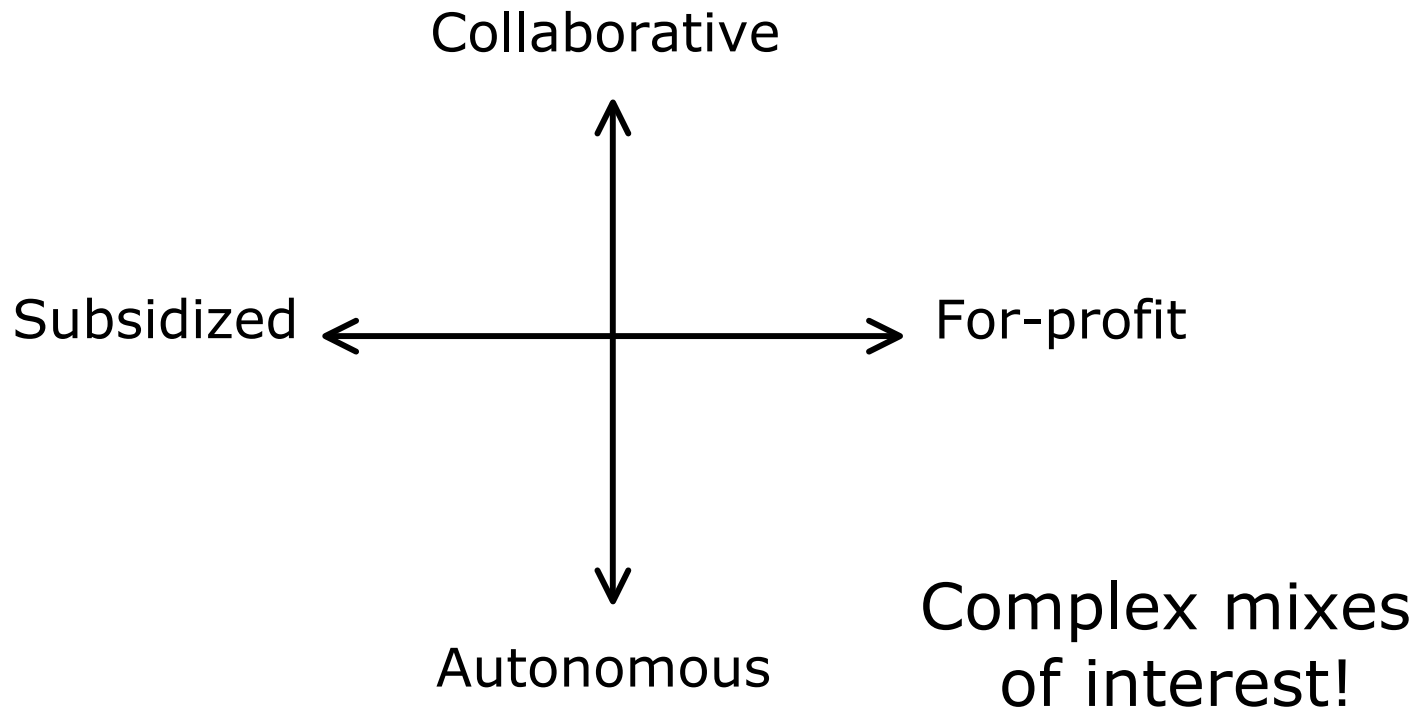
Activities of ,traditional` universities

- Authorization of foreign institutions to teach own programmes
- Assistance of local institutions abroad in the development of new programmes
- Physical presence of a traditional university abroad for the teaching of own programmes)
- Distance learning / E-learning

Basic Dimensions



Characteristics



Different Degrees Of Academic Integration into Partner Systems

Low

- ▣ validation, franchising
- ▣ physical presence of European institutions abroad for the autonomous offer of individual study programmes or in the form of
- ▣ branch campuses

Intermediate

- ▣ flying faculty
- ▣ twinning

High

- ▣ double degree
- ▣ foreign-backed institution/programme (award of local degrees of the non-European partner country)

Foreign-backed Institution

- ❏ One or several HEIs from a developed system support the development of a new institution abroad which is owned and funded by local sources and is integrated into the local higher education system. The foreign ‚mentors‘ do not invest but are paid for their services (academic patronage). They do not necessarily grant their degrees but participate in teaching and quality assurance processes.
- ❏ Major activities: American and German universities

Differences between Branch Campuses and Foreign-Backed Institutions

- ❏ Ownership
- ❏ Programmes
- ❏ Degrees
- ❏ Teaching
- ❏ Quality Assurance
- ❏ Funding
- ❏ Profit
- ❏ ...

Foreign-Backed Institutions (2007)

1. **ABTI-American University of Nigeria**
2. **American University in Bulgaria**
3. **American University of Sharjah**
4. **American University-Central Asia**
5. **Gulf University for Science & Technology Kuwait**
6. **Jacobs University**
7. **Malaysia University of Science and Technology**
8. **Chinese-German University of Applied Sciences**
9. **Deutsch-Kasachische Universität**
10. **German University in Cairo**
11. **German-Jordanian University of Applied Sciences**
12. **Oman-German University of Technology**
13. **Wadi International University**
14. **The British University in Dubai**
15. **The British University in Egypt**
16. **Westminster International University**
17. **Xi'an Jiaotong-Liverpool University**
18. **Université Française d'Égypte**
19. **Université Française en Arménie**
20. **Al-Ahram Canadian University**
21. **Swiss-German University**

List is not extensive

Trends

- 📖 TNE is not any more considered as a temporary or niche activity. It is rather expected to permanently complement academic mobility
- 📖 European countries increasingly participate; the Bologna process has made it easier for them to export programmes or to set up integrated programmes with institutions outside Europe
- 📖 European institutions focus on collaborative provision and cautious expansion, their governments are strategic players
- 📖 Efforts to establish quality assurance mechanisms for TNE

Approaches of Receiving Countries

- **TNE 'receiving'** (Latin America) versus **TNE 'demanding'** countries (Asia, Middle East, Egypt). Some countries prohibit TNE/do not recognize qualifications obtained through TNE (Greece, South Africa)
- **Strategic invitation of foreign institutions for capacity building in national HE:**
Selected admittance of renowned foreign universities for joint or independent provision
 - China, Thailand, Indonesia (independent provision unwanted)
 - Singapore, Malaysia (joint provision with foreign institutions limited to college sector)
 - Middle East (special interest in foreign institutions)
- Many countries have specific regulatory frameworks for TNE in place
 - TNE may be restricted to the private higher education sector
 - Compulsory registration/accreditation
 - Comprehensive requirements with respect to physical presence, curricular standards, teaching language






Benefits For Receiving Countries

- 📖 Programmes and teaching methods from abroad stimulate the development of national higher education (enhance innovation and competitiveness); national universities can learn from foreign universities
- 📖 Brain drain and outflow of resources out of the country can be reduced
- 📖 More people can participate in higher education (foreign education in the home country is usually less costly than study abroad), sometimes new opportunities open up for female students
- 📖 Subjects not offered by local institutions become available
- 📖 Internationalisation (teaching in English)

More Specific Benefits Depend On Mode of Provision

- ▣ A long term **physical presence** of foreign institutions brings expertise and resources to a country and can therefore contribute to sustainable capacity building, innovation and structural modernisation.
- ▣ **Authorisation** of local institutions by foreign partners (validation, franchising) contributes to raising the quality of local study provision and the broadening of the range of study subjects
- ▣ **Distance learning** programmes of foreign universities provide local special learners with access to higher education




Risks for Receiving Countries

-  Little relevance of foreign curricula from the point of view of national development
-  Unregulated segments of higher education might develop independent from national quality assurance systems
-  Foreign culture might get in competition with the local one (neo colonialism)
-  Inflation of academic degrees
-  Little acceptance of TNE degrees by national employers

New Options For Learners

- For students from relatively wealthy families, TNE is a second best option as compared to study abroad for obtaining international education/a foreign degree
Preparation for study abroad at the next higher level of HE
- For students who do not reach the necessary results in entry examinations for national higher education, TNE is a second best option to high level education at national universities
- Access to specific subjects/high level degrees in the home country
- Access to foreign grants and integrated study periods abroad
- Access to particularly labour market related programmes or internships
- Non-traditional modes of delivery enable HE access of working adults
- New study opportunities for females in Arab countries

Problems For Learners

-  Pilot character of TNE (little information on teaching quality or labour market prospects available)
-  Little transparency of interests involved
-  Instability (economic conditions, international partners may successively withdraw from joint provision)

Providing Institutions - Challenges

- 📖 Organisation of TNE may overburden the mother institution/department
- 📖 Committing substantial resources into TNE may hinder other developments at the providing institution
- 📖 Financial risks (changes in the political or economic context in the host country might lead to a too low enrolment)
- 📖 Long-term commitment towards few foreign partners (little flexibility in international relations)
- 📖 It is difficult to maintain the same teaching and learning standards abroad as at home
- 📖 Language problems and intercultural conflicts

Providing Institutions – Opportunities

- 📖 Increasing staff mobility
- 📖 Increasing student mobility (inward/outward)?
- 📖 Internationalisation of teaching and learning
- 📖 Sustainable cooperation with few foreign partners
- 📖 TNE as an element of (international) institutional profiling
- 📖 TNE as a trigger for modernisation/innovation (e.g. quality assurance mechanisms)

The Future Meaning Of TNE For Europe

- 📖 A (small?) element of internationalisation
- 📖 Experience from TNE may help to improve (international) programmes at home
- 📖 Developing intercultural expertise and sustainable contacts to third countries
- 📖 Developing skills for global enterprises