Philippines
Leadership for Internationalisation

The Scope of Internationalisation

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Session Outline

- Why is internationalisation important?
- What is Internationalisation?
- What is Trans-National Education?
- What does an Internationalised University look like?
- Innovations in Internationalisation
- A case study
- Questions and discussion

Why is internationalisation important?

Why is internationalisation important?

- The Philippines Plan
- Desire to become an education hub
- ASEAN Integration
- Economic development
- Development of Universities
- Faculty – attracting and developing
- Students – opportunities international citizens
- Other reasons?

Why UK universities are internationalising

- Internationalisation is a key element in achieving/maintaining world class status.
- To create strategic partnerships with peers globally.
- Ensuring students graduate with ability to live as global citizens.
- Preparing students for employment in a multi-cultural/ international environment.
- Positioning the university to contribute to solving global problems – pay "its debt to society".
- Generate income

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What is Internationalisation?

Definition: Internationalisation in higher education

- "Internationalisation in higher education is the process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution." (Knight and de Wit, 1997)

- "Internationalisation at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education."

  (Knight, 2003)

Key definitions

- "**Internationalisation abroad"** – flows of staff and students in both directions, strategic alliances, joint programmes and research with overseas institutions, overseas campuses.

- "**Internationalisation at home"** – reform of curriculum and teaching method, more study abroad, recruiting international staff, adoption of Bologna principles, improved study and social support for international students.

(John Fielden)

Internationalisation Abroad 1

Movement of people

- Recruitment of international students

- Strategic alliances

- Staff & student exchanges

- Alumni networks

- International volunteering & work placements

- Joint appointments

Internationalisation Abroad 2

International Projects

- Academic & research partnerships

- Joint publications

- EU projects

- Business partnerships & development of companies

Internationalisation Abroad 3

Mobility of Programmes
- Joint degrees
- Franchises, twinning
- QA & validation

Mobility of Providers
- Branch centres and campuses
- New Institutions
- Regional Offices

Internationalisation at Home 1

Services & extra-curricular activities

- International relevance, perspectives in curricula
- Study abroad, study visits
- Internationalisation of research
- Foreign language skills
- Tailored support for students
- International foundation
- programmes

Internationalisation at Home 2

Teaching & learning processes
- International recruitment of staff
- Different pedagogical cultures
- Staff development & inter-cultural awareness

Curricula, programmes, research
- Improvement of facilities & diversity of provision
- Participation in social & cultural life of campus & wider community
- Implementation of Lisbon convention (recognition of qualifications), Bologna Process
- International approaches to widening participation

(From Robin Middlehurst)

What is Trans-National Education?

Transnational Education (TNE)

- 'Education delivered in a country other than the country in which the awarding institution is based, E.g, students based in country Y studying for a degree from a university in country Z'.

- Several variations of this definition are in common use, each subtly different. For example:

- BIS defines TNE as 'the delivery of education for students based in a country other than the one in which the awarding institution is located.'

- BC 'the general principal of TNE is that students can study towards a foreign qualification without leaving their home country'

TNE: Modes of delivery 1

- **Branch campus**: where a provider in Country A establishes a satellite campus in Country B to deliver education directly to students. The qualification is awarded by the Country A provider

- **Franchise**: where a provider in Country A authorises provider(s) in Country to deliver its courses/programmes/services in Country B or others. The Country A qualification is awarded by the Country B provider

- **Partnership or joint venture**: where providers in Countries A and B co-deliver education in Country B, with possible delivery for some parts of the programme in Country A

- **Dual/joint/double/concurrent degrees**: where providers in different countries collaborate to offer programmes . The qualification may be awarded jointly by some or all of the programme providers, or individually by more than one of the programme providers

TNE: Modes of delivery 2

- **Articulation**: where a student studies the first part of their programme in Country B and advances at an agreed point to study in Country A. The qualification is awarded by the Country A provider

- **Validation**: where a provider in Country B delivers a programme. The qualification is awarded by the Country A provider

- **Distance learning**: where a provider in Country A delivers a programme to Country B without relocating its services and without using local facilities, E.g, through online instruction. The qualification is awarded by the Country A provider

- **Fly in faculty**: where programme staff from Country A visit Country B for short periods of time to deliver core parts of the Country A programme. The qualification is awarded by the Country A provider

Many descriptions of these modes of TNE in circulation. The examples above are offered by way of illustration only, and are not exhaustive.

What does an 'internationalised' university look like?

An "internationalised university"

- An international mix of students

- An international mix of teaching and research staff

- Curricula that are culturally independent, where possible

- Domestic students study abroad

- International collaborations in T & R that may involve business partners

- *plus a* commitment to International development work?

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Implications of achieving this for universities

- A long process
- Involves everyone;
  - all students,
  - all staff, academic and support
- All the curriculum is affected
- On campus activities are important
- Off-campus relationships in community
- Global research activity
- Teaching partnerships of all kinds

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Achieving an internationalised university

- Need an internationalisation strategy
  - In later session
- Work with stakeholders
  - In partnership section
- Ideas for good practice…..
  - To emerge from group work and panel sessions

Innovations in Internationalisation

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- Developments in Internationalisation
- Opportunities and Challenges for HEIs
- Hopefully
  - Ideas
  - Suggestions
  - To inspire success

HEIs are becoming more strategic about internationalisation

- Internationalisation
  - no longer an option
  - no longer random
- Featuring in university strategies
- Clear responsibility for leadership
- Featuring in university structures
  - Appointment of Vice-Rector Internationalisation
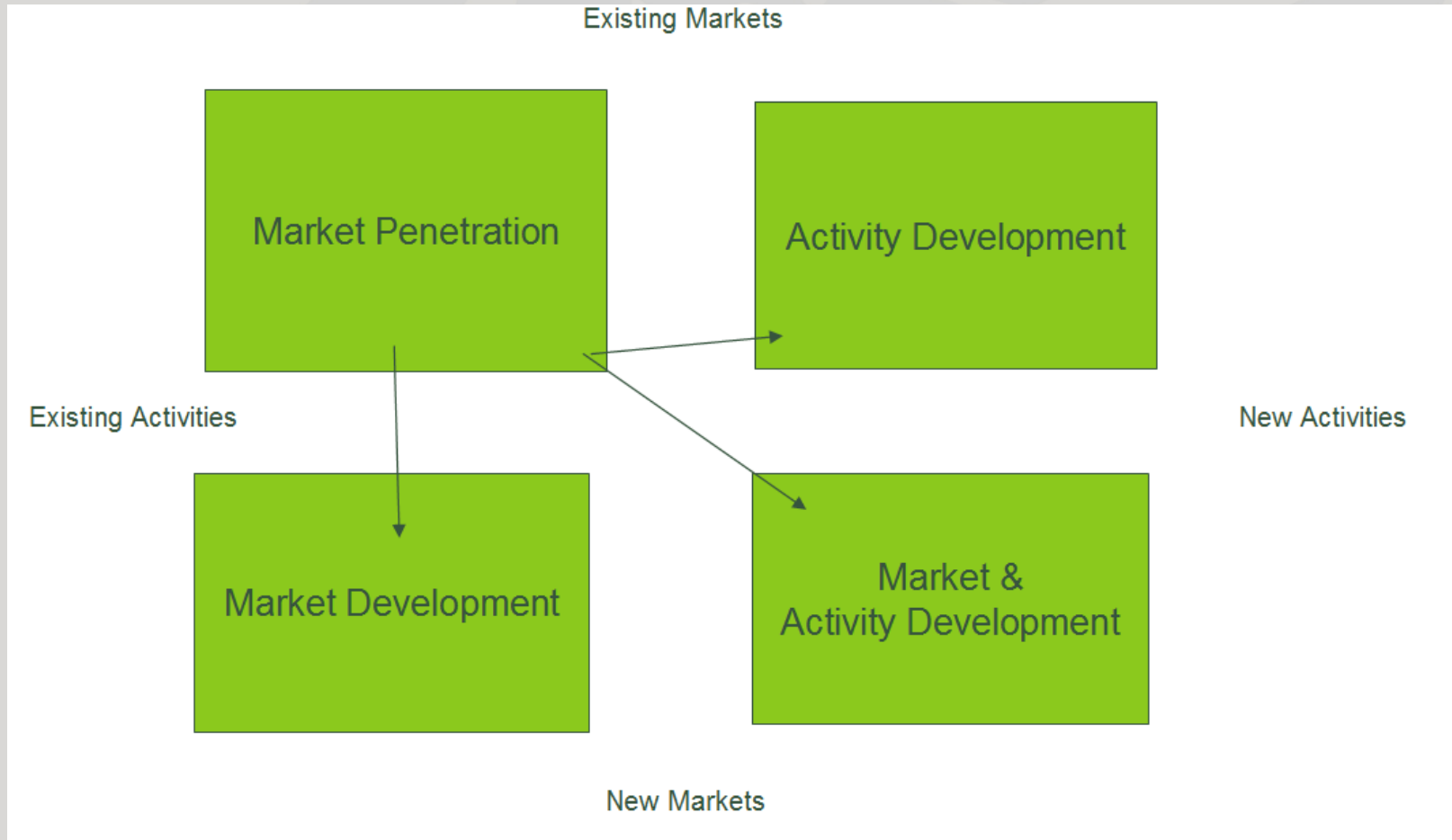 (or similar title) to lead the process

E.g. More sophisticated selection of countries and partners using economic and strategic data

E.g. More sophisticated leadership and management to achieve greater value

- Central involvement and monitoring and funding.
- Integral role of Quality Assurance in staff and student exchanges.
- "deepening" the partnerships
  - Smaller number of deeper partnerships
- Top down and/or bottom up management of partnerships
- Bi-lateral and multi-lateral partnership
- Theme-based research partnerships

HEIs are seeking greater effectiveness and returns on investment

- Seeking to 'join-up' international activities within universities so as to achieve greater effectiveness within
  - Focus on particular countries or regions
  - Particular research themes
- Investing in relationships
- Improving governance of International activities

Challenge of more comprehensive and effective implementation

- To implement internationalisation strategies
  - comprehensively,
  - evaluate their effectiveness and
  - revise strategy for greater effectiveness
- To persuade more academic staff to become more involved in internationalisation
  - At home
  - Abroad
  - Staff development
  - Career opportunities
- Capture the cultural learning for the HEI
- Measuring effectiveness of and return from internationalisation

Opportunity for Internationalisation strategies to become more comprehensive

- Teaching
  - At home
  - Abroad
- Research

- Knowledge Exchange

More consideration of the benefit of internationalisation for communities

- More comprehensive engagement with industrial, commercial and community stakeholders so as to enhance the value of internationalisation (and opportunities) to the region served by the university
- Economic and Social
  - Exeter community report
- Export earnings
  - HE Global,
  - involvement of UKTI
  - Australia

Research is more prominent in internationalisation

- Research partnerships
  - Essex,
  - Kingston
  - Surrey......

Opportunity for more strategic partnerships with institutions overseas

Three levels of partnership:

- Level One. **Strategic partners** (deep and wide), centrally funded.

- Level Two. **Faculty level partners**, faculty funded.

- Level Three. **Individual partnerships**, one to one T or R links.

(Advice on choosing a partner later.)

More sophisticated risk analysis and due diligence to respond to challenges

- Clarity of purpose of association or operation
  - Financial
  - Research
  - Others
- Due diligence
- Local Sponsorship
- Sustainability
- Quality Assurance
- Border Controls risk

- Nature of partnership
  - Legal
  - Control issues
- Protection of reputation
- Profit or not for profit
- Cultural factors
- How to achieve maximum engagement and value across whole of the UK HEI

Challenge to safeguard reputation

- To assure standards, quality, ethos, character and values across campuses of the same universities in different countries so as to safeguard their reputation.

- Challenge of fulfilling 'duty of care'

- Greater implementation of 'duty of care' towards staff and students studying or working internationally

Challenge to increase sustainability and avoid shocks

- To increase the sustainability and cost effectiveness of international activities (E.g. greater use of IT..)

- Assess and limit impact of volatility
  - Foreign provider legislation
  - Rent hikes
  - Seizure of campus

Opportunity to increase commercial support

- Commercial sponsorship opportunities
- Strategy Review
- Implementation of strategies
- Celebrate success

A case study:

Nazarbayev University

Astana

Kazakhstan

The Context

- Kazakhstan 2050 Plan – top 30 economically competitive country aspiration
- Need for highly skilled workforce for this to happen
- Need for internationalisation – tri-lingual policy
- Former Soviet heritage
- Appreciation of role of universities in achieving reforms
- Need for universities to be autonomous for this to happen
- Looking West
- Membership of Bologna Process
- 'Bolashak' Scholarship Programme
- Need for a leading university with international standards

The process

- High level (international) project team (reporting to President)
- International search for best practice
- Establishment of high calibre leadership team
- Development of vision for new institution
- Search for international partners
- Involvement of selected partners in development
- Adoption of English as the language of instruction
- Selection of subjects relevant to economic needs

The Outcome – Nazarbayev University

Features

- Autonomous research university – opened 2010
- 7 schools 16 degrees
- 5000 students
- International
  - Partner Universities – 12
  - Faculty
  - Students
  - Standards
- Centrally connected to state plans

Reasons for Success

- Clear vision – linked to State objectives
- Senior and proficient leadership team (project and university)– close to President
- Legislative reforms to enable autonomous operation
- Well resourced
- Careful selection of international partners and international faculty
- Close connections with Ministries (Health, Education etc.)
- Formation of 'clusters' E.g. medical and health care
- Central role in enabling national HE institutions
- International positioning (E.g. Eurasian HE Leadership Conference)
- Innovative spirit
- High performance expectation – world-class standards

Questions