Developing global perspectives: global citizenship and sustainable development within Higher Education

Chris Shiel

Volume 1 of two volumes

The synthesis

A Thesis submitted in partial fulfilment of the requirements of Bournemouth University for the Degree of Doctor of Philosophy

Bournemouth University

Sept 2013

Developing global perspectives: global citizenship and sustainable development within Higher Education

Chris Shiel

Abstract

This volume and supporting papers constitute the submission for the award of a PhD research degree, by publication. Sixteen works completed by the author spanning ten years have been included for consideration. All the papers relate to a sustained endeavour to enhance higher education practice by exploring the salience of global perspectives, global citizenship and sustainable development, starting at the level of curriculum and pedagogy, escalating to encompass the development of an institutional-wide model and the concept of the 'Global University' and then extending to address university leadership, to examine how this might secure a 'Sustainable University'. The contribution to knowledge lies in: the examination of the relevance of the concepts to higher education; the development of global perspectives as a pathway for change; the articulation of a framework that enables the relationship between concepts to be explored and; the proposition that global perspectives not only supports the institutional policy drivers of employability, diversity and internationalisation but would enable universities to contribute towards a more sustainable society. The papers individually and collectively, provide empirical evidence of a critical and reflexive account of a participative and holistic approach to change. The account of the change process, from curriculum development, to a consideration of institutional structure, and university leadership, contributes to knowledge in the articulation of what has facilitated and hindered engagement, and in demonstrating how practitioner knowledge may contribute to advance policy and practice within higher education.

Acknowledgements

List of Contents: Volume 1

List of Figures

Chapter 1: Introduction

1.1 Rationale

This document comprises the case to support the submission of an award of a PhD by publication. The author, as participative researcher and the 'change agent' in a change process, has led the development of global perspectives within higher education and contributed to the field of education for sustainable development (ESD). A selection of published work around these themes is submitted for consideration. This supporting document has been constructed to set the published work in the broader context of the various perspectives that inform the overall corpus of publications, to demonstrate the distinctive way in which specific issues are addressed in each of the publications, and to critically evaluate the author's work and contribution to knowledge.

The publications selected represent a sustained engagement with and contribution to, the development of a particular view of university education (a 'feasible utopia' perhaps, in the sense used by Barnett, 2010) which embraces the educational and pedagogic implications of engaging students with the challenges of shaping and living with super-complexity (Barnett 2000), in a world where globalisation and unsustainable development necessitates a transformational educational approach (Sterling 2003). The key motivator for the author's research has been a continuing commitment to enhance education and to address the question, "Are universities preparing students for the challenges that they will face – and if not, what needs to change?"

The research outputs represent the staging posts, of a personal and professional journey to address this concern, but also an endeavour to empower others through participation, to consider action for change. The published work, taken in its entirety, outlines a potential 'pathway' (Parker & Wade 2008) by which universities might adapt in the context of globalisation, to contribute to a sustainable future.

The published work not only reflects a holistic view of education but also documents a professional commitment, not simply to promote debate and reframe ideas about university education and pedagogy, but to better understand how to enhance practice and secure change, at various levels from curriculum to policy. Publications take the form of thought leadership, change strategies, case studies, curriculum development and comparative studies. 'Looking inwards' some publications explore the implementation of institutional change (for example: Submission One, Shiel & Bunney 2002; Submission Two, Shiel & Jones 2003); 'looking outwards' other publications aim to inspire policy change (action) across the sector, (Submission Six, Shiel, 2006; Submission Twelve, Bourn & Shiel 2009; Submission Sixteen, Shiel 2013b); several examine the external context and shifting policy agendas to locate and reinforce the need for an educational approach which embraces a global perspective. Arguments are developed to align global perspectives with the policy agendas, the external context and the educational 'drivers' of internationalisation and employability (Submission Nine Petford & Shiel 2008 & Shiel 2008c; Submission Four, Shiel, Williams & Mann 2005).

Early on in the journey it became clear that global perspectives (GP), sustainable development (SD) and global citizenship (GC) were highly contested themes, bedevilled by the lack of a coherent framework for drawing together the distinctive contribution of particular literatures, theoretical perspectives and professional communities (academic and non-governmental organisations). The author's engagement with the different perspectives and work with academic and non-academic communities, led to the development of a global perspectives framework (Figure One, Shiel & Mann 2006) which has served as a useful device in promoting dialogue between the contested themes of internationalisation, sustainable development and citizenship, and in facilitating a potential pathway for educational change (Submission Seven, Shiel 2007b). Bourn (2011b, p.569) suggests:

"*The global perspective framework developed at Bournemouth University provides the basis and tools for a different approach that gives greater prominence to critical thinking and the promotion of a range of values and perspective.*"

Aspects that contribute to development of global citizens in higher education setting, Shiel & Mann (2006)
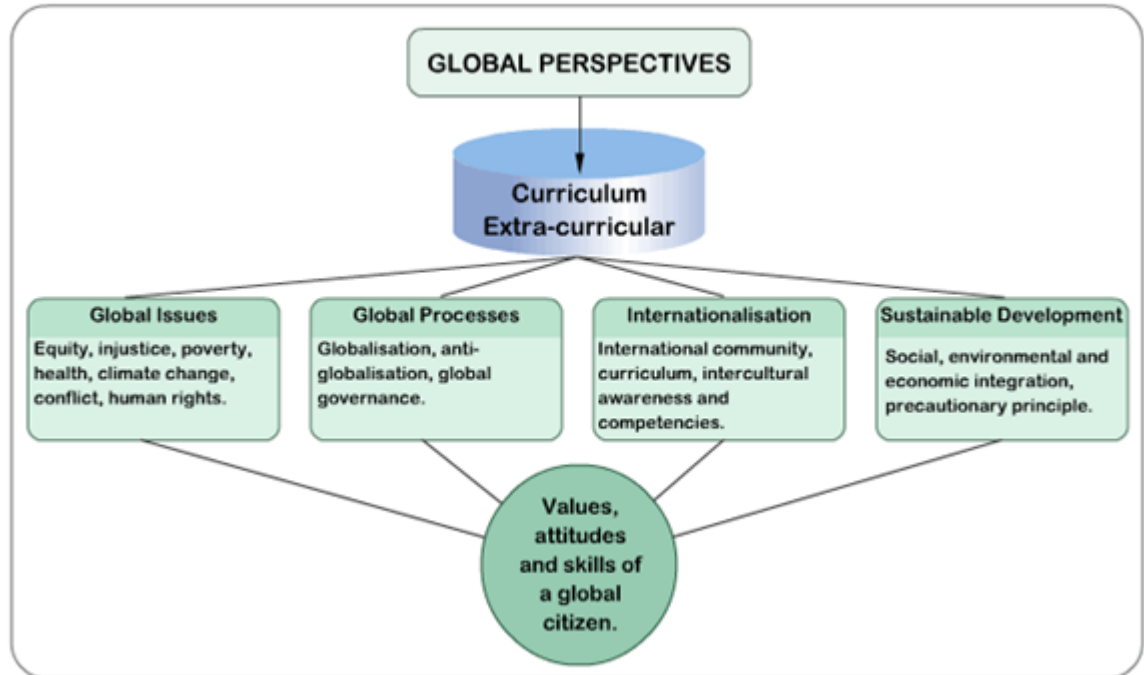
Figure One: Shiel & Mann (2006)

The development and contribution of the framework will be reflected on further as part of the commentary submitted for this award.

1.2 Main research themes

This submission is based upon publications which address the overarching themes of developing and implementing global perspectives and education for sustainable development within higher education. The author has developed the concepts of global perspectives and global citizenship in such a way as to embrace education for sustainable development; more recently she has suggested that global perspectives might be considered as '*ESD by another name*' with a broader remit (Shiel 2011a). Further, the author has extended the concept of global perspectives to demonstrate alignment with other higher education agendas including internationalisation, employability and equality and diversity.

The author's research is rooted in a body of work which explores how education might better address the complexities of globalisation, global inequality and unsustainable development, making a better contribution to a more sustainable future.

The submissions included in this document reflect the breadth of the author's endeavour to develop educational practice. The holistic nature of the author's approach is reflected by research at the level of curriculum and pedagogy, research to develop the concept as a potential pathway for change, research to understand staff and student perspectives on the agenda, publications to demonstrate to others, how developing global perspectives and ESD might be applied (capacity building) and, research which considers the engagement of university leaders.

A significant part of the author's contribution to knowledge has been to demonstrate how global perspectives (GP), sustainable development (SD) and global citizenship (GC) are relevant to higher education (see Submissions considered in Chapter Four and Five). The author has proposed a congruent relationship between GP, GC, SD and shown how developing global citizens who understand the need for sustainable development contributes to other university agendas such as employability, diversity and internationalisation. These themes, in 2002, were to a large extent addressed as separate issues, in disparate literatures; the notion of global citizenship was considered in 'pre-16' education, but was not common discourse within higher education. The author's work, drawing on ideas from development education, has been instrumental in founding global perspectives within higher education and demonstrating how the concept might be implemented within an institutional setting. The framework which the author developed to take the agenda forward has been described as 'the touchstone' (Bourn 2011b) for developments across the sector. The authors work is referenced by others (for example, Becket and Brookes 2008; Brookes and Becket 2011; Lunn 2006; Caruana and Spurling 2007; Killick 2011a) and has contributed to policy and practice (at other institutions, and through the Higher Education Academy, HEFCE, the Leadership Foundation and the Development Education Association).

1.3 Research approach and methodology

"*the word methodology has a double meaning. Not only a physical investigation but also a conceptual one can be called 'methodological investigation.*"
(Wittgenstein, 1958, p. 225)

The papers considered within this synthesis represent the outcomes of work undertaken to develop the concept of 'global perspectives' and; working with others, to explore how global perspectives, global citizenship and education for sustainable development, might be conceptualised and integral to higher education, with the potential to transform learning, and offering a platform to reconceptualise the role of a university.

It is beyond the scope of this synthesis to reproduce the paradigm debate (usefully articulated by Guba & Lincoln 1994 and extended by Heron & Reason 1997) but some reference should be made to the author's epistemological stance and approach, which has been rooted in:

- A desire to enhance education practice and spur action (research as change – see for example, Lather 1986 & Hale 2001), so that higher education might contribute to a more just and sustainable world;
- A belief that better solutions might result through seeing the world through a more systemic and holistic lens, where academic and practitioner knowledge is integrated and contributes to capacity building (White 2013).
- A participative worldview (which like constructivism is self-reflexive); where knowing is subjective-objective, relative to the knower and; where action, is grounded in four ways of knowing: experiential; presentational; practical; propositional (Heron 1996).
- A concern that the crises the world faces require activism and social change; such change might result through social learning, a cooperative inquiry approach (Reason & Bradbury 2001) and participative action research, where a more qualitative and holistic framework, (rather than a positivist paradigm and a reductionist, quantitative framework) is deployed.

In taking these concerns forward, the research is located within both a critical (transformative) and a participative paradigm. The research strategy and methodological approach might be described as 'discovery oriented' (Guba 1978), which with the aim to mobilise change and action, falls under the umbrella of 'new paradigm research' (Reason & Rowan 1981) in that:

"It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities" (Reason & Bradbury 2001, p.1).

The methodological approach (in relation to exploring the concepts and a change agenda) has largely sought to mobilise action, secure reflection and engagement, and lead to the development of new practice, through a collaborative form of inquiry, where participants have co-operated democratically, as co-researchers, to engage with developing a research agenda and propositions for change.

However, while the above and the quote from Reason & Bradbury (2001), relates to the author's overall philosophical and methodological approach to research and change (a theme which is evident when all the papers in Volume Two are considered as a holistic, 'sum of the parts'), it must be noted that the research was conducted in ways which addressed the individual parts, rather than the whole. As separate entities of a 'whole' (undertaken at particular points in time, within the constraints and demands of organisational contexts), a certain level of pragmatism impacted on the choice of methods. Although pragmatism is not strictly speaking a paradigm (Creswell 2003) it does lead to knowledge claims and is an underpinning for 'mixed methods studies' where practical outcomes (the what and how) are sometimes desired. A variety of methods might also suggest 'methodological pluralism' (Knox 2004, p.119) but the author would stress that her approach is fundamentally grounded in an ontological and methodological perspective which aligns with a preference for participative action research and co-operative inquiry.

Thus, while the over-arching aim of the methodological approach in relation to the change agenda, has been to co-research with others, where possible, and to be 'objectively subjective' in the sense used by Reason & Rowan (1981), the multi-faceted nature of the research journey (and organisational constraints) over a period of time, has meant that the outputs considered in Volume Two (as a collection of individual papers) reflect a pluralist stance in relation to methods, rather than a singular pursuit of co-operative inquiry, through cycles of reflection.

6

On reflection, it is clear that the research process has shared many of the *"proposed attributes of sustainability research"* set out for the first time, by White (2013, p.173), particularly aspects such as *"linking theory and practice"*, *"capacity building"* approaches, *"employing different knowledge forms"* (integrating practitioner, academic and local knowledge), and involving *"knowledge mobilisation"* and *"reflective processes."*

In terms of methods, the concern to secure change, has meant that participative research (see for example, Submission Seven) with stakeholders (students, staff and senior managers) to understand their starting points and world views before implementing change has been an essential component of the research - understanding the starting point of learners is at the heart of a development education approach; surfacing 'world views', is an essential component of taking forward sustainable development (Ballard 2005). However, methods of data collection and analysis have been selected to align with particular research objectives at different times thus, for example, 'Template analysis' was deployed to explicate the ways students evidence reflection in the context of learning journals (Submission Two); the survey method has been used where appropriate, to gather wider data to understand perspectives, to track the progress of a change agenda and to achieve larger-scale and cross-national comparison.

In summary, the research is located within a critical and participatory paradigm. A critical inquiry methodology has been taken forward to inform (and influence) the overarching change agenda, within the spirit of a co-operative approach. In exploring and developing the component parts of the agenda, a variety of methods have been deployed. These will be commented upon where appropriate, when the individual papers are considered in subsequent chapters. The author's own world view is expanded further in Chapter Two, which also outlines how the authors own research studies at under-graduate and post-graduate level, have influenced the research approach.

1.4 Publications submitted for examination

The papers, journal articles and chapters submitted for consideration have been selected from a range of works published by the author. The rationale for selection was that:

1. They were completed and published within a ten year period 2002-2012 (albeit that the last two did not get published until 2013).
2. They resulted from research to explore the saliency and implementation of global perspectives and sustainable development within higher education.
3. They each contribute a particular insight on the various considerations involved in developing global perspectives and ESD within higher education: curriculum and pedagogy; whole-institution change; change within the sector; institutional leadership and change.
4. They set out and reinforce why change needs to happen, what sort of change needs to take place and how it might be achieved at various levels.

Sixteen publications have been selected to address the breadth and depth of a holistic approach and to sufficiently demonstrate the author's contribution. Some of these papers have been co-authored which reflects the participative nature of the enquiry and an inclusive approach; the contribution of co-authors is detailed in the appendices to this publication.

Publication Nine has been considered in two parts (Nine 'i' and Nine 'ii') as both come from the overarching publication, "The Global University: the role of senior managers", but focus on different aspects; part 'ii' was co-authored.

The publications listed in chronological order, are as follows:

Shiel, C., and Bunney, A., 2002. Global Responsibility and Sustainable Development: tailoring the concepts to business programmes. *In: 1st Annual Teaching and Learning Conference*, Bristol: Bristol Business School, 1-17.

Submission Two. Shiel, C., & Jones, D., 2003. Reflective learning & assessment: a systematic study of reflective learning as evidenced in students' learning journals. *In: BEST LTSN Conference*. Brighton.

Submission Three. Shiel, C., & Jones, D., 2004b. Global perspectives and higher education: Taking the agenda forward in a business school. *The Development Education Journal*, 10.3 (June), 10-12.

Submission Four. Shiel C., Williams, A., and Mann, S., 2005. Global Perspectives and Sustainable Development in the Curriculum: Enhanced Employability, More Thoughtful Society? *In*: Newland, B., Norman, K., & Johnson, M., eds. *Enhancing Graduate Employability: The roles of learning, teaching, research and knowledge transfer*. Bournemouth: Bournemouth University, 2-16.

Submission Five. Bourn D., McKenzie, A., & Shiel, C., 2006. eds. *The Global University: the role of the curriculum*. London: DEA, extracts: p12-13, 20-21, 37-45.

Submission Six. Shiel, C., 2006. Developing the global citizen, *academy exchange: Supporting the student learning experience*. The Higher Education Academy, Winter, (5) 13-15.

Submission Seven. Shiel, C., 2007b. Developing and embedding global perspectives across the university. In: Marshall, S. ed. *Strategic Leadership of Change in Higher Education*. London and New York: Routledge, 158-173.

Submission Eight. Shiel, C., 2007c. Developing the Global Citizen: the way forward? *The International Journal of Learning*, 14, (4), 153-168.

Submission Nine 'i'. Shiel, C. 2008c. Introduction. *In*: Shiel, C., & McKenzie, A. eds. *The Global University: the role of Senior Managers*. London: BU/DEA, 6-10.

Submission Nine 'ii'. Petford, N., & Shiel, C., 2008. A holistic approach to the 'globalisation' agenda at Bournemouth University: the role of senior management.

In: Shiel, C., & McKenzie, A. eds. *The Global University: the role of Senior Managers*. London: BU/DEA, 20-25.

Submission Ten. Shiel, C., 2008a. Embedding e-resources in Distance Learning: A New Way of Working but is Learning Enhanced? *The International Journal of Learning*, 15, 1-14.

Submission Eleven. Shiel, C., 2009d. Global Perspectives and Global Citizenship: Understanding the views of our learners. *The International Journal of Learning*, 16 (6) 689-720.

Submission Twelve. Bourn, D., & Shiel, C., 2009. Global Perspectives: Aligning Agendas. *Environmental Education Research Journal*, 15 (6) 661-676.

Submission Thirteen. Shiel, C., 2011c. Are we there yet? In: Shiel, C., ed. *Global Vision, Local Action: Education for Sustainable Development and Global Citizenship. 4th International Conference*. Bournemouth: Bournemouth University, 13-41.

Submission Fourteen. Shiel, C., and Paço, A., 2012. The impact of university policies for sustainable development on students: A comparison of students from two institutions, one in the UK and one in Portugal. *In*: Leal, W. ed. *Sustainable development at universities: New horizons*. Frankfurt: Peter Lang Publishers, 575-586.

Submission Fifteen. Shiel, C., 2013a. Building capacity: Enabling university leaders to serve as role models for sustainable development. *International Journal of Sustainability Education*, 8 (1), 29-45.

Submission Sixteen. Shiel, C., 2013b. Leadership. In: Sterling, S., Larch, M., and Luna, H. eds. *The sustainable university: Progress and prospects*. London: Routledge, 110-131.

1.5 The structure of the supporting documentation

Volume One provides the overarching synthesis; the publications submitted for consideration are presented in Volume Two. In Volume One, Chapter Two summarizes the author's academic career, provides an outline of the history of the research journey and elaborates on the author's 'world-view' as participative researcher and change agent. Chapter Three provides a clarification of the concepts, explores the tensions between development education and environmental education in relation to education for sustainable development, and then considers 'global perspectives' and the author's contribution to developing the concept as a pathway for change.

In the subsequent chapters a critical review of the submissions is provided. Rather than present this chronologically, the author has loosely grouped the publications under themes, with the caveat, that some papers represent multiple themes; attempts to develop too tight a structure are somewhat counter-intuitive to the idea of a holistic approach but hopefully this will provide a clearer guide to the relationship between the specific publications and the main research themes.

Corcoran (2010: p.xiii) reinforcing the need for transforming higher education to address unsustainable development, suggests "*changes are needed in curricula, pedagogy, policy and institutional structures*" - this provides a useful structure which has been loosely adopted to order the publications. Thus, Chapter Four presents work which started at the level of influencing curriculum and pedagogy within the Business School and represents the early stages of developing the agenda. Chapter Five presents research related to developing an institutional-wide approach to change, including those papers developed from data collected to inform the institutional change agenda i.e. seeking to understand the perspectives of staff and students. Chapter Six reviews papers that have been developed to build capacity and influence practice, policy and institutional change within the sector. Chapter Seven reviews papers that explore the role of leadership. Finally, Chapter Eight considers the final paper (Submission Thirteen, Shiel 2011c) as a basis to evaluate progress and the approach to change, before Chapter Nine offers conclusions and a summary of the overall contribution of the research.

Chapter Two: The research journey and the author's world-view

*"There is nothing more difficult to take in hand, more perilous to
conduct, or more uncertain in its success, than to take the lead
in an introduction of a new order of things."*

Niccolo Machiavelli (1532)

2.1 Introduction

In this chapter the selected publications are located historically in the context of the author's career; the research journey is outlined, and this is related to how the concepts of global perspectives and education for sustainable development have emerged and been developed, grounded in the author's personal and professional experience . The author's 'world-view' is explored, to enable the reader to understand the assumptions and preferences that have guided her work (Reason & Rowan 1981). As this is an auto-biographical review, this chapter and subsequent sections have been written in the first person.

2.2 Beginning the journey

It seems important in attempting to locate my contribution to knowledge, which involves the development of concepts (GP, GC and ESD) but which also encapsulates change leadership and 'capacity building' (a proposed attribute of sustainability research – see White, 2013), to say something about context in which these papers have been written. The start, and the extent to which my submitted work represents a 'new order of things,' can best be understood by reflecting on the present state of affairs: Sterling et al (2013, p.xxi) recently noted that "*sustainability remains a minority sport*" within higher education. They go on to assert that even within the handful of trail-blazing institutions who have taken steps to 'push the boundaries', 'champions' have not had an easy path; the transformation (critically necessary within higher education, and advocated for more than twenty years, if education is to contribute towards sustainable development) has still not been

achieved. If the descriptor a 'minority sport' summarises the state of affairs in 2013, then in 1990 when I joined HE, it is safe to suggest that the great majority of academics were completely unaware that there was even a game to be played.

Similarly, with respect to globalisation (let alone 'global perspectives'); in the nineties within business and management education (my professional point of departure) much of the curriculum was at best Euro-centric, at worse Anglo Saxon (Shiel 2002). Within UK universities, 'internationalisation' was largely about a 'marketisation discourse' (Caruana & Spurling 2007) concerned with the economic drive to recruit international students; globalisation was too often presented in a positive and uncritical light. These things would change with time, but the 'globalisation/anti-globalisation' debate (succinctly evaluated by Held & McGrew 2002) and considerations of the need to address escalating global complexity - the 'runaway world' (Giddens 2002), were the focus of a few specific disciplines (International Development and Politics, for example) but were not of general concern across higher education. Post '9/11', with a spotlight on global issues, and in the context of increasing complaints from a growing number of international students (and the urgent need to address cultural diversity within the learning environment), it is hardly surprising that a more encompassing view of internationalisation would begin to emerge.

But to return to the nineties and my personal starting point, I joined the Business School (at Bournemouth University, BU) in 1990 having achieved a first class honours degree in Business Studies, as a mature student. This represented a second career, having previously qualified in international banking, had children and lived abroad (an experience which heightened my awareness of global inequality). My undergraduate studies were largely disappointing (challenging but somewhat boring), with the exception of units that took an industrial sociology focus, units that considered leadership and strategic change and the opportunity to undertake a dissertation. In the more sociologically informed units I was introduced to theoretical frameworks which inspired me to develop my understanding of society and organisation; in the dissertation, I developed my interest in 'naturalistic inquiry' (Reason and Rowan 1981) and 'new paradigm research' (Lincoln & Guba 1985). The early exposure to 'co-operative inquiry' (Heron 1981), experiential learning, and

exploring natural interaction using an inductive approach, has influenced my research practice; developing my understanding of organisations and strategic change, provided a platform for engaging with a change agenda.

Having previously lived in Brazil and the Middle East I was interested in global issues and very aware of the "*unevenness of globalisation*" (Held & McGrew 2002, p.1) but in my early career as an academic, I had no vision for either a 'Global University' (Submission Five and Nine), nor had I considered the idea of a 'Sustainable University' (Submission Sixteen). I did however, have a passionate belief that education should be inclusive and should enable leaners to challenge orthodoxy, particularly social structures (Freire 1970). I endorsed a view of 'education as liberation' (Freire 1970, 1972), but this was tempered with a certain degree of pessimism in relation to any one individual making a big enough difference to overthrow entrenched practices in society. As an educator, I perceived that my role was to inspire learners to develop as more critical human beings, who felt empowered to champion change in those spheres where they might have influence.

I also believed (like others, for example, Grey 1997) that business and management education was at risk of becoming too 'technocratic'; the curriculum was short-changing students, who would be ill-equipped for a global context. Further, the context of 'massification' was starting to place restraints on pedagogic practice (see Ottewill and MacFarlane 2003) at a time when more critical management education was necessary (Grey et al. 1996). My early research was thus, influenced by these concerns, and largely focused on bringing about change in those spheres where I had the potential to make an impact - my own teaching and pedagogy (Submission One and Two reflect this endeavour).

In my early academic career, I joined the doctoral programme at Southampton University (and undertook a course in research methodology). I was also promoted (in my first year of employment) to the role of Course Director for the undergraduate Business Studies degree which, at that time, was the largest degree programme within the institution. This provided me with substantial experience of curriculum development but also the context for influencing curriculum on a wider scale; the doctoral work (although abandoned after three years) would continue to influence my

perspectives and subsequent choices. My research topic, 'gender, power and human resource management' was leading to a thesis 'where women are, power is not'. The literature review which brought together feminist theory and personnel management research, while never published, remains an important (intellectual) influence: feminist research approaches for example, have underpinned my practice; writers such as Barrett (1980) and Walby (1986) laid the foundations for my interest in social injustice and challenging patriarchy within society; Legge's (1978, 1987) writing on personnel management with her notion of 'deviant innovation' would later influence my approach to leading change (as a 'deviant innovator') and extend my interest in challenging 'silo mentality' within organisations. The doctoral experience gave me a grounding in research methods; it also served to prepare me "*for navigating a change journey that is complex, uncertain, slow and political*" (Tilbury's description (2013, p.83) of the challenges of leading education for sustainable development) within a patriarchal setting.

2.3 The emergence of my interest and approach

Unfortunately doctoral research, a substantial course management responsibility and raising a family as a single parent do not always go together. After three years the tensions were apparent; I abandoned my PhD, focused on developing my career internally (in 1998, I became Head of Learning and Teaching), and concentrated on research which would enhance educational practice and provision within the Business School. I also decided to pursue my interests in Organisational Behaviour and Psychology, and enrolled on a Master of Science degree at Birkbeck University, delivered by e-learning. The impact of the course was substantial; many of the modules were inspirational and delivered by leading academics in the field. Some modules in particular would inform my subsequent work and methodology, for example, 'Organisational Change', 'The Consultancy Process', 'Organisational Communication'; others would inspire research and publications which have not been included in this submission (Shiel & Jones 2000a; Shiel & Jones 2000b) but have undoubtedly influenced my perspective. 'Recent Developments in Psychology' inspired my interests in social cognition, reflective learning, stereotyping and cultural diversity - this would later influence my thinking on 'internationalisation at home' and those aspects of global citizenship, which involve 'self' in relation to 'other'

(Killick 2007; Shiel 2009c; Submission Two, Shiel & Jones 2003). Further, the 'New Technology' module and the mode of course delivery, would serve to trigger a parallel stream of research on e-learning (Shiel & 2004c), but also further my interests around technology and inclusion (Shiel & Jones, 2005b) and enhancing pedagogy for global perspectives using e-learning (See Submission One and Ten).

During the middle part of the nineties, and post the Rio Summit, my interests in sustainable development were in the background; as the nineties drew to a close and the new century got underway a number of factors would bring these interests into foreground, starting with a contact made with the local Development Education Centre (DEC) which would prove significant. The contact was triggered by an email from the University chaplain who wanted to convene a group interested in global issues. The group met with a colleague from Development Education in Dorset (DEED) and began to explore how a better vision for higher education might be achieved (see Submission Three). The notion that a group might seek to transform the higher education system was quite radical and inspiring. Working with the group, I contributed to research which led to an internal publication "*A Global Vision for Bournemouth University*" (BU Global Perspectives Network 1999). The publication brought together perspectives from Development Education, Environmental Education, Global Education, Human Rights Education, Education for Sustainability, and Futures Education. I then drew on my experience of organisational politics and change to ensure that this vision was endorsed by the University Senate.

2.4 2000-2005 - developing global perspectives

After 2000, my main concerns were to embed global perspectives within the Business School and to gain some traction for a 'global perspectives group' within university structures. This was not achieved overnight but eventually it was agreed that the group should report to the University's Learning and Teaching Committee, with a clear remit to develop global perspectives and sustainable development across the university (see p.159 -160, Submission Seven).

A successful application for funding to participate in the Development Education Association's (DEA) 'Global Perspectives in Higher Education' project (McKenzie

& Shiel 2002; McKenzie et al. 2003) spurred further progress. The research not only enabled me to implement further change (Submission Three) but with the three other universities taking part, to contribute to identifying the knowledge themes, skills and dispositions, encompassed within a global perspectives curriculum (McKenzie et al. 2003).

Subsequently, I was elected to the DEA's Board and invited to chair their higher education committee. This widened my network and potential to influence other higher education institutions (something which I became increasingly engaged with), but also contributed to my own learning, as I worked with other 'experts' taking forward the agenda. Development education has thus, had a significant impact on my approach. However, in those early days I naively believed that all participants at a national level were 'united in a common cause', I was far less attentive to the differences and sometimes animosity between stakeholders that arose because some were more concerned with the environment, others were more concerned with social justice. Experience has shown that those who advocate 'ESD' are not homogenous in their views; competition for ownership of the territory and criticism of others' approaches has waxed and waned, depending on policy and funding contexts. I shall return to this tension later but for now, suffice to say that in developing my research and the framework that I would eventually propose, my goals were to align development education and environmental education, but also to include internationalisation from the outset (something which seemed to be lacking). I have sought to hold these perspectives in tension while others have pursued more singular paths. Although I freely accept, that at different times, I have selectively emphasised different aspects of the framework to lever change. This is reflected in the titles of my submissions, where emphasis shifts between 'global perspectives' and 'Internationalisation', to 'sustainable development' – such shifts reflect strategic changes of conceptual vocabulary to either gain traction, secure funding, or to capitalise on opportunities that have arisen to develop work in particular areas.

In parallel to my increasing development education activity, a number of other factors pushed me towards this particular research agenda. I was asked to review a text on trans-national management (Shiel 2001a). The content of the book fuelled my anxiety about 'the North American way' and a curriculum which prepared students

to strategically 'conquer' the world, rather than conserve it. I also read "*Business as Unusual*" (Roddick 2000) which represented the opposite view, highlighting the urgent need for transformation to address inter-connections and inter-dependencies. This reinforced my motivation to research alternative curriculum approaches (see Submissions One, Two and Ten) and inspired me to expand my engagement, with the wider business and management community.

A further 'push' in terms of my research direction, came from critical events in the external context which included: the scandal and surrounding collapse of the energy trader Enron; the increased media focus on the Millennium Development Goals and; the looming Johannesburg Summit (2002), with the accompanying critical analysis that insufficient progress had been achieved since the Earth Summit in Rio. In a context where environmental degradation was accelerating, poverty was increasing and business practice seemed too exploitive, it became fairly obvious that business education had to change but also that higher education had a critical role to play, in preparing graduates to cope with the challenges of an unsustainable world. Submission One and Submission Two represent the outcomes of this early research endeavour.

The words of Kofi Annan closing the Johannesburg Summit (2002) were a spur to the adoption of a more 'activist' approach:

 "*We have to go out and take action. This is not the end. It's the beginning.*"

This was however not such an easy task and up until 2005, most of my efforts were spent on implementing projects (not just related to global perspectives, but to pedagogic research more generally) within the School. As an 'activist researcher', I wanted to extend this work across other disciplines within the university and to "*facilitate a set of institutional processes*" which might "*generate contexts for change*" (Fine & Vanderslice 1992, p.206) but beyond the Global Perspectives Group which I chaired, seeking to achieve more holistic ways of working to engage a broader group of participants, relied substantially on volunteering and informal networking. In order to draw wider groups of staff together I started organising institutional-wide workshops on such things as 'Supporting UK and Overseas

students in a multi-cultured University' and 'Global Perspectives and the Curriculum'. These were open to academic and non-academic staff; they served to open up space for new learning and collaboration but without formal funding, efforts were largely about 'sewing seeds' to build capacity (Shiel & Hanson 2004), where only so much can be achieved without resources.

In 2004, an opportunity arose to apply for HEFCE 'Centre for Excellence in Learning and Teaching' funding (HEFCE 2004). Had the bid been successful, embedding global perspectives might have followed an easier route, instead I had to seek out and exploit strategic opportunities to build capacity. Initiatives included: contributing to the 'Energy Group' which was the foundation for the University's later Environmental Management committee; introducing 'Fairtrade' and; forging alliances with the International Office, the Students Union, and the Equality and Diversity Group, to align approaches to enhance the student experience by introducing global perspectives. Progress was slow and although much of the work was outside of the formal university structures, I was pioneering ways to work holistically across the organisation, something which is an important component of ESD (Sterling 2003).

2.5 2005- 2008 – developing a strategic institutional-wide approach

In 2005, a further opportunity for funding arose. I was nominated by the Vice Chancellor to submit for a Higher Education Leadership Foundation Fellowship, for my work leading global perspectives and e-learning. My application, which outlined a proposal for a strategic approach to change, was successful and I became one of the twenty five Leadership Fellows selected nationally (see Marshall 2007). The scheme was established to be more than the 'Oscars' of leadership (Wooldridge in Marshall 2007, p.xxi): each Fellow was required to identify and lead a strategic change project, and also contribute to research to support leadership development in the sector. Developing a change strategy to embed global perspectives across the whole institution would set on firmer ground the work started in 1999. Further, the proposal had the support of the senior management team; the benefits for the University in the context of globalisation had started to become apparent.

The project involved a substantial piece of participative research which resulted in the internal publication, "*A Global Perspective for Bournemouth University: Education for Global Citizens and Sustainable Development*" (Shiel & Mann 2005). The full report outlined a strategy for change. Submission Seven (Shiel 2007b) provides the most succinct summary of the research project, although not published until all Leadership Fellows' projects were completed; Submission Four provides an early output from the research while the project was in progress; a fuller account of the data from the project is considered in Submission Eight.

A distinctive conception of a 'Global University' emerged from the research and was based on the premise: it would seem hypocritical to expect students to develop as 'global citizens' addressing sustainability, if the University did not itself behave as a global citizen. The research with students suggested that the University was perceived as neither global (apart from the presence of International students), or sustainable in its outlook. Essentially the research argued that a 'Global Perspective', including sustainable development had to be reflected in the way that the University conducted its business as an organisation and employer.

As Submission Seven notes, the research resulted in eighty recommendations "*for governance, finance, leadership, estates, energy, waste, purchasing, staff, curriculum and pedagogy, extra-curricular and research*" (Submission Seven, Shiel 2007b, p. 167). These recommendations were organised under the themes:

- Corporate responsibility and behaviour – the University as a global citizen
- Curricula and pedagogy
- Extra-curricular initiatives to support developing citizenship and international awareness.

The research report proposed a holistic approach to the agenda and an institutional-wide model (see Submission Nine ii, Petford and Shiel 2008, for a published version) to develop a fully integrated approach.

The Leadership Foundation Fellowship (LFF) research and work with the DEA (including contributing to national conferences) provided further opportunities for external collaboration with other higher education institutions. This marked the start of a shift from inward facing activity to external dissemination and capacity building with other groups. I was asked to contribute to developing the Higher Education Academy's international work, including acting as a reviewer of the draft Literature Review on Internationalisation (Caruana and Spurling 2007) and to developing thinking on Internationalisation and particularly 'Global Citizenship' (Submission Six, Shiel 2006b).

In 2006, with DEA participants, I contributed to the publication "*The Global University: the role of the curriculum*" (Submission Five) but was unaware then, that the days of the DEA's higher education work would be numbered. Just before the Director of the DEA left the organisation, in 2006 (his departure would mean a loss of focus for the DEA and the demise of higher education engagement), I led a successful funding bid to the Higher Education Funding Council to develop ideas around leadership which would build on the DEA's higher education activity. "*The Global University: the role of senior managers*" (Submission Nine) was the outcome. In developing the publication, I wanted to ensure that it represented the holistic nature of the engagement: I chose the themes Global Perspectives, Sustainable Development and Internationalisation to emphasise that these were related endeavours, at a time when higher education was continuing to see them as separate activities; only a handful of universities were considering the potential of working holistically. Submission Nine represented my last collaborative output with the DEA.

My collaboration with development education colleagues was not entirely over, I contributed to work in Poland and in Ulster (Shiel 2005; Shiel 2008b) but reduced. This enabled me to spend more time with other networks where I had the opportunity to share my ideas on global perspectives. I found myself invited to events which brought together academics whose research interests were rooted in an 'internationalisation' perspective such as Fielden (2006), Middlehurst and Woodfield (2007), Jones & Brown (2007), Caruana and Spurling (2007). Their work and collaboration with participants at my own conferences at Bournemouth on Global Perspectives (2005, 2007) and those developing initiatives in Australia (for example,

Leask 2005, 2007), served to influence my research interest, particularly in relation to those aspects of global citizenship which relate to cultural sensitivity but also the mobility agenda and the leadership of internationalisation. It was this, coupled with an opportunity to collaborate with Australian colleagues (developing global citizen 'attributes'), that not only served as a prompt to subsequent work but extended my own knowledge of internationalisation. In turn, as I mobilised this knowledge within my own organisation, it contributed to a shift in the institutional agenda (see Submission Nine ii, Petford and Shiel 2008). The down-side became, that a focus on internationalisation (while helpful in terms of my status internally), would temporarily over-shadow the sustainable development aspects of the framework (see Submission Thirteen, Shiel 2011c). Internal organisational factors described below, and a drive to be an internationally recognised university, also contributed to partially eclipse sustainable development, where internationalisation became a more central concern within the institution but also nationally.

Within BU, implementing fully the recommendations from the LFF Report was a huge challenge; the establishment of a 'Centre for Global Perspectives' (recommended in the strategy), became tangled in organisational politics and further held back by a change of Vice Chancellor. It took several years before a proposal was accepted and the Centre (not structured as proposed) came into being with the support of the Pro Vice-Chancellor (Research and International).

In the intervening period (and while organisational politics ran its course), I continued working in the Business School but spent half of my time working for the Pro Vice-Chancellor (International and Research) to develop the International Strategy and to collaborate across the university to build capacity for global perspectives. Submission Ten (Shiel 2008a) provides an example of an unusual collaboration between myself and Subject Librarians to enhance global perspectives teaching. Research during that phase also involved interrogating the curriculum, reviewing the status of internationalisation and global perspectives, developing a 'keystone' module, and then exploring ways to overcome the institutional funding model, which served as a block to inter-disciplinary and cross-institutional working. Substantial work on the latter (and a new funding model proposal) was eventually

confounded by organisational politics but feeds in to my *"inhibitors of change"* identified in Submission Thirteen (Shiel 2011c).

Submission Nine ii (Shiel & Petford 2008) provides an account of the thinking behind developments in this period and outlines the proposal to address internationalisation in a higher education context through global perspectives. The Centre was established after the publication; the structure (of the Centre) represented a direct response to the emerging models for internationalisation (Middlehurst 2006) with a remit to develop global perspectives and particularly internationalisation further, exemplify a leading approach (to internationalisation) and to test a holistic way of working.

At the same time, I was also working externally within the business and management community through the Higher Education Academy Subject Centre and the Association of Business School (ABS). The latter contracted me to develop and implement a 'Development Programme for Directors of Learning and Teaching'. This was an aside to my global perspectives work but motivational while I was dealing with a difficult internal context; it was significant to my own development and thinking. I facilitated five cohorts through the programme, which provided me the opportunity to not only keep abreast with education practice and contribute more broadly to education research in business and management (Shiel 2011b) nationally, but served as a useful platform to disseminate global perspectives to other business schools. Participating with those who were seeking to become education leaders not only fuelled my interest in leadership and leadership development but served as a platform for further leadership research and my later submissions, which explore leadership in relation to SD (Submission Fifteen and Submission Sixteen).

I was also continuing to collaborate with external colleagues (see Submission Twelve, Bourn and Shiel 2009 – written in 2008) and trying to secure national commitment to the agenda through publication (Shiel & McKenzie 2008), lobbying, and presentations.

A further opportunity to influence national policy and practice came from the Higher Education Funding Council for England (HEFCE): I was invited to join their

Strategy Group which would contribute to the sustainable development strategy for the sector. I had previously presented my work for the Higher Education Funding Council for Wales (HEFCW) who were developing ESD and global citizenship; joining the HEFCE committee meant that I subsequently became more closely involved with work in England, related to SD but with a strong focus on environmental management (carbon reduction and 'greening estates') rather than ESD. On reflection, this was a disappointing experience. Although HEFCE set an inspiring vision for higher education's contribution to sustainable development (see HEFCE 2005a; HEFCE 2005 b) which embraced curricula proposals and emphasised that students should develop "*the values , skills and knowledge to contribute to sustainable development*" (HEFCE, 2005a, p.8), the vision became diluted, and was not followed through. Essentially HEFCE's consultation (HEFCE 2005a) elicited a negative response from the sector; HEFCE became nervous as a consequence and adopted a 'hands-off' stance, unable (unlike HEFCW) to assert that ESD should be a required approach. As a result the committee became less engaged with teaching and learning. In Wales on the other hand, explicit reference to global citizenship (GC) and a strong emphasis on ESD continued; the Welsh Assembly Government championed Education for Sustainable Development and Global Citizenship (ESDGC) across all levels of education (Welsh Government 2006 and 2008). My contact with colleagues through both funding councils, would not only strengthen my sense that ESDGC was the way forward (better in encompassing development education, environment education and acknowledging internationalisation) but confirmed that more research was necessary to demonstrate: why these things were critically important; how the concepts might be implemented in an institutional setting.

2.6 2008 –2011 – leading the Centre for Global Perspectives

As the Director of the Centre, my research focused on all aspects of implementing global perspectives across the curriculum, campus, community, and culture (in a similar approach to that suggested by Sterling's '4C' ESD model – see Jones et al. 2010, p. 7) but with a greater emphasis on internationalisation, because the remit now included the line management of staff from the former International Office. Research focused on understanding students' perspectives (Submission Eleven),

24

developing international mobility, internationalising the curriculum, developing cross-cultural capability, and linking the development of global perspectives with graduate capability (similar to Leask 2007) and employability (Shiel 2009e). Research outcomes were often disseminated in what Caruana (Caruana & Spurling 2007, p.5) suggests is the '*grey literature*' (conference presentations and case studies, for example) where publication is not the principal driver but the detail disseminated, complements the literature and offers a wider perspective to a broader audience.

Although my research focus became ostensibly more closely aligned with global citizenship and internationalisation, I continued organising 'Education for Sustainable Development and Global Citizenship' conferences at BU which addressed the breadth of the framework (2005, 2007, 2009, and 2011). I also contributed to SD in the community and ESD nationally, and as an 'activist' I often found myself 'doing', lobbying and facilitating the engagement of others (see Submission Thirteen, Shiel 2011c, p.34).

2.7 2011- present day

Submission Thirteen (Shiel 2011c) which represents my last BU conference paper as the formal champion of global perspectives, hints at uncertainty about the future status and direction of global perspectives within the University. In 2011, the future of the Centre was not guaranteed. What the paper does not fully reveal is that a context of uncertainty was hardly new, shortly after the Centre was established in 2008, organisational change not only under-mined the structure of the Centre but reflected a cultural shift, whereby greater value was being placed on research which directly addressed REF strategic areas, with a consequence that educational research was perceived as lesser value. In this context, and with a new line-manager who did not appreciate education for sustainable development, understand global perspectives, or share my vision for internationalisation, I focused on developing new funding streams and publications, as a strategy to demonstrate value but also to secure the future of the Centre. My subsequent research reflects the changing institutional context, a weakening of my role in relation to internationalisation, and also a desire to strengthen ESD by exploring 'green behaviour' but in a way which might also contribute to REF (Paço, Alves, Shiel, Leal Filho, 2013a, 2013b). The opportunity to

apply for HEFCE, Leadership Governance and Management Funding presented an attractive option to both secure funding (and thus internal recognition), develop further research but also to work with senior staff to reinvigorate commitment to sustainable development.

The HEFCE bid (see Submission Fifteen) to 'enable leaders and Board members to role model leadership for sustainable development' was successful and welcomed by the Leadership Foundation as a 'valuable' initiative, which would meet a perceived gap in the engagement of senior leaders with sustainable development. It provided the opportunity to work with Vice Chancellors, senior teams, and Board/Council members in four universities to consider leadership behaviour, to build capacity for SD and to develop strategic actions for SD and carbon reduction.

The project seemed particularly appropriate in my own context where the support of senior leadership for education for sustainable development was variable. It also seemed very necessary in a national context, where despite senior leaders endorsing sustainable development (see Submission Sixteen), very few were creating the enabling frameworks to achieve the transformative change, which Sterling (Sterling et al. 2013) has continued to suggest is necessary but noticeably lacking.

The HEFCE project is the main focus of Submission Fifteen (Shiel 2013a) and is referred to in Submission Sixteen (Shiel 2013b). Mid-way through the HEFCE project, it became clear that my role in the Centre would not continue. I had just started another significant area of research which involved working with colleagues in four countries to consider green attitudes, values and behaviours of young people, to develop models and to compare these cross-nationally. Submission Fourteen is a product from this work and contributes to the understanding of how these issues are perceived internationally; the paper specifically demonstrates that BU students have different values and attitudes compared to students from another university in Portugal.

Shortly before the Centre closed in 2012 my last act was to ensure that global perspectives and education for sustainable development were clearly articulated in the University's new 'Vision and Values 2018', before I moved to the School of

Applied Sciences. I now contribute to the MSc Green Economy and work with colleagues on sustainable development.

2.8 Concluding comments

Summarising the history of the journey to this point has not been easy; I am conscious that what I have presented still represents a partial view and much has been left out. However, I hope that I have provided sufficient detail to enable the publications to be located in context and indeed, to help clarify some of the institutional and career tensions that have informed the development of this area of work.

In essence, my PhD submissions represent the outcome of a journey which arose from an interest to enhance my own pedagogy and practice; this grew into a desire to achieve whole-institution change and an endeavour to inspire change across the sector.

In outlining the research journey, I have already revealed some of the factors that have influenced the nature of the submissions included in this publication. Several writers on ESD suggest the importance of developing awareness of 'mental models' and 'world-views' (Ballard 2005; Ferdig 2007); revealing your own perspective as researcher, is also important (Reason & Rowan 1981; Fine & Vanderslice 1992; Merriam 1995). To this end, I shall conclude this chapter with a brief summary of my perspective and 'world-view'.

2.9 A brief summary of my perspective and world-view

- I started my journey with a concern for a more ethical society, social justice and poverty reduction – this commitment remains. I believe, as do other scholars, that universities have a moral responsibility to contribute toward a better society and a duty to lead the sustainability agenda, through research but also as educators of those who will be the future decision makers (Orr, 1992; Clugston & Calder 1999).

- I have become more environmentally aware and encourage others to consider 'green behaviours', although not in an 'evangelical' sense. What I believe is critically important is that when we make choices, as 'critical beings' it is crucial to explore the potential consequences of the decisions that we make (for ourselves, others and subsequent generations); as educators we might seek to enable learners to explore their own ethical dilemmas.

- The pragmatic nature of a business and management education and organisational life experience has tempered my idealism, however I continue to believe that business (and indeed, all education) needs to aim for public good rather than private greed; more attention needs to be on service, rather than profit; more sustainable ways of working have to be developed.

- I believe that as educators we should address the UNESCO (2007) guidelines and enable learners to explore values, encourage futures thinking, systemic thinking, critical self-reflection etc., and to support students in developing the skills for more sustainable decision-making. Participatory and reflective approaches are at the heart of 'good education' but are particularly appropriate for ESD, where the change required is a deep cultural shift (Cortese 2003).

- I consider that as human beings our sense of the world is socially constructed. Social 'realities' are constructed and reinforced through interactions with others; cognitive frameworks rarely change without exposure to new interactions and new ways of seeing. My interests lie in exploring how meaning is constructed and negotiated, rather than the pursuit of universal truths – hence a research preference for participatory approaches.

- I have sometimes used use the terms 'globalisation' and 'internationalisation' interchangeably, to refer to a process of integration and movement of goods, people, money, business, culture, ideas and services on a global scale across national boundaries. I emphasise however, that globalisation means that we are all more inter-connected; this sets a context for the development of global citizenship identities (Dower & Williams 2002) and a shared responsibility for the planet. Although 'internationalisation' is generally used to refer to

international trade, international relations, treaties, alliances between nations, etc., I use the term (in my submissions) in relation to the internationalisation of HE, and the process of integrating an international dimension into the functions of teaching, research and university business (Knight & De Wit, 1995). All universities are subject to globalisation (and indeed contribute to globalisation); universities vary in the extent to which they 'internationalised', although most universities conceptualise themselves as 'international'.

- I share the same ethical starting point as many other writers (e.g. Stier 2004, Knight 2006a, Altbach and Knight 2006) on 'Internationalisation': a purely market orientated approach to internationalisation is out of step with some of the fundamental values which one might expect a university to embrace. Internationalisation has to embrace home and overseas students and offer all students the opportunity to celebrate and learn from the richness of diverse knowledge and perspectives.

- I am persuaded by the theses of Freire (1970; 1996) and Giroux (2005) and believe in the importance of critical pedagogy. My views have however, been tempered by pragmatism and the realms of the possible: the individual still has to deal with the world they are 'thrown' into; academics have a responsibility to define curriculum, set assessment, and cannot avoid exercising some authority.

- I have been influenced by feminism and my own experience as a woman and mother within higher education; experience has confirmed that too often patriarchal governance structures (Doppelt, 2010), hierarchical, top-down leadership and 'macho management' give rise to 'silo-working'. I support those authors (e.g. Sterling et al., 2013) who suggest that holistic and more participative approaches are necessary to achieve the transformation that ESD requires.

- I believe that the need for global perspectives and sustainable development is too important to be lost in academic 'turf wars', or delayed while definitive

definitions are agreed; what is critically important is that we all find our own way of taking the first step on a learning journey, towards a more sustainable future.

In the hope that the reader now has some understanding of my perspective, as author and researcher, the next chapter will clarify concepts and set out what is meant by global perspectives, before subsequent chapters critically review the submissions included within this document.

Chapter Three: The concept of Global Perspectives, its provenance and relationship to other perspectives

'*The importance of labels is that they carry meaning. This is double edged.*'

'*Any closed definition of sustainability education (assuming it can be achieved to common satisfaction), involves drawing of conceptual boundaries.*'

Sterling (2004, p.48)

3.1 Introduction

As my first and later submissions very clearly refer to sustainable development, yet my main argument has been about developing global perspectives (as a super-ordinate term which embraces sustainable development), I feel that it is important to begin by offering some commentary on these concepts and their development.

The quotes from Sterling (2004) are apposite: a variety of 'labels' have been applied to capture broadly similar concerns and 'SD' has been interpreted in a variety of ways (Leal Filho, 2000). As I state in Submission Sixteen, (Shiel 2013b, p.113) it is evident that sustainability "*means different things to different people*" – considerable energy has been consumed in deciphering and advocating particular labels. This is hardly surprising given that this is a relatively new field, informed by different perspectival interests but, as will be argued, is not always helpful; boundary disputes may actually serve to alienate and exclude rather than advance understanding, and may inhibit momentum for change.

I shall go on to consider within this chapter, some of the 'labels' that have been used in relation to 'sustainable development' and 'education for sustainable development' or 'sustainability education' (Sterling's term). As will be seen, these labels have been influenced by a historical, professional and academic division of labour primarily relating to perspectival domains (environment education and development education). As my publications will evidence, I have chosen to avoid focusing intellectual

energy on perspectival disputes and have worked with the concept of 'global perspectives', fully aware that in my own context, it offered potential as an alternative pathway to take action forward (see Submission Three, Shiel & Jones 2004b) but may not suit others.

In developing 'alternative' labels and new concepts, which might be more, or less useful, there is always the danger that what has gone before is lost - I have tried to be attentive to this, seeking to incorporate ideas from those who have been working in this area longer, and who use different terms. I am not suggesting that GP is the best pathway, though I would argue that it is a coherent and promising way forward (as an alternative it has gained some purchase) but I would suggest that what we need to consider is a less dogmatic reading of the differences between approaches, to encourage rapprochement and a more pragmatic approach.

I shall start this chapter by considering sustainable development and education for sustainable development, before moving on to say something about the tensions between development education and environment education.

3.2 Sustainable Development (SD)

As noted in the introduction, SD is a complex and contested concept, deployed in different ways by individuals, organisations and governments (influenced by worldviews) and thus, used to support a variety of ambitions, and contested ends. Blewitt (2008) provides a detailed and critical account of the emergence of the term, the tensions, and the various ways that it has been deployed (an account which is beyond the scope of this synthesis but one that is important to understand). Lele (1991) and Robinson (2004) also offer insightful and frequently cited critiques of the emergence of the concept, the challenges faced by those who wish to advocate a more eco-centric and spiritual interpretation of 'sustainability' and SD, and the issues that have arisen in political and economic contexts, where conceptions of what is involved are contested.

'*Our Common Future*' (WCED 1987) popularised the term; it is now widely accepted that SD, involves the three pillars of economic development, social equity,

and environmental protection, and requires consideration of how these are balanced, or not. Therein, lays the dilemma and the root of controversy. Can these three ambitions be reconciled? Is one, more significant than another? How can economic development be pursued within the limitations of finite planetary resources? How much natural capital will future generations need? What will be the consequences if the current generation continue to exploit natural resources? There are no easy answers; proposed ways forward reflect different underlying political ideologies and may be considered on a continuum ranging from 'weak' to 'strong' interpretations of sustainable development (see Springett 2010, p83; Huckle 1996). Weak SD (an approach that is too evident in the Western World), deploys a rhetoric which advocates the need to conserve natural resources but continues to emphasise: economic development through growth; man-made capital over natural capital (often with little regard for the consumption of natural resources) and; the power of the human race, through technology, to control nature. 'Weak SD' adopts an anthropocentric discourse where humans are seen as separate from nature; advocates argue that capitalism must accommodate environmental concerns (Williams & Millington 2004) however the environment is rarely prioritised, over economic growth.

As a counter perspective, 'strong SD' embraces a more eco-centric discourse, where the environment is a critical concern, where man-made capital can not be a substitute for finite, natural capital, and where it is explicitly clear, that there will not be a habitable future unless the demand-side of the equation (with a focus on materialistic growth), alters radically (Spretnak & Capra 1985). From a strong SD perspective, the way forward requires a transformational shift and a radical re-thinking of economic progress in the context of the deterioration of the planet. Some suggest that a more dualistic typology would be helpful, which emphasises the relationship between humanity and nature (Blewitt 2008), viewed through a holistic lens (with a de-emphasis on economic growth and even contraction), and where a more socially just society, in harmony with nature (rather than exploring it), emerges through dialogue and new forms of social learning (Robinson 2004). I have affinity with the more radical agenda; I have attempted to counter a 'weak' interpretation of SD within higher education and to explore with others, the potential of transformational and holistic ways forward that acknowledge the limits to growth.

The literature also distinguishes between sustainability as a process (the Brundtland definition, WECD 1987) and sustainability as a goal (Hamm & Mutagi 1998). In taking forward a change agenda, I have always adopted the Brundlandt definition of sustainable development - meeting "*the needs of the present without compromising the ability of future generations to meet their own needs*", despite the complexity I have referred to above, and the claims that the definition is too broad, too ambiguous and subject to misinterpretation (Leal Filho, 2000). In building from this baseline (see Submission One, Shiel & Bunney 2002), given that the future is uncertain and not a finite point, I have preferred to explain sustainable development as a process (open for critique and where the consequences of competing perspectives are explored), whereby we continually learn how to shape a better future for people and planet; where environmental and development (development related to social justice, rather than economic development) concerns are united, and where inter-generational equity is paramount.

3.3 Education for Sustainable Development (ESD) and Education for Sustainability (EfS)

It is hardly surprising that when you introduce the word 'education' in relation to SD, that you invite a further tranche of controversy and debate. Both the terms, 'ESD' and 'EfS' are used in theory and practice (see Huckle & Sterling 1996), although some (academics and practitioners) clearly prefer EfS (see Parker & Wade 2008). Others have used the term 'Sustainability Education' (Jones et al. 2010). Vare and Scott (2007) distinguish further, between two complementary approaches to ESD: learning 'for' SD (ESD 1) and learning 'as' ESD (ESD 2). When I have referred to 'ESD', I have suggested that it involves learning which works towards the Brundtland definition of sustainable development, as opposed to education which supports economic growth, at the expense of the environment and human well-being.

Whatever terms are used, it is clear that 'learning' (and indeed, some un-learning) has to be at the heart of the process of achieving a more sustainable future (Scott and Gough, 2003). UNESCO emphasises the importance of learning and summarises the

main characteristics of ESD in a way which is not very different from how I have promoted global perspectives, suggesting that:

"ESD is facilitated through participatory and reflective approaches and is characterised by the following:

- is based on the principles of intergenerational equity, social justice, fair distribution of resources and community participation, which underlie sustainable development;

- promotes a shift in mental models which inform our environmental, social and economic decisions;

- is locally relevant and culturally appropriate;

- is based on local needs, perceptions and conditions, but acknowledges that fulfilling local needs often has international effects and consequences;

- engages formal, non-formal and informal education;

- accommodates the evolving nature of the concept of sustainability;

- promotes lifelong learning:

- addresses content, taking into account context, global issues and local priority;

- builds civil capacity for community-based decision-making, social tolerance, environmental stewardship, adaptable workforce and quality of life;

- is cross disciplinary. No one discipline can claim ESD as its own, but all disciplines can contribute to ESD;

- uses a variety of pedagogical techniques that promote participatory learning and critical reflective skills" (UNESCO 2007).

UNESCO does not actually refer to the term 'global perspective' but before I move on to comment on the term and its emergence, I shall briefly refer to the foundations of ESD, and the fragmentation and tensions between environmental education and development education. In part this tension, and the contested ownership of ESD, contributed to the emergence of global perspectives as an alternative approach, but more of this later.

3.4 Development Education (DE) and Environment Education (EE): the foundations of ESD

My starting point (detailed in my submissions and referred to in Chapter Two), was partially influenced by a DE perspective, rather than by EE. Traditionally, DE has been concerned with social injustice and poverty (human concerns), with the environment being a secondary focus (if considered at all by some development education advocates and practitioners). DE emerged from the work of international aid agencies in the seventies and non-government organisations; post de-colonisation there was recognition that the developed world needed education which built awareness of the issues faced by poorer countries.

DE as an educational methodology is influenced by the thinking of Paolo Freire (1972), with emphases on critical pedagogy, inclusivity, social action, participation, and empowerment etc. It is suggested that a DE approach offers transformative potential, but DE as practice is not without criticism. Bourn (2011a, p.12) suggests that what has been practiced as development education has often been influenced by the "*discourses, policies and funding of international development.*" Others have suggested that DE lacks a sufficiently inclusive and critical pedagogy (Andreotti 2006a & b) and that it needs a stronger theoretical base (Marshall, H. 2007; McCollum 1996).

EE also came to the fore in the seventies, (although the history of the movement can be traced back much further – see Sterling 2004). The term gained 'official' recognition internationally, at the 1972 United Nations Conference on the Human Environment held in Sweden, which established the International Environmental Education Programme (IEEP) to raise awareness and build capacity with a focus on such things as natural resource depletion, acid rain and pollution (Hicks 2008).

Both EE and DE stress holistic, participative and inter-disciplinary approaches; both are committed to the pursuit of positive educational change. However, starting as they did, as two very distinctive constituencies, with their own actors and funding sources has not made it easy for those who wish to work with both perspectives.

Agenda 21 should have served to align the two groups, suggesting that EE and DE should be cross cutting themes of all education policies for sustainable development (Agenda 21, p.221). Common interests and an over-lapping agenda were not fully appreciated by all, in terms of the potential for working in synergy. Wade (Parker and Wade, 2008, p. 11) suggests that collaboration was more easily achieved in the Global South, but has been problematic in the West, where the constituencies originated. She suggests that the separation between DE and EE: *"illustrates the Western perspective of the split between the human and natural world"* which has presented an obstacle to education for sustainability. Many DE practitioners (in England) have tended to perceive the main concerns of EE as limited to the environment and ESD (when led by EE practitioners) as having too much of an environmental focus (Bourn 2005), with less consideration given to development and where human agency is often regarded as the 'problem' (see McCloskey 2003). Bourn's comments (from a DE perspective) reflect this tension: he suggests that the environmental agenda has tended to dominate ESD policy debates in the UK, with DE often seen as the *"junior partner"* (Bourn 2008b, p.193). He notes that EE, (in England) is a *"well-established area of academic research and debate"* (Bourn, 2008b, p.197) and that this has facilitated the development of a considerable reputation for debates around ESD.

Sterling (2004), Hicks (2008) and Hogan & Tormey (2008) provide insightful perspectives on the history, tensions and fragmentation between DE and EE. In exploring the contribution (of DE) to ESD, Hogan & Tormey suggest that the nature of the relationship between DE and ESD remains unclear; DE educators have been slow to address the ESD agenda despite conceptual linkages between DE and ESD, and the importance of environmental concerns in relation to human development. Sterling, on the other hand suggests that the 'boundaries' of EE have expanded and blurred to embrace a more holistic view, which acknowledges the inter-connected nature of the issues and addresses 'human' concerns. However, while the boundaries have certainly 'blurred' and the ground-breaking 'Masters' degree at London South Bank University provides a superb example of EE and DE 'coming together' (see Sterling 1996), a separation between EE and DE practitioners has too often been apparent. The two communities are certainly 'sister movements' (Sterling 2004) but conflicts between personalities have sometimes resulted in rivalry. This was less

evident in the nineties when the two umbrella networks, the Council for Environmental Education (CEE) and the Development Education Association (DEA) jointly coordinated activities, but has risen to the surface, where funding and policy contexts (different government departments have oversight of international development and environmental issues – see Bourn 2008b) have encouraged competition.

Rivalry was exacerbated further when the UN announced the Decade of Education for Sustainable Development in 2004, and referred to EE as part of the history of ESD but omitted reference to DE (Hogan & Tormey 2008). Although a compromise was later agreed (both were acknowledged in subsequent drafts), this did not improve dialogue and cooperation; 'ownership' of the ESD domain remains an issue. Many advocates of DE make weak references to environmental concerns; many advocates of EE make limited references to social justice. ESD advocates sometimes define their agenda with emphases where either EE or DE, over-shadows the other, although it is clearly recognised by some, that ESD is more than an amalgam of EE and DE (Sterling, EDET Group 1992, p.2; Bourn 2003; Martin 2003).

At the end of the nineties, what was perfectly clear to me, was that SD, however construed or conceptualised, remained at the periphery of higher education; ESD (whether informed by a DE or an EE perspective) was not (within the academy) writ large. The limited uptake of these fundamental issues and this lack of concern with the questions raised by ESD influenced my decision to explore the saliency and potential of an alternative pathway.

3.5 Global Perspectives and global citizenship

Wade (2008a) notes that rather than seeking to develop ESD as an amalgamation of EE and DE (and getting caught up in debates) that alternative routes have been explored. Oxfam for example, (1997) proposed the concept of 'global citizenship' suggesting that education for global citizenship would enable learners to develop the knowledge, skills and values necessary for securing a sustainable future. It was the logic and simplicity of Oxfam's proposal that would form the basis of my own work, although along the way my approach would be influenced by others, particularly

Pike and Selby (1988) and Sterling (Sterling 2001, 2005), as I sought to explore how education might achieve a 'paradigm shift' towards 'sustainable education' which would involve a more holistic approach.

In 2000, I chose (as Chapter Two explained) to consider ideas around global citizenship and to explore 'global perspectives' as a concept which might offer a potential pathway. My research interest focused on considering the kind of higher education curriculum and learning that might better serve an agenda for social justice and environmental sustainability and which might also better prepare graduates for the global context, as global citizens. As a consequence I have sought to consider the qualities of education itself (in a way not dissimilar to Sterling, albeit with a different label) and to begin to formulate an approach to change , starting with exploring the implications of global citizenship at the level of the curriculum. In large part, the rationale for my use of the term global perspectives was influenced by a rapidly changing global context (Shiel & Mann 2005). The use of the word 'global' suggested potential for traction, in a higher education context where rising international student numbers were creating opportunities and problems, and where most UK universities were seeking to be perceived as 'global'.

My adoption of the term was triggered by experience of working with a development education practitioner, and also by the realisation that ESD would not be regarded as salient within a business school context. I was conscious that business school colleagues might regard it as an additional discipline, or module, rather than a way of rethinking their own disciplinary approach. Global Perspectives, on the other hand, was a term that I hoped that colleagues, might be *"more ready to accept"* (Submission Three, Shiel and Jones 2004b, p.10) and engage with, even though at the time, it was an emerging concept.

My aim in developing a global perspective was to provide a curriculum and learning experience which went beyond an 'internationalised' curriculum to address the challenges of preparing and empowering students to play an active role in a complex global context, where issues such as unsustainable development, social injustice, poverty, conflict and change, require new ways of thinking, working, and indeed being. As Otter much later notes: global perspectives and education for global

citizenship is about "*enabling individual students to challenge and ultimately act to transform the nature of the society in which they live and work*" (Otter 2007, p.42).

In the UK, as my submissions will explain, the Development Education Association (DEA) played a pivotal role in the early development of global perspectives and global citizenship, with funding from Department for International Development (DfID) to contribute to building support for development (see DfID 1999) across education sectors. The DEA's engagement with higher education began in the late nineties, with early work considering ethical issues and globalisation in relation to teachers (AUT/DEA 1999). Subsequent work (to which I contributed) explored the concept of global citizenship and the potential for curriculum change (McKenzie et al. 2003) within higher education. Bourn (2011b) cites the impact of two publications in particular: Bourn, Mackenzie & Shiel 2006 (Submission Five); Shiel & McKenzie 2008 (Submission Eight) which have served to establish the concepts within higher education.

Since 2005, both global perspectives and global citizenship have become more widely used terms within public discourse and within debates which consider a new 'globally-oriented ideology' (Schattle 2008). Global citizenship has been perceived as valuable (Davies 2006), although considered somewhat abstract and difficult to interpret (Marshall 2005); and the debates around development and education (Davies et al. 2005: Marshall 2005; Osler and Starkey, 2005) have increased, although focused mainly on the citizenship curriculum within Schools (DfES/DfID 2000 & 2005 - Developing a Global Dimension in the School Curriculum in England) and to a lesser extent within higher education.

The breadth of concerns embraced within a global perspective is suggested by Alexander and Newell Jones (2002, p.2), who define the "*incorporation of global perspectives*" into teaching as:

 Promoting an "*active understanding of the global dimension, including values and attitudes concerned with interdependence, sustainable development, global inequality, social justice, human rights, connections between the local and global society, and responsible citizenship.*"

Before 2002, there is little evidence that these concerns were being addressed in the higher education curriculum or by institutional engagement however, largely as a result of the DEA's early work (and my contribution), GP has established a foothold, albeit that the concept (like ESD) is used in different ways and in different contexts, takes particular emphases. At Leeds Metropolitan University for example, it is suggested that:

"*The inclusion of global perspectives provides an ethical underpinning for the development of cross-cultural capability, and a value-based ethos for its application. Through global perspectives we seek to demonstrate the relationships between local actions and global consequences, highlighting inequalities, helping us reflect upon major issues such as global warming, world trade, poverty, sustainable development, human migration, and promoting a response based on justice and equality not charity.*" (Killick 2006a, p.4)

Colleagues at Leeds Metropolitan have a broadly similar approach to global perspectives as my own, but have tended to emphasise 'cross-cultural learning' (in the curriculum and through international volunteering), more than sustainable development.

Lunn (2006) in a review of progress of global perspectives in higher education notes the increasing use of the concept but also suggests that a variety of distinctly different terms, which share a 'family likeness' (Lunn, referring to Hicks 2003) are sometimes used inter-changeably and overlap. She suggests that 'global perspectives' represents an umbrella term; one way of making sense of the concept is to see global perspectives as a '*discursive coalition*' (rather than a tightly bounded concept) where '*storylines*' and terminology vary between groups of actors, depending on their professional and cultural contexts (Lunn 2008, p.234) .

Lunn argues that global perspectives aim to develop global citizens; there is no set way to achieve this goal, so it is better to avoid prescription. This aligns with my own position - I have preferred to use a concept where the conceptual boundaries are 'loose' because the 'interpretive space' which strategic ambiguity provides, supports

capacity building by enabling different interests to be aligned (Shiel & Jones 2000b). A consistent feature of my approach to change has been to encourage others to explore the meaning of 'global perspectives' and to consider for themselves its saliency in relation to their own discipline. In order to facilitate debate and engagement with a new concept, I have found it helpful to develop a framework, and related 'storylines' (see Figure One, for example, and Submission Seven) to enable academics from different disciplines and professional backgrounds, to explore their interests in relation to others.

Global Citizenship (GC) as a concept has proved more contentious than global perspectives, not in suggesting the knowledge, skills and attributes that educators might seek to develop (see McKenzie et al. 2003) but in arguing for the relevance of the concept within higher education.

At the start of my research journey, GC was (and still is, to an extent) a highly contested concept and problematic (Dower, 2000; Dower and Williams 2002; Urry 1998). Dower (2003) suggests that one notion of global citizenship is based on the premise that we all share a common humanity and have rights and responsibilities, which extend beyond nation states. This may be challenging for some, not least because of the moral element implied, however in seeking to develop my own ideas around global citizenship, I have chosen to focus on Dower's notion of a 'shared humanity' and to suggest as an 'ideal', that we should be developing graduates (as global citizens) who have a sense of planetary responsibility (Urry 1998), who consider the broader consequences of their decisions, and who are able to take actions to contribute to a better future. My research, particularly the papers considered in subsequent chapters, has focused on exploring the concept, suggesting what might be included in developing global citizenship and proposing how it might be implemented within higher education. My early work (not included for submission) explored with others, the knowledge, skills and dispositions involved in developing a global perspective and global citizenship (see McKenzie et al. 2003); subsequent work has shown how global citizenship aligns with other agendas such as internationalisation (Submission Eight, Shiel 2007c) and employability (Submission Four, Shiel et al. 2005).

3.6 In summary: my contribution to Global Perspectives

I have set out in this chapter the background context to show how 'Global Perspectives' emerged as a concept. Before I proceed to review my submissions and their contribution to the development of the concept and a movement for change, I shall end this chapter by briefly stating the nature of my contribution.

I have contributed to the development of 'Global Perspectives' as an approach which seeks to develop global citizens within higher education. My contribution to knowledge has been to explicate the concept and to set out a potential pathway, as an 'alternative' to education for sustainable development, building on ideas that emerged from collaboration with development education practitioners.

I have contributed both to the articulation of a framework for global perspectives, and the identification of the qualities of a global citizen. My proposition has been that global perspectives within higher education encapsulates developing learners who understand global issues, global processes and the need for sustainable development (Figure One, earlier) and who are able to work sensitively internationally, in a multi-cultural environment.

My submissions detail how the pedagogic approach that I have developed builds on Oxfam's proposition for global citizenship and extends this to a higher education setting. I have proposed that global citizenship requires pedagogic approaches which are transformative to develop higher order learning; the extra-curricular sphere also needs to support and reinforce the ethos of citizenship.

Further, I have argued that if higher education expects learners to develop as global citizens who understand the need for sustainable development, then the institution must act in ways commensurate with the values of global citizenship and role model corporate citizenship and sustainable development throughout its operations. Thus, a 'Global University' acting as a 'Global Citizen' (Submission Seven, Shiel 2007b, p.167), will seek to ensure that global perspectives and sustainable development permeate all aspects of university systems and extend to embrace the community (Figure 2, Shiel & Mann 2006).
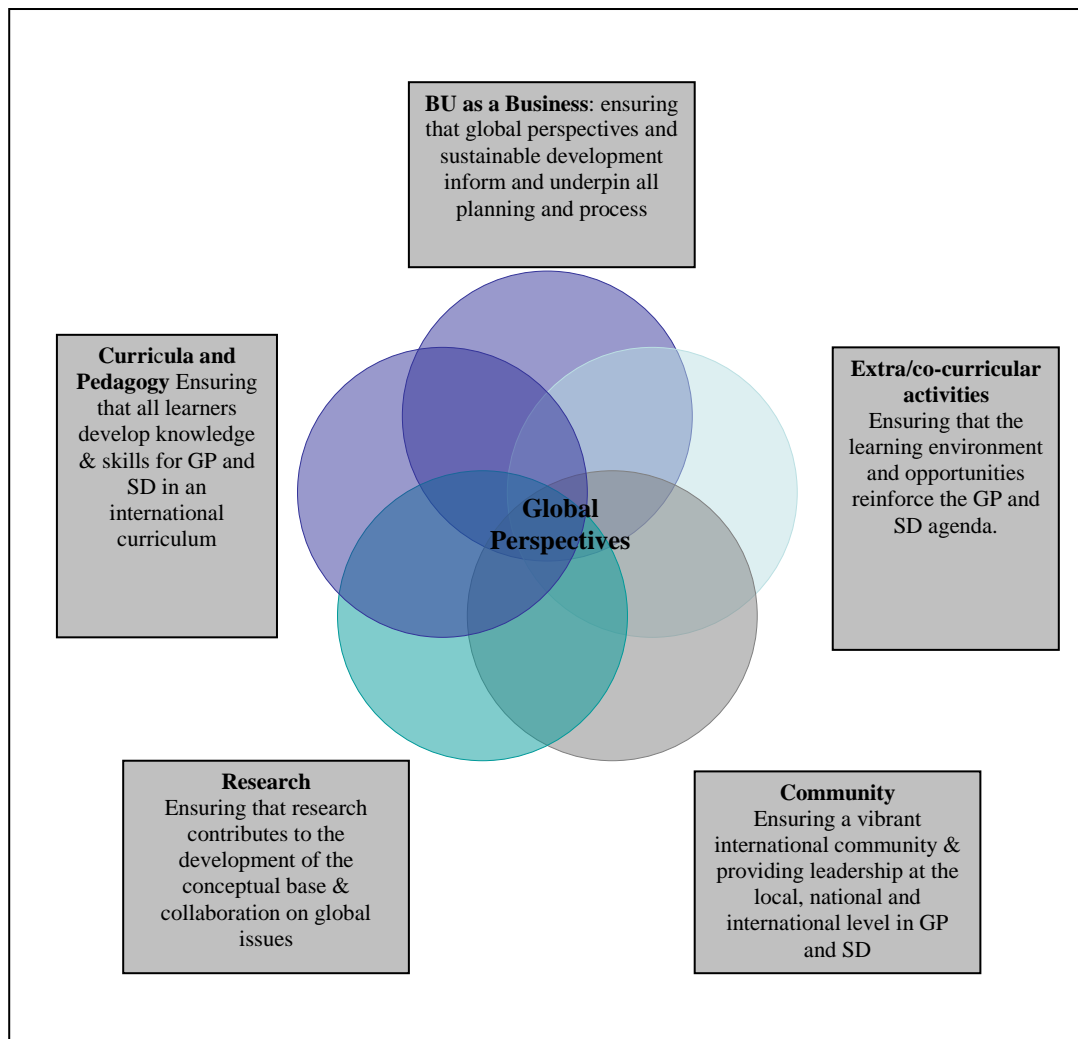
Figure 2: Global Perspectives in a Global University (Shiel & Mann 2006)

In seeking to embed the concepts within higher education, I have undertaken and reflected on, case studies of curriculum change, school-level change, and institutional-wide development. The published work demonstrates an approach to change and makes a contribution in its reflective account of a change process.

The subsequent chapters will review a selection of publications which have emerged from my research, and will provide further reflection on their contribution. As my approach to change has been from the perspective of someone who initiated change 'bottom-up', the following chapter will consider those submissions which relate to curriculum development and pedagogy (Chapter Four) and the early work to extend

the concepts across the curriculum within a school. Subsequent chapters will consider research that was conducted to develop the institutional-wide approach (Chapter Five), to build a wider movement for change (Chapter Six) and to develop leadership capacity (Chapter Seven).

Chapter Four: Re-imagining the curriculum within business and management education: working bottom-up to enhance practice

"We make the road by walking" (Horton and Freire 1990).

4.1 Introduction

Four papers are considered in this chapter. Submission One and Two represent my early work in relation to exploring global perspectives and citizenship at the level of curriculum and pedagogy, and represent the early steps on a journey of change. Submission Three summarises how this work was extended to embrace curriculum change at the level of a School. The fourth paper (Submission 10) has been included in this section because although it was completed later, it represents further enhancement of pedagogy for the global perspectives module but also, because it provides an example of how working with others (in this case library staff) enhances practice and mobilises engagement with the agenda.

As Barth (2013, p.172) suggests *"implementing sustainability into the institution is a learning process, but this learning appears in various ways and with different forms of support needed"* – the papers considered in this chapter represent the early stages of learning and the various forms of support used to begin a process of learning for change. Further, they address a *"gap in terms of research on global perspectives and global citizenship"* where *"there is relatively little small scale empirical research addressing"* how the concepts are implemented in teaching and learning (Caruana and Spurling, 2007, p.78).

4.2 Submission One: The start of the journey

Shiel, C., and Bunney, A., 2002. Global Responsibility and Sustainable Development: tailoring the concepts to business programmes. *In*: *1st Annual Teaching and Learning Conference*, Bristol: Bristol Business School, 1-17.

Submission One is the first publication concerned with the development of global perspectives and sustainable development, although at this point the term 'global responsibility' was deployed. The research, set in the immediate sphere of influence, the local level, set the foundation for later work which would scale to leading institutional change, and then to advocating change for the higher education sector.

The paper presents a case study of curriculum development which I led. As a 'case study' the paper, like many of the publications on the implementation of sustainability within higher education at the time is 'story-telling' (Corcoran et al. 2004) but in the 'rich' sense of the word (akin to Geertz's distinction (1973) between 'thick' and 'thin' description). At the point in time, considerations as to 'what' and 'how' to incorporate these ideas in business education were few.

My colleague, the late Andrew Bunney, contributed to the e-learning development aspects of the project, as the learning technologist. The paper was initially published in the Business School Working Paper Series, and then presented at the national Teaching and Learning Conference in Bristol.

The research contributed to enhancing educational practice within the Business School and then through dissemination, extended debate externally. A synopsis of this case study (McKenzie et al. pp.18-23) featured in the Development Education Association's publication: Global Perspectives in Higher Education: The Improving Practice Series. Further, the learning developed from the project contributed to the identification of the generic themes, skills and dispositions, involved in broadening higher education to include a global perspective as part of a national project with the goal of: *"establishing support for global perspectives in higher-education from major policy-making bodies"* (McKenzie et al. 2003, p.48).

Submission One, was framed in the wake of the Johannesburg Earth Summit 2002. The paper appropriately highlights as its starting point the historical context, referring to 'Our Common Future' (WCED, 1987), 'Agenda 21' as an outcome of the first Rio Summit (UNCED 1992), before going on to consider the recommendations for education from Toyne (1993), Ali Khan's response (1996), and the subsequent work of the UK Government's Sustainable Development Education Panel. The paper

addresses aspects of Ali Khan's research which seemed obvious at the time but with hindsight, was uncommon; writers refer to 'Toyne', but consideration of Ali Khan's work is rare – her valuable contribution in spelling out what is required by F/HE, has been largely overlooked.

Research revealed that despite calls for FE/HE institutions to educate for responsible citizenship and for sustainable development to be part of the learning agenda, very few business schools had addressed the policy context; none had implemented the 'Sustainable Development Education, Business Specification' which had been an outcome of the 'HE21' project (Forum for The Future 1999). Submission One provides a case study of work undertaken to address the 'HE21 spec' and also presents a call to action, proposing a rationale for why business schools should engage with the agenda. The paper sets out a process of curriculum development to address 'global responsibility and sustainable development' across a university school and the implementation of a unit to specifically address the agenda; no other institution at that point, had attempted to implement the HE21 specification, in its entirety, within a business school setting.

Further, the paper describes a participative approach to curriculum design which involved collaboration with a development education practitioner – this was quite unusual in terms of process. The pedagogic approach deployed for the development of the unit was innovative; experiential learning and constructivist approaches were evident in the post-graduate curriculum but uncommon for under-graduates. This approach seemed appropriate given the contested nature of sustainable development, where knowledge is uncertain (Scott and Gough 2003) but was also at the forefront of e-learning at that time, in a context where others were only just beginning to emphasise the value of collaborative learning through online discussion forums. The potential of "*e-learning contexts*" and online forums for "*sustainability related learning*" and "*constructing discussions and debates*" (Cotton & Winter 2010, p.51), would be something suggested by others much later, as would the relationship between technology and internationalisation (Caruana & Spurling 2007).

Apart from being novel, the implementation of e-learning described in the paper also represents a critical juncture in my own development that would eventually lead me

to enhance the student experience of the online environment in relation to global perspectives (Submission Ten, Shiel 2008a) and a parallel strand of research (Shiel & Jones 2004c).

At the time of presenting Submission One, an esteemed academic in environment education critically challenged the development of the unit, commenting that the approach was 'both brave and daring.' My assumption (at the time) was that he had experience of implementing the HE21 specification and that there was an implied criticism - research demonstrating its futility had been missed. He then commented '*good luck because you will be the first – unfortunately no one has done it yet!*' Reflection on this comment highlights both the boldness of the endeavour and that it really was addressing new ground.   Seen from the viewpoint of environmental education, it also implies a degree of naivety and lack of sophistication at the start of the journey. This may have been perceived as a weakness, but actually served as strength: optimism and a different discipline perspective (environmental educationalists were failing to secure wide-spread 'buy-in' for education for sustainable development) contributed to a positive start. However, beyond awareness that the concepts of sustainability and sustainable development were described within business education as the "*strangers at the door*" (Springett and Kearins, 2001, p.213) I acknowledge now, that in 2002, I had little knowledge of the history of environmental education. Essentially I was taking the first steps into new territory, unaware that others had had limited success; not anticipating that SD would continue to have a 'rocky ride' within business schools (Springett 2010).

Reflecting on the starting point, the paper's summary of the emergence of sustainable development is thus weaker than descriptions articulated elsewhere by those who would become colleagues on my journey, and particularly those who had a stronger understanding (for example, Wade 2008b, and Sterling and Scott 2008). The paper does not treat the definition of sustainable development as problematic and this is something that arguably should have been addressed, however by not (fully) addressing this, a certain amount of latitude and 'interpretative space' is offered, which is particularly helpful when trying to make progress in contested territory (Shiel & Jones 2000b). What the paper does very well, however, is outline a strong rationale for engagement and provide evidence of innovation in terms of curriculum

development in business education. It represents a genuine attempt to respond to an emerging criticism (post Enron) that business schools were delivering a narrow and technocratic perspective, failing to deliver appropriate competencies (Thomas & Anthony 1996) and not developing a critical perspective.

This early work pre-empted later developments in business and management education. The pioneering nature of the paper was confirmed when I was asked to present at the Association of Business Schools Annual Conference (Shiel 2002); feedback confirmed that the sector was not engaged in either global perspectives or sustainability. Change would eventually be catalysed by further corporate crises, a relentless criticism that business education did not encourage ethical behaviour (Bennis & O'Toole 2005), or consider social responsibility. Today, many business schools have endorsed PRIME (Principles of Responsible Management Education); some have introduced social responsibility; a few develop global citizens. However, in a tough economic climate the criticism has not abated "*fingers are increasingly being pointed at the academic institutions that educated those who got us into this mess*" (Jacobs 2009, p.A13). The need for business schools to include global perspectives and sustainable development is as strong as ever; the amorality of theories (Ghosall 2005) and a curriculum content which supports '*casino capitalism*' (Thomas & Cornuell 2012, p.330) are still cause for concern. Such comments underscore the 'trail-blazing' nature of Submission One.

Finally, the paper has further significance in that it records the start of working with colleagues in development education (at a local and national level) and seeking to learn from their perspective as part of the first UK, Department for International Development (DfID) funded project, in higher education. As the paper suggests, the challenges of developing a shared understanding of the issues, seeking ways to accommodate different values, perspectives and language, had to be addressed. The process of engagement with development education perspectives served to challenge curriculum development, enabled the development of a more inclusive curriculum and subsequently gave rise to a number of new disciplinary perspectives including: developing learning about citizenship through community engagement (Ridolfo and Shiel 2004); the deployment of 'Preferred Futures' (Hicks 1996) to inspire futures thinking and; a final year core unit to enable students to explore their own values,

challenge orthodoxy and manage uncertainty and ambiguity. The latter, and a consideration of how to consistently and effectively provide assessment guidance and feedback to students on the development of their reflective capabilities, is the focus of Submission Two (Shiel & Jones 2003).

4.3 Submission Two: Exploring pedagogy for 'critical being'

Submission Two. Shiel, C., & Jones, D., 2003. Reflective learning & assessment: a systematic study of reflective learning as evidenced in students' learning journals. *In*: *BEST LTSN Conference*. Brighton.

 "*Change begins with the learner. This may mean reflection on personal behaviour and practices and acting accordingly.*" (Hogan & Tormey 2008, p.14)

This paper (at the outset of the journey) laid the foundations for developing approaches to engage students with reflective learning as the first stage of development, before the concepts of global citizenship and sustainable development were explored in depth. As assessment drives learning (Biggs 2001), it seemed important to consider alternative assessment approaches.

I have consistently argued that global perspectives is about developing 'critical beings' who can address 'super-complexity' in the sense used by Barnett (1997, 2000). It has therefore always seemed important that the pedagogic approach should enhance the development of the 'critical skills' that are at the heart of learning outcomes for all graduates (Shiel 2009a & 2009e), whereby learners are enabled to locate knowledge within the wider context (social, cultural, historical, economic, political and environmental). The unit examined in this research was an attempt to do just that and was implemented as an outcome of the initiative to embed the global perspectives agenda within the undergraduate curriculum and to enhance pedagogy. The pedagogic approach aimed to be appropriate for education for sustainable development (where ambiguity and uncertainty are features to be grappled with), and 'critical management' education (Grey 2002, p.506) where "*the messiness of organisational life*" is explored and primacy is given, to students' experiences and 'voice' (Grey, Knight, and Wilmott 1996). The pedagogic approach and the nature

of the research, is also compatible with a fundamental premise of development education: 'start from where the learner is'; if "*change begins with the learner*" it is critical that the educator refines their sense of how the learner perceives the world - at the heart of the research was this last endeavour.

Moon (2000) offers a comprehensive consideration of the potential of learning journals, to not only deepen the quality of learning but through reflexive learning, to enable the learner to consider personal constructs and world-views. In a context of seeking to develop global perspectives and more 'critical beings' (Barnett 1997), journals were implemented with the aim of exploring their potential as a method to enhance self-awareness and develop critical reflection in the undergraduate curriculum. Unfortunately good intentions do not always lead to positive outcomes. In the first phase of implementation it quickly became apparent that: explaining to students what reflective learning might look like and how it would be assessed was a challenge; marking the assessment was problematic, particularly when students used a variety of forms to represent their learning. This 'problem' became the focus of the research in Submission One.

I could not have anticipated the extent to which the research would contribute to my own professional practice and lay the foundation for developing pedagogic approaches which would encourage transformational learning, and which would later enable students to consider their ethical perspectives on global issues. The detailed research behind the paper, particularly the literature review on reflective learning and the exploration of the work of Dewey (1933), Habermas (1971), Van Mannen (1977) and Mezirow (1990) were inspirational and have influenced my thinking about the type of learning necessary for sustainable development and global citizenship, particularly ideas of 'higher order learning' (Van Mannen) and Dewey's work on identity, experience in relation to actions, and transformation. Their writing and the concepts of critical reflection, reflexive practice, and transformational learning (particularly being able to locate knowledge in the socio/economic/ historic/ environmental contexts) offer useful insights for developing educational practice; they are important considerations for developing 'critical being' (Barnett 1997) and thus, ESD and global citizenship. Seeking to facilitate transformative learning is essential if we are to secure a sustainable future (Sterling 2001) but at the time of

Submission Two, there was little research which suggested the form that this might take, or how it might be assessed. Even in 2013, 'transformative pedagogy' for ESD is a relatively new field (Ryan and Cotton 2013).

Further, the unit described in the research had the overarching aim of enabling students to cope with ambiguity and uncertainty, again something which is at the heart of ESD (Scott & Gough 2003) but which also aligns with what Barnett would later describe as "*learning for an unknown future*" (Barnett 2004, p.257) and the need to develop capacity and "*new modes of being.*"

Barnett describes the pedagogical challenge (of learning for new modes of being) as:

"*none other than the eliciting of a mode of being that can not just withstand incessant challenge to one's understanding of the world, such that any stance one takes up is liable to be challenged, it is the even more demanding task of encouraging forward a form of human being that is not paralysed into inaction but can act purposively and judiciously*" (p.259).

At the time, I had no idea that the curriculum and pedagogic approach which I had deployed aligned with the concept of 'new modes of being' which within Barnett's 'pedagogical options' schema, suggests an approach which focuses on ontological concerns (being) rather than knowledge. Barnett suggests that such pedagogy is: "*both high risk and transformatory in character*" (p.257); I was interested in transformation but relatively naive in terms of the risks of the approach.

Learning journals are an excellent tool for enabling learners to explore self, self in relation to other (something which Killick (2007 & 2011b) suggests is an aspect of developing global citizenship), and views of the world. They are also a useful vehicle for encouraging learners to move towards higher levels of reflection which may result in transformative learning (Van Mannen 1977), which is an integral aspect of ESD. The challenges of using journals as part of formal assessment however, should not be under-estimated: what they reveal may be beyond the expectations of the tutor; their content may defy intended marking frameworks.

The paper summarises a process of detailed conceptual and empirical work and the deployment of an innovative methodological approach which involved moving between the highly theorised language of the key authors on reflection, and the language used by students. The method made it possible to tease out how reflection might be evidenced. The techniques of template analysis enabled the development of an analytical tool, which over subsequent cohorts was tested and refined. Professor Jones acted as a 'critical friend' in the process of testing and refining the framework.

The research offered new insights for the business and management subject community at a time when using learning journals as part of assessment within undergraduate business and management education was uncommon; no one else had undertaken empirical work of this nature to refine their use in assessment. As a result, the publication spurred several invitations from other institutions to lead workshops on learning journals and reflective learning.

The thinking developed from the research contributed directly to establishing pedagogy for global perspectives and ESD, at a time when there was very little evidence of such 'pedagogies' within higher education. Indeed several years later, others would comment on the lack of development of 'sustainability pedagogies' and the lack of incorporation of 'new social learning approaches' (Cotton & Winter 2010; Tilbury 2007). Submission Two thus, exemplifies educational research into the incorporation of a new approach and provided a platform in two respects: firstly, in relation to developing ideas around transformative learning (Shiel 2009f); secondly, the deep understanding of students' perspectives which was gained from the immersion in their language would lead to the development of 'non-threatening' workshop material to enable students, to explore attitudes, values, and beliefs which, in turn, fostered staff development workshop material which enabled others to consider approaches for surfacing worldviews (Shiel 2009c).

4.4 Submission Three: Shaping school-wide curricula

Shiel, C., & Jones, D., 2004b. Global perspectives and higher education: Taking the agenda forward in a business school. *The Development Education Journal*, 10.3 (June), 10-12.

Submission Three was accepted as a themed refereed article in an edition of the journal which focused on '*rethinking subject knowledge*' within the higher education context. The article is an extension of a conference paper which was presented to the business and management academic community (Shiel & Jones 2004a).

I have selected this paper as it represents an example of 'knowledge mobility' (White 2013) and taking knowledge back to the practitioner community. The paper was written for development education practitioners as part of a policy change agenda, with a view to enabling them to consider how they might engage with higher education. It makes a contribution to education for sustainable development by offering a case study of experience and 'constructive guidance' on how to engage commitment to adopting sustainable development as 'core business' through the development of a persuasive conceptual argument but also a 'professional rhetoric' – an employability perspective.

This paper might have been included in the later chapter which considers research designed to build capacity externally however I have considered it here, because essentially it is about developing a case for wider curriculum change. It represents a shift from introducing global perspectives within particular units to a broader curricular approach. The paper emerged from 'reflection on action' (Schön, 1983) at a stage of the journey where developments had scaled from intervention at the level of a module to intervention at the level of a school, with the goal of securing a shift in a business school's philosophy and culture.

The main contribution of the paper is three-fold. Firstly, the paper shows how development and business educators have the potential to work in partnership to engage commitment and secure change within higher education - providing attention is given to aligning perspectives, developing a mutually acceptable language, and then exploring various ways to articulate a persuasive rationale for change. An account is provided of how a development education specialist worked with Business School staff, and how the relevance of the concepts of sustainable development and global perspectives for business and management education was demonstrated.

Secondly, the paper highlights the critical importance of the QAA (Quality Assurance Agency) Subject Benchmark in curriculum review and the potential within this external reference point to legitimate a change agenda, under the guise of quality enhancement through established quality processes. This early proposition had not been articulated previously; the link between either global perspectives or ESD and quality assurance and enhancement, had not been made in the literature. Subsequently, others would see the importance of the link for taking development forward (see Ryan 2011a); invitations to lead workshops at other institutions to explore alignment with Benchmarks in other disciplines and quality assurance would result. The link to QAA would also set the foundation for change within my own institution resulting in a re-drafting of 'Curriculum Guidelines' to include consideration of global perspectives and sustainable development (as advisory but not compulsory).

Thirdly, the paper suggests that essentially what is required is a broadening of the curriculum to embrace a global perspective: academics need to explore the global dimension of their own subjects and question whether teaching and pedagogy reflect an ethnocentric perspective. In a context where international student numbers were increasing, the contribution to knowledge lay in articulating questions about whether approaches were fit for purpose and whether "*teaching provides the knowledge, skills and values to participate in a global society*" (p.12), or unwittingly maintains the status quo.

The paper is a brief but succinct summary of a complex project, written to encourage development education practitioners to explore engagement with universities by setting out what has been achieved through collaboration and the potential for the future. As a result of the research, a request was received to develop a version of the paper, to be translated into Russian, and submitted (in English and Russian) as part of a collection of papers from countries joined in the Bologna process as part of the 'Common European Space of Education, Science and Culture' (Shiel & Jones 2005a).

4.5. Submission Ten: Enhancing e-learning for global perspectives; working across boundaries

Shiel, C., 2008a. Embedding e-resources in Distance Learning: A New Way of Working but is Learning Enhanced? *The International Journal of Learning*, 15, 1-14.

Others have alluded to the relationship between 'e-learning' and sustainable development and internationalisation (Cotton & Winter 2010; Caruana & Spurling 2007) but at the time of publishing this paper, there was no evidence of empirical work of this nature. In 2008, pedagogies for global perspectives and ESD were only just emerging and certainly not documented. This submission represents research with the objective of enhancing pedagogic practice and delivering more effective support to students, at the level of my own teaching practice, in the context of a fully online Global Perspectives Module. It offers an example (like Shiel & Jones 2005b) of where my interests in technology as a delivery vehicle have aligned with my interests in developing global perspectives. It also reflects a way of working 'across educational boundaries' (Shiel & Jones 2004a) that is essential for the transformational shift that is required for sustainable development. Transcending boundaries, participative approaches and trans-disciplinary working, have been an important facet of my approach to change.

The paper represents my commitment to developing new practice through working in partnership with others (co-operative inquiry) and to enhancing student engagement and learning in a trans-disciplinary context. It also demonstrates a commitment to environmental sustainability (reducing paper resource).

The research was undertaken as part of the 'Pathfinder Project' (p 15) which was aimed at enhancing the student learning experience by aligning learning activities with e-resources. The module outcomes are highlighted and the pedagogic approach 'collaborative learning' in an 'online' environment is described. The rationale for research had its roots in a problem related to teaching global perspectives: the breadth and trans-disciplinary nature of the subject make any attempt to recommend one text over another impossible; prescribing one text is counter-intuitive to a constructivist, collaborative pedagogic approach. In seeking to offer the broadest

possible suggestions for reading (and keep boundaries open) it quickly became evident that the accumulating 'resource pack' would not only be too over-whelming for learners, but would be too costly to mail to students at a distance, and likely to date quickly. The extent of the problem did not become evident until the end of the e-learning production process, as during the early stages of developing an online curriculum, the focus had centred on developing a strategy for engagement and constructive alignment (Biggs 1996) – compiling the full set of resources had been left until the end. This challenge (and a funding opportunity) was the trigger for research into a possible solution.

The research involved testing a new way of working with subject librarians in the development of e-learning for global perspectives, and then an exploration of how students engaged with the resulting outcomes. The literature review showed that academics developing e-learning rarely worked with library staff in the development phase; very few studies of e-learning environments researched the view from 'the inside out' i.e. how students in a virtual environment engage with reading resources. The research therefore served not only a practical purpose but addressed a gap in the literature.

The process of curriculum development based on partnership (with a professional services colleague), rather than being the sole province of the academic, was novel. Just as partnership working with development education practitioners required the development of a mutual language, the same was true of working with library staff. The process was challenging but mutually beneficial: the academic learned about copyright; the librarian learned about global perspectives.

The paper details the challenges of the process, how copyright issues were overcome, and how the output (fully embedded resources) was perceived by learners. Of specific relevance to global perspectives were the results (and later textual analysis which is not documented in this paper) which revealed that most of the material to deliver 'content' is available on the web; learners are perfectly capable of introducing their own high quality material. The creativity of students and the sophistication of their engagement in relation to exploring global issues in a virtual environment supported the argument that academics lag behind 'digital natives' (Ball

et al. 2007) The students went beyond expectations in terms of the resources they introduced, the perspectives they explored, and the software that they applied.

As a result of the research (and beyond the paper) a new protocol for developing online provision was implemented. Within the global perspectives unit the material was further refined; new resources created by students were held in a repository. As an outcome of student engagement, performance was exemplary and commented on by the External Examiner:

"*excellent examples of undertaking research, exploring alternative perspectives, and attempting to explore the connections between what may seem like very different global concerns. Students have really exhibited critical ability in relation to sustainable development and impressively located issues in their historical, political and social context.*" (External Examiner feedback)

The contribution of the paper is to highlight a new approach to curriculum design (collaboration and embedded resources) and to suggest that as academics we should be cautious of assuming that we need to develop and find resources; students are extremely creative and passionate in exploring global concerns and identifying appropriate resources in an e-learning environment.

Chapter Five: Developing a whole-institutional approach: articulating a rationale to engage; developing strategy; understanding student and staff perspectives.

5.1 Introduction

In this chapter, my submissions emerge from research which was conducted in relation to scaling global perspectives from implementation within a school (Submission Three), to developing a framework for a 'whole-institutional approach' and a strategy for institutional change. Within the UK, at this time, there were only a handful of higher education institutions that were seeking to lead holistic change of this nature, examples include Plymouth (Sterling 2005; Selby 2009) which would go on to implement its '4 C model' (see Jones et al 2010) and Bradford, which would become well-known for its 'Ecoversity' initiative (see Hopkinson, Hughes and Layer 2008; Hopkinson and James 2013); five other universities in the early stages of developing similar approaches contributed to the DEA's Higher Education project (McKenzie et al. 2003) but were not all successful in taking this further. In 2013, there are many more examples, with several under the banner of implementing institutional approaches for ESD (although some of these embrace aspects of GP and GC). However, it remains the case that while the need for whole institutional approaches to address SD is recognised (Wals 2012), progress continues to be patchy (see Sterling et al. 2013).

I have included within this chapter Submission Four (Shiel et al. 2005) and Submission Seven (Shiel 2007b) which emerged from the Leadership Foundation Project. Submission Nine ii (Petford & Shiel 2008) could have been included under the leadership chapter but has been included here because it represents a further stage of institutional development.

A critical aspect of developing the institutional approach to change and building capacity has been working collaboratively with students and staff and considering their perspectives. This has not only served to inform change but has also served to benchmark progress. Submission Eight (Shiel 2007c) and Eleven (Shiel 2009d)

emerged from data collection which was undertaken to inform institutional developments. Submission Fourteen, (Shiel & do Paço 2012) extends developments by comparing BU students with students from a Portuguese university. This later paper was a by-product of a new area of international research, which has involved working with colleagues in four countries to explore green behaviour – the data gathered as part of this larger project, offered an opportunity to explore whether BU students were more, or less 'green'.

5.2 Submission Four: Developing a rationale linked to employability

Shiel, C., Williams, A., and Mann, S., 2005. Global Perspectives and Sustainable Development in the Curriculum: Enhanced Employability, More Thoughtful Society? *In*: Newland, B., Norman, K., & Johnson, M., eds. *Enhancing Graduate Employability: The roles of learning, teaching, research and knowledge transfer*. Bournemouth: Bournemouth University, 2-16

The paper starts with a summary of the context at BU and the early stages of the development of global perspectives; such summaries inevitably involve some repetition but it is important for new readers to understand the context in which the work has emerged. The extension of the work and the important contribution of this paper is the articulation (for the first time, in the UK) of how developing a global perspective aligns with the key policy driver of employability, briefly referred to in Submission Three; a theme which was later to be reinforced by others, and increase in significance. The paper essentially argues that knowledge and skills are enhanced by developing a global perspective, particularly transferable skills, extending the proposition that was made in Submission Three. The paper refers to developments in other countries where aspects of global perspectives align with preparing graduates for an effective contribution to work and society, referencing the research on the concept of 'service learning' (Annette 2003) in the USA and the important work in Australia to develop 'Graduate Qualities' (Leask 2002). In regard to the latter, the development of a graduate who demonstrates "*international perspectives as a professional and citizen*" ('Graduate Quality 7', Leask 2000) is particularly significant. The paper then goes on to develop the rationale and relevance to employability, within Bournemouth University, explicitly demonstrating how a

global perspective facilitates the development of the transferable skills identified in all curricula – something which would be referenced and developed further by others (Caruana 2007; Bourn and Neal 2008; Bosanquet et al. 2012).

Research which considers the external employability context and employment, from the perspective of recruiters and employers is then considered, providing evidence of an emerging demand for graduates who have a broader world-view and are able to work across cultures.   It is suggested that this demand would continue to increase in response to changes in policy and the global context. The research presented in this paper not only contributed to highlighting that more work needed to go into developing employability within the university but served to reinforce a case for developing global perspectives and resourcing the endeavour. Internally, it resulted in some of the attributes of the global citizen identified in McKenzie et al. (2003) being incorporated into a model of Personal Development Planning (Gush 2006). Subsequently, 'developing globally employable graduates' became a component of both internationalisation and employability within BU (Shiel & Petford 2008).

On reflection this paper was at the forefront in highlighting concerns that universities faced a shifting graduate recruitment context. The proposal that higher education should better prepare for 'global' employability was ahead of its time, and presented before the topic would attract wide-spread attention. Subsequent research would later refer to this paper (Bourn & Neal 2008; Caruana & Spurling 2007); others would highlight that UK students were likely to fall short in the employment market (CIHE 2011), and confirm evidence of a 'global skills gap' (British Council/Think Global 2011; British Council/YouGov 2011).

"*The UK can either sit back and wait for BRIC nations to develop the best global graduates or can start to address this issue now. In order to rise to the challenge, it is crucial that UK universities and employers collaborate to produce the best global talent, and indeed the next generation of global leaders. The UK must ensure that its graduates keep pace with global expectations.*" (CIHE 2011, p3).

At the time of the publication, familiarity with the perspectives of recruiters was something that largely rested with the staff in the Careers Office – it rarely fed back

to academic staff. Some academics were undoubtedly involved in taking forward personal development planning (which was being implemented across HE) but were not necessarily aware (beyond employability statistics) of a fundamental shift in the employment market. In time, the link between employability and internationalisation was something which I developed further with outputs taking the form of 'keynotes,' at other institutions and for external policy organisations (for example, Shiel 2009a, 2009b, 2009e, 2012a). Others would eventually build on my contribution developing the link between global perspectives and the employability agenda (Caruana & Spurling 2007; Jones 2011).

5.3 Submission Seven: A strategic approach to change

Shiel, C., 2007b. Developing and embedding global perspectives across the university. *In*: Marshall, S. ed. *Strategic Leadership of Change in Higher Education*. London and New York: Routledge, 158-173.

This book chapter provides a case study summary of the Leadership Foundation Fellowship project undertaken in 2005. The book was developed by the Higher Education Leadership Foundation and comprises "*a series of compelling stories of change…and practical lessons for leadership and change in higher education*." (Wooldridge, in Marshall, S. 2007, p.xviii).

My submission represents reflection on experience, documenting the institutional level project which I had led at Bournemouth University as part of my Leadership Foundation Fellow, with the goal of developing an institutional strategy to embed global perspectives across the University. My contribution lies in the provision of a detailed account of the work undertaken to achieve institutional change, the deployment of a participative change methodology and a consideration of the outcomes and challenges of the approach.

The chapter offers an insightful summary of the initiative but the constraints of word limits and format meant that the full extent of the research that lay behind the project was more briefly sketched (pp.162-163), rather than fully revealed. In the early stages of the project (which had a dual purpose of also contributing to my own

leadership development as well as leadership development in the sector through dissemination and coaching of other leaders) it had been agreed that a key output would be the development of a business case for embedding global perspectives and sustainable development within the university. This would take the form of a Business Report. The method of data collection required to deliver what became, a 'Report and Action Plan' (Shiel & Mann 2005) was comprehensive but is only briefly referred to in the 'Planning' section (p.160). The chapter does not really do justice therefore to the amount of desk-based secondary research, curriculum audit, participative research, focus groups, interviews and survey work that was conducted as part of developing a 'SWOT' analysis and 'PESTLE' which formed part of the business report and action plan. What is not evident in this chapter is that the project involved a detailed summary of all previous policies relating to the concepts, a review of the curricula initiatives of HEIs globally, and an internal process of participative research that was substantial and painstaking.

Although the detail is not fully summarised, what is described that is important, is how the method of data collection was aligned with the change approach i.e. the participative process of data gathering became an opportunity to educate and communicate, 'sowing seeds' in the sense used by Quinn (1980) while at the same time 'need-sensing'. The chapter expands on a change methodology which was selected because of its fit with a development education perspective (particularly the need to acknowledge the starting point of the learner), its alignment with my own world-view, and the need for 'participative evolution' (Dunphy & Stace 1993).

As Marshall (2007) suggested, HE lagged some ten years behind the private sector in terms of applying leadership theory and deploying private sector models of change; the need to learn the 'art' of leading and managing change was "*high on the institutional and individual developmental agenda*" (Marshall, S. 2007, p.2). My 'capacity building' approach to change in a higher education setting was relatively uncommon and makes an important contribution by suggesting an alternative to structured 'top-down' frameworks, approaches which rely on incentives, and compliance models. It also offers consideration of how Quinn's theoretical framework (not previously applied in a higher education setting) might be applied as part of the change process.

Although the paper is largely an evaluation of the leadership of an inclusive approach to change in a higher education, the concept of global perspectives is elaborated further, the relationship between sustainable development and global perspectives is explained and a link is made between global perspectives and diversity. The suggestion that global perspectives aligned with the equality and diversity agenda was something that may seem obvious but has been rarely considered:

"*All too often though internationalisation and E&D manifest as two separate and unrelated discourses in universities*" (p.11 Caruana & Ploner 2010).

The chapter provides a brief summary of survey data that was gathered from students and staff during the project; aspects of the data are discussed further in Submission Eight (Shiel 2007c).

5.4 Submission Nine ii: Extending strategy

Petford, N., & Shiel, C., 2008. A holistic approach to the 'globalisation' agenda at Bournemouth University: the role of senior management. *In*: Shiel, C., & McKenzie, A. eds. *The Global University: the role of Senior Managers*. London: BU/DEA, 20-25.

Submission Nine comprises two parts: part i (Shiel 2008c) is discussed in Chapter Seven, The role of Leadership; Submission Nine ii, is considered here as although it relates to leadership and indeed concludes with lessons for leaders, it offers important insight into the institutional-wide approach to change.

The paper presents a case study of the strategic development of global perspectives set in the 'realpolitik' of institutional life; insight into the thinking behind a proposed structural change is provided. It is suggested that a fully integrated and holistic approach to global perspectives aligned to the internationalisation agenda might better serve the new Corporate Plan and a vision to embed global perspectives; it would also enhance internationalisation and enable issues related to 'internationalisation at home' to be addressed.

The paper goes on to explain how a 'Centre for Global Perspectives' would fulfil a cross-university role, transcend academic/professional services functions in its remit, and take on responsibility for some of the 'non-academic' functions of the International Office related to the student experience. Although the paper does not suggest this explicitly, part of the logic for the latter was to bring academic research to bear on international activities. It was also hoped that by separating out 'international recruitment' (which within the organisational structure, would be re-located to Marketing), that this would serve as a 'symbolic act' and signal a shift from a heavy focus on the economic aspects of internationalisation. The strategic intent was to be at the forefront of the literature on the internationalisation and leadership (Middlehurst 2006; Middlehurst and Woodfield 2007; Fielden 2006) and to exemplify a new approach to the leadership of internationalisation.

The paper refers to the institutional model (Shiel & Mann 2005) for global perspectives and suggests that a Centre, would act as a "*hub*" to support the development of global perspectives and sustainable development across the University. The potential activities of the Centre, all of which addressed the emerging literature on best practice in internationalisation (for example, Jones 2006; Jones and Brown 2007) are outlined, before a number of internal issues to be resolved before implementation are considered. Finally, the paper offers reflective learning on the role of leadership in such endeavours.

The case study and the proposal to align the global perspectives agenda with 'a new approach to internationalisation' was regarded by colleagues (participants in the Global University project) as innovative. What the publication underplays is the 'arduous' nature of the journey (it was highly political and demanding emotionally). The statement "*when an initiative involves breaking the mould in terms of working across traditional/non-traditional boundaries, the vested interests at stake are considerable: stakeholders need to be won over*" (p.24) is certainly under-stated.

The paper served to underline the critical role of leadership in providing an "*enabling framework or operating environment for change*" and that "*political support is necessary to challenge the institutional hurdles*" (p.25) within higher education.

Colleagues participating in the 'Green Academy' [1](2011) with a view to leading change within their institutions, commented that these points were useful, especially the advice on linking developments to the strategic vision of the institution, something which others confirm (Jones & Lee 2008).

5.5 Submission Eight: Understanding student and staff perceptions

Shiel, C., 2007c. Developing the Global Citizen: the way forward? *The International Journal of Learning*, 14, (4), 153-168.

This paper draws on part of the focus group and survey data gathered when developing the institutional change strategy (referred to in Submission Seven) and applies this, to internationalisation within higher education, cross cultural learning, and the issues relating to diversity (of the student body) and thus extends my contribution to knowledge in this area.

Student focus groups were held to elicit student perceptions; a survey was then developed to gather data on the broad range of issues within the global perspective framework. The survey data referred to in this paper represents an extract from the larger data set and relates to student responses to questions around their global concerns and perceptions of their international experience; staff survey data is also included and a small part of the staff interview data.

The paper begins by summarising the background context at BU and then the data collection process is described. The paper then presents key findings from the focus groups, survey and interview data.

The results were interesting from an institutional perspective as they enabled consideration as to whether students and staff hold a global perspective, whether the curriculum reflected a global perspective, and whether students benefitted from internationalisation and cultural diversity. The data shows that generally: students found it difficult to provide definitions of 'global' terms; that they felt BU was

---

[1] 'Green Academy' is an Education for Sustainable Development change programme facilitated by the Higher Education Academy.

international because of the presence of international students; that while students share the same global concerns, international and UK students perceived themselves as largely separate groups with little cross-cultural learning encouraged; the extra-curricular sphere was seen as offering potential for developing a global perspective and cross- cultural learning; the curriculum largely catered for the needs of UK students and more opportunities for learning within and from other cultures would be welcome.

The results from staff also supported a need for further curriculum development with a range of inhibitors to change identified and a lack of staff expertise in some areas revealed. The staff interview data suggested that international students were largely seen as a 'problem' which underlines what others have described as the 'deficit' model of international students (Ryan 2011b). The results indicated a need for staff development with a focus on inclusive approaches to learning and teaching, and the further development of the cross-cultural skills of staff (Black 2005).

The interview with the Diversity Officer provided a pragmatic insight: too often the labels used internally serve to exclude. Thus, if we label an event 'international' or 'global' then those who do not perceive themselves as such, do not attend. This reinforces the discussion in Chapter Three about the 'double-edged' nature of labels (Sterling 2004) and highlights the on-going need to be reflective on the descriptors we deploy, something which I shall return to later.

An intention of the paper was to make more explicit the link between cultural diversity and the global perspectives agenda, which included internationalising the curriculum and developing inclusive pedagogy. One of the rationales for developing global perspectives has always been the argument that the campus and learning would be enriched through an inclusive environment where perspectives between cultures were shared and contributed to learning (Shiel 2007a).   The paper reinforces the link with diversity, and highlights the role of staff   "*as mediators between cultures*" (Fielden 2006, p.5) however this key message, which was clear when the research was originally presented, became diluted in the review/editorial process.

However despite these weaknesses, the research not only informed the change agenda at BU but made a contribution to what was an emerging area of literature at that time, which focused on exploring the gap between UK and International student experiences and developing strategies to bridge that gap. Valuing international students as a rich resource for 'internationalisation at home,' considering issues of inclusion in the curriculum, and enhancing pedagogy to secure cross-cultural learning, were only being addressed by a few, with "*faltering steps*" (Killick 2006b, p.36), within UK higher education. With time, others developing global perspectives would take up this work (Bourn 2011b), particularly in the Australian context, and refer to this paper (see for example, Bosanquet et al, 2012).

5.6 Submission Eleven: Checking progress, enhancing understanding to develop 'internationalisation'

Shiel, C., 2009. Global Perspectives and Global Citizenship: Understanding the views of our learners. *The International Journal of Learning*, 16 (6) 689-720.

As the title suggests, this submission represents further work to 'understand the view of the learner' and to take stock of progress, in the context of the need to develop strategy further and extend approaches to embed global perspectives and address the internationalisation agenda. The publication makes a strong link between these themes and expands on the work of the Centre for Global Perspectives. In eliciting the perspectives of both UK and international students the paper was addressing a gap in the literature: as noted earlier, much of the research on internationalisation represented a 'pre-occupation' with the needs and perspectives of international students (Caruana & Spurling 2007) – UK students' perspectives were rarely sought.

The paper starts by explaining the BU context, including the development of the new International Strategy and the strategic remit of the Centre in developing a 'global outlook' which embraces: education; internationalising the student experience; extra-curricular activity; enhancing experience of other cultures through mobility and; developing staff capability. The paper then focuses on research which was undertaken to inform this remit and the broader institutional commitment to

developing global citizenship (including students' engagement with sustainable development, Fairtrade and volunteering).

The paper describes how an online survey was developed (building on some aspects of the survey undertaken in 2005 and reported, in part, in Submission Eight) with some adaptation of questions, to elicit data which would enable a better understanding of students' perspectives, to inform further change. The research was designed to serve a pragmatic purpose, as a result a weakness of the paper, is that it lacks an explicit explanation of how the questions used in the survey were derived. In fact, many of the questions relate to the global citizenship 'model' (Shiel & Mann 2006) which suggests that students should be aware of global issues, global processes, understand sustainable development and be developing cross-cultural competence in an international community. The questions relating to the future and employability reflect the global perspectives approach at Bournemouth, where 'futures thinking' is part of ESD,   and the case for alignment with the employability agenda has been made from the outset (see Submission Three).

The literature on internationalisation is referred to at the start of the paper but what is missing, is the literature that emerged in response to the 'problem' of international students (see for example Biggs 2001; Haigh 2002; De Vita, 2001) and also the emerging evidence of UK students lack of engagement in mobility, which has continued to grow (Findlay et al. 2006; King et al. 2010; Sheppard & Bellis 2008). The internationalisation literature was well known to me having reviewed the Higher Education Academy's excellent Literature Review of Internationalisation (Caruana and Spurling 2007), but might have helped readers understand the theoretical background to the research.

The results however were important, adding to a body of knowledge that was accumulating around global perspectives and international citizenship, much of which as Caruana and Spurling suggest (2007) had remained in the 'grey area' outside of journals and used to inform institutional change strategies.

The data presented suggests the framework and strategy for developing global perspectives at Bournemouth had resulted in some progress. The student population

was far better informed in terms of global perspectives, more able to articulate definitions of global citizenship, and more concerned about global issues than was the case previously reported, in Submission Eight. They were also more likely to be engaging in activities to conserve the environment than those students who responded in 2005. Further, respondents generally reported that they felt that their courses prepared them for a global workplace. This might suggest that curriculum initiatives undertaken since 2005 had been effective, with the caveat that the results also revealed areas of the curriculum such as nursing and midwifery, where global perspectives had not been addressed.

Of particular interest were the results relating to the perceptions of UK and International students, of each other and their experiences. The data reinforces what others were reporting and would go on to echo (Haigh, 2002; Ryan, 2011b): international students often find themselves (not through choice) in 'ghettos'. Yet the responses also show that the majority of international students would genuinely like to get to know UK students, but also suggest that UK students are 'hard to get to know', in part because of alcohol, binge drinking (not previously noted in other research) and conversations which related to television 'soap watching'. Respondents also highlighted the language barriers and a lack of opportunity for socialisation. UK students also responded that they would like to get to know international students but were less likely to suggest that tutors actively encouraged them to work together. The results supported the need for further developments: a consideration of more inclusive pedagogy; the development of extra-curricular opportunities for socialising (less culturally engrained); a review of international student support to ensure that institutional practice albeit with the best intent (focusing on international students as a distinct group), was not inadvertently contributing to the creation of ghettos.

The data provides evidence that students irrespective of nationality, share similar fears about their future, and as expected highlighted concerns such as money, health and employment, although 'pollution' was not far behind. Interestingly in regard to who they see as having responsibility for a sustainable future, the results reveal a student population who strongly believe that they, as individuals, have the main responsibility before government. Although not reported in the paper, this was in

contradiction to responses from staff - they were more likely to suggest that responsibility lay firstly with government.

The paper also provides useful data in relation to the mobility agenda. At the time, there was an increasing perception of UK students unwillingness to engage with mobility but literature in this area mainly focused on 'mobility flows' and statistics showing the imbalance of inward/outward mobility (for example ERASMUS reporting by the British Council; Findlay et al 2006) rather than exploring the perceptions of students, consideration of which would begin to emerge from 2010 (King et al 2010). The data shows that over half of the population would definitely be willing to engage in an international activity, with a further 36% considering it a possibility; inhibitors were identified as costs, family, lack of confidence and skills, and lack of interest in other cultures. These results were much more positive than expected given mobility statistics but within Table Seven lies an important explanation: students preferences are for 'International Summer Schools', or study experiences of a much shorter duration than those that were and are, currently available (usually one Semester duration) within the curriculum. Table Eleven also revealed a willingness to engage in volunteering both locally and internationally, which was largely untapped – something which would later be taken forward at Bournemouth but which would also be a feature of developing global perspectives and global citizens at other institutions (for example, Shiel 2012b; Jones 2010).

The results show that the preferred destinations of students for mobility are rather narrowly constrained (the USA, followed by Australia) which supports other studies (Varghese 2008). China and Africa however were also fairly close in the preference list, which perhaps reflected the attention drawn to these countries as part of global perspectives initiatives (particularly extra-curricular events), within the institution.

As the paper suggests the survey and the account presented in this submission is just a snapshot of the analysis. The research had practical enhancement outcomes in terms of BU: the data was discussed at committees; further initiatives were developed including a Global Learning Seminar Series; more opportunities for volunteering were sought, and further work was undertaken to overcome the barriers to mobility.

In terms of the wider contribution, the research addressed a gap and the criticism that empirical studies focused mainly on international students and their support (Caruana & Spurling 2007); research which considered the 'home' students' perspectives, with the exception of work related to the perspectives of language learners (Killick and Poveda 1998), was limited.

The paper also served to extend awareness of the concept of developing 'global citizens' and global perspectives which became referenced by others in unexpected sources (Crossman 2011; Moeller & Harvey 2011).

5.7 Submission Fourteen: Exploring the impact of SD policies, comparing UK and Portuguese students

Shiel, C., and Paço, A., 2012. The impact of university policies for sustainable development on students: A comparison of students from two institutions, one in the UK and one in Portugal. *In*: Leal, W. ed. *Sustainable development at universities: New horizons*. Frankfurt: Peter Lang Publishers, 575-586.

This paper provides a further contribution to understanding student perceptions; in this particular example, the output was based on work designed to explore whether BU students' responses to issues related to environmental behaviour were any different to students at other universities. The comparison with students in Portugal, as an exploratory study (and new direction), seemed interesting because the Portuguese institution selected represented a context where, compared to Bournemouth, there was a lack of institutional policy relating to sustainable development. As the data was already available, this initial comparison was selected as a pragmatic starting point before embarking on further work (not considered in this submission) to compare students between other institutions in the UK, other institutions in Portugal (where the agenda was more developed), and institutions in other countries. The intention of later work (which is on-going) is to explore more fully, policy context differences and cultural differences.

The data which formed the basis of the comparison in this submission was drawn from a larger data set which included students from the UK, Germany, Portugal and

Spain. The larger data set arose from research which had as its prime intention, the goal of developing and testing a 'green consumer behaviour model' (Paço et al 2013a) and was then (subsequent to Submission Fourteen) extended to test for differences between students in the four countries (Paço et al 2013b).

The research and particularly the questionnaire design built on my interests in understanding students' attitudes and values (Shiel 2009c), and extended this to include a consideration of some of the 'green behaviours' that the global perspectives agenda at BU, had sought to encourage, for example, conservation behaviours, futures thinking, purchasing Fairtrade.

The model used in the original research (Paço et al 2013a) tested the relationships between concepts such as Man-Nature Orientation, Generativity, Environmental Concern, Perceived Consumer Effectiveness, Conservative Behaviour and Buying Behaviour; structural equation modelling was used to assess the significance of relationships between concepts. The concepts are explained in Submission Fourteen (P579) but not the full development of the model.

The paper starts by introducing the role of universities in relation to the goals of sustainable development and notes that progressing education for sustainable development in Europe has been "*variable but rarely spectacular*" (Wals & Blewitt, 2010, p.60). The paper identifies that despite a substantial literature, much of which is prescriptive, there is a lack of empirical work which focuses on evaluating whether institutional approaches to ESD, actually make any difference to students.

 The educational and institutional contexts of the two universities, with reference made to the extent to which sustainable development has featured in national policy and government initiatives, are then presented. The research methodology is then explained, including the approach to data collection and statistical analysis, before the results (and their limitations) are presented and discussed.

The results were interesting and revealed significant differences between the two populations. The students from Bournemouth demonstrated greater environmental concern; were more likely to believe that their actions would be influential (in regard

to the environment); were more likely to engage in the conservation of resources and to buy locally sourced food, although no more, nor less likely to buy Fairtrade. The Portuguese students were more likely to consider the needs of future generations, which the paper suggests is likely to be attributed to cultural difference.

The paper represents a timely and relevant contribution to an emerging area of research where empirical data is limited. Currently universities are encouraged to address sustainable development on campus, within the curriculum and through research (Copeland, 2008) but there is limited evidence of the impact of approaches; tools to evaluate whether environmental learning outcomes have been achieved are only just emerging. In the UK, research at Plymouth University and the University of Bradford (both universities which are well regarded for their strategic engagement with SD), has started to identify for example, student experiences of transformative learning around sustainability (Winter et al. 2012). Exceptional work has been undertaken in New Zealand (Shephard et al. 2012) which uses the Revised New Ecological Paradigm Scale (NEP) (Dunlap 2008) to compare (in a longitudinal study) students from four disciplines, as they move through their programmes. Shephard et al. reveal differences in environmental concerns between disciplines at the University of Otago but not differences over time. The researchers do however suggest that exploring differences and change in environmental concern, is a worthwhile endeavour which needs further research.

At the time of writing the paper no evidence could be found of other comparative studies of this nature. The research is now being refined and extended to include a further UK university which has done very little in relation to sustainable development and a Portuguese university which has well developed policies and a sustainability curriculum. The concept of 'futures thinking' (as in concern with the legacy of future generations) is being explored further. The challenge will be to tease out the impact of cultural variables in relation to sustainable development and to explore which behaviours result from particular interventions. Such studies will be important if we are to be able to demonstrate the impact of educational interventions designed to secure transformational learning (Sibbel 2012; Winter et al. 2012; Shephard et al. 2012).

Chapter Six: External capacity building

6.1 Introduction

The first action of the 'Talloires Declaration' relates to the need to increase awareness of sustainable development and the responsibility to:

"*Use every opportunity to raise public, government, industry, foundation, and university awareness by openly addressing the urgent need to move toward an environmentally sustainable future*." (ULSF 1990, p.1)

An integral part of my approach to global perspectives and my desire to ensure that we address unsustainable development has been to influence change internally and to lead change externally, within the community and across the sector. I have sought "*every opportunity*" to raise awareness of the need to secure a "*sustainable future*" by working across boundaries and attempting to build capacity. This has included working in partnership with the DEA to influence policy makers, other institutions, practitioners, and bodies such as HEFCE and the HEA. Lobbying and seeking to influence external stakeholders has been driven by an 'activist' desire to provoke change (Fine and Vanderslice 1992) on a broader scale and not necessarily to publish. However, that is not to say that the issues involved in capacity building are not appropriate subjects for reflective, critical exploration but to note, that my approach has been motivated by a desire to inspire others to engage with change, rather than engaging in change solely for research purposes.

Building capacity, the "*co-production of knowledge*" and "*knowledge mobilisation*", are all attributes of sustainability research (White 2013, p173), as is the integration of academic and practitioner knowledge. My contribution to '*The Global University: the role of senior managers*' (Shiel & McKenzie 2008) might have been included in this chapter as it involved 'co-production' with the aim of achieving change externally, but has been included instead under the 'Leadership' chapter which follows.

Three publications which relate to external capacity building activity are considered in this chapter; two were developed collaboratively. Submission Five was one of a series developed with Development Education colleagues. It represents an attempt to 'mobilise knowledge' and inspire curriculum change within the sector, setting out (as a result of collaborative work) what a global perspectives curriculum might include. Submission Six is a 'thought piece' to explore with a wider audience, how the concept of global perspectives and global citizenship resonates with internationalisation. It was developed to influence a broader view of internationalisation within the UK, and to promote the concepts of global perspectives and global citizenship to a wider audience, complementing articles (in the same publication) by Killick (2006b) and Jones (2006). Submission Twelve is also an outcome of collaborative working, and represents research to summarise policy developments, examine the nature of engagement with global perspectives across the sector and abroad, and to argue that global perspectives, citizenship, sustainable development and internationalisation align.

6.2 Submission Five: Capacity building and influencing through collaboration

Submission Five. Bourn D., McKenzie, A., & Shiel, C., 2006. eds. *The Global University: the role of the curriculum*. London: DEA, extracts: p12-13, 20-21, 37-45.

This is a widely cited publication which builds on the "*Global Perspectives in Higher Education*" project (McKenzie et al 2003). It exemplifies my approach to capacity building in the sector and emerged from a collaborative process between academics from a small number of universities and the DEA. The publication complements a ground-breaking forum (which I helped organise) held for policy makers, academics and practitioners (DEA 2005) which aimed to:

- Consider the ethical role of higher education in a global society
- To deepen the understanding of the social aspects of sustainable development in higher education
- To discuss strategic approaches to the enhancement of teaching and learning in higher education for a global society

- To contribute to the debate about making connections between the local and the global. (DEA 2005)

My contribution to the publication was to the overall thinking behind its development (and leadership as the Chair of the DEA's HE Committee) and the authorship of three sections, under the headings of "*Curriculum development influenced by student and faculty initiatives*" (p.13) and "*Curriculum development influenced by university-wide initiatives*" (p.21) and the "*Ways forward*" (p.39-45). Pages thirteen and twenty one represent illustrative examples; the concluding section (p39-45) provides a summary of the why, what and how, based on the overall learning from project experience and learning developed through facilitating the DEA's HE network, as Chair. These three extracts are included in Volume Two; the full publication is available online.

The first section (p.13) exemplifies "*Student and Faculty initiatives*" and provides a brief account of two initiatives which I led within the Business School: introducing 'preferred futures' as part of personal development planning; 'business simulation' (Ridolfo and Shiel 2004 details the concept) as an integrative assessment to engage students in thinking about their role in society and engagement with 'service learning' (Annette 2001). The second section (p.21) serves to highlight that BU was one of a small minority, where an institution-wide approach to the agenda was being developed.

The publication and particularly my section 'The Ways forward' sets out a case for why "*developing global citizens, who are equipped to live and work in multi-cultural contexts and who are better stewards of this planet than their forbears*" (p.38) is such a critical higher education agenda. It also acknowledges that despite a policy context which suggests the importance of the issues for government and the sector, only a few institutions are actively developing approaches.

The 'Ways Forward' provides a useful summary of the rationale and benefits of incorporating global perspectives into the curriculum but also into 'the life of a higher education institution' proposing ways in which the agenda might be taken forward. It is argued that influencing the 'Learning and Teaching Strategy' and

'International Strategy' are important entry points for strategic development; faculty-wide and discipline based initiatives are easier starting points for individual academics but then the challenge is, how to increase scale.

The section poses a number of useful considerations for individual academics and curriculum developers seeking to bring about change. It is suggested that the starting point is reflection on how subjects (the area where academics have most control) might be broadened to include a global perspective, then a consideration of the curriculum and the extra-curricular. Other suggestions relate to scaling up activity through networking and achieving momentum by working with 'significant others', seeking opportunities to initiate debate about what a 'global university' might look like and considering how such a vision might be achieved.

The overall aim of the publication (funded by DfID) was to influence policy (and funders) externally, the higher education sector generally and particularly to encourage academics to drive bottom-up change within their own institutions.

The publication is cited by others. The practical suggestions for change have been appreciated by those I have worked with since, through my contribution to the 'Green Academy' and in my role as a consultant.

6.3 Submission Six: Influencing perspectives on internationalisation

Shiel, C., 2006. Developing the global citizen, *academy exchange: Supporting the student learning experience*. The Higher Education Academy, Winter, (5) 13-15.

In developing the 'internationalisation' aspect of the global perspectives framework, I found myself leading workshops (internally and externally) on 'internationalising the curriculum' and 'developing cross-cultural capability,' as well as various other topics related to supporting international students and developing staff. I have always argued that if internationalisation is a 'process' (Knight 2003), alignment with SD, which is also a process, seems logical. As a 'perceived leader' on internationalisation,

I was asked by the Higher Education Academy to write an article for a special edition publication which would focus exclusively on Internationalisation.

This paper, as a 'thought piece' challenges "*a limited interpretation of internationalisation*" and argues that in order to be 'world-class' universities need to locate internationalisation within the broader concept of a global perspective and the development of global citizens. Essentially my contribution lies in demonstrating the educational value of aligning internationalisation with global perspectives and sustainable development and setting out what this encapsulates. A rationale is presented in terms of 'push' and 'pull' factors. The former includes the policy context but also the needs of students, and particularly the requirement for action in response to complaints about the sometimes negative experience of international students in the UK. The 'pull' factors include the employability context and the need to develop graduates who have a broader world-view and who are culturally sensitive. It is proposed that internationalisation, when addressed as part of global perspectives, might contribute to the development of students as global citizens. This requires curriculum change (ensuring that the whole curriculum is internationalised), engagement with extra-curricular initiatives to support cross-cultural learning and citizenship, adoption of a different approach to learning and teaching, and the enhancement of an integrated approach to internationalisation across the institution.

The paper was written at a time when a number of other academics were beginning to question higher education's limited approach to internationalisation, which had largely involved a 'marketisation' discourse (De Vita & Case 2003; Caruana & Hanstock, 2005) driven by the financial imperative of recruiting international students. 'Internationalising the curriculum' and 'internationalisation at home' (Caruana & Hanstock 2005) were relatively new areas which were just starting to gain ground. As I would suggest later, very few universities had got to grips with seeing internationalisation in its broadest sense or appreciated "*that it is not a peripheral activity but pervades all aspects of university life*" (Shiel 2008d, p.vii, referring to Luker 2006).

The paper contributed nationally to debate around a broader view of internationalisation and was particularly useful in making a case for challenging a

'western' view of knowledge and pedagogy, something which De Vita and Case (2003) suggest, is imperative but is largely ignored. The paper sets out an alternative approach to internationalisation (particularly 'internationalisation at home'), makes a strong case that cross-cultural learning does not happen 'by osmosis' and provides suggestions as to how learning and teaching might adjust to a global context and the needs of international students. Some of these ideas would later be taken up by other institutions as they developed curriculum and pedagogy which embraced 'internationalisation at home' and 'internationalisation abroad'. The article resulted in a number of invitations to deliver keynotes at other institutions (Shiel 2007a, Shiel 2009b); the paper is widely cited and continues to be available on the HE Academy website where it is frequently referred to by those seeking to develop a broader perspective on internationalisation.

6.4 Submission Twelve: Capacity building externally

Bourn, D., & Shiel, C., 2009. Global Perspectives: Aligning Agendas. *Environmental Education Research Journal*, 15, (6) 661-676.

This paper represents an extension of a conference presentation (Bourn and Shiel 2007). It was developed following the suggestion by the journal's editor that the collaborative work which the authors had developed nationally and globally, should be more widely disseminated. The paper started as a much longer version, was subjected to 'triple-blind' review, twice, and then was substantially re-worked. It has been difficult to feel a fondness for the final version, with a structure that became somewhat 'clunky' in response to the particular comments of different reviewers

However, despite my personal reservations about the structure, what the paper does well is set out a wider canvas for the agenda. The paper notes how some universities in the UK are making connections between the context of globalisation, the UN Decade of Sustainable Development and the policy agendas around internationalisation and sustainability. The paper outlines the drivers for the agenda and reviews the influence of policy makers, students and employers, in shaping institutional responses to globalisation and sustainable development, drawing on the authors' experiences of working across the sector in the UK and internationally.

Reviewing the UK policy context and publications from DfES, the authors suggest that despite criticism of government policies related to Internationalisation (it could be said that the policy is about marketing 'UK PLC') and Sustainable Development (insufficient focus on learning for sustainability) there is synergy between policies and an opportunity for the policy context to legitimise change. In part, this reiterates previous work (Shiel 2008c) but the paper goes further to identify which concepts from the different policy statements align. It is suggested that these concepts could be regarded as learning outcomes for social change; some universities have already developed initiatives based on such an interpretation. It is acknowledged that engagement begins from different entry points: some have started by focusing on internationalisation; others have started with the environment; a few have considered a 'shared agenda' and the common territory.

Before moving on to identify which universities are engaging and the form of such, the paper suggests that the Higher Education Funding Council and the Higher Education Academy, with responsibility for policy implementation, have also become drivers for change, illustrated by strategy development on the part of HEFCE and events organised by the HEA which suggest the beginning of dialogue and movement in "*bringing together debates on sustainable development, internationalisation, global citizenship and global perspectives*." (Bourn & Shiel 2009, p.664)

The paper also considers the influence of DfID, which instead of providing policy directives has focused on facilitating partnership with stakeholders, and funding initiatives to encourage higher education to engage with global and international development issues. The paper then explores student-led activity and research undertaken with students at Bournemouth and University College London (UCL). This shows that students are increasingly concerned with global issues; not all, see themselves as global citizens.

The employers' perspective is then addressed, building on the work which was part of Submission Four (Shiel et al. 2005) and reinforcing this with further research

evidence, before moving on to suggest how the debates and challenges might be taken forward.

The institutional approach at Bournemouth provides the starting point before 'distinctive' activity at other UK institutions is examined. It is suggested that these institutions are engaging strategically to align international and environmental issues with a focus on social justice. At the same time they are promoting critical thinking, cross-cultural perspectives and inclusive approaches.

The focus of the paper then shifts to examine the particular interpretation of global citizenship in Hong Kong and the focus in North America which draws on the rhetoric of global citizenship but with an emphasis on community volunteering and international exchange, before noting UK institutions, who have adopted what is considered a more limited perspective.

The BU framework for global perspectives is then presented as a 'unifying theme' to show how separate agendas might align, based on the original BU model (Shiel & Mann 2006). Examples from other universities are drawn upon to show how the agenda might be progressed but also to propose the challenges in moving forward. The role of champions is identified as critical but also the importance of champions engaging with wider institutional groups and networks.

The article ends by arguing that the sector needs to explore ways to align what might be perceived as disparate agendas. The main value of the paper lies in the proposal for 'joining up' and the identification of ways in which this might be achieved. This seems particularly pertinent given that the paper was appearing in a journal where the emphasis had more often been on environmental education, rather than global perspectives and global citizenship.

The paper is also useful as it builds on the work at BU (described in previous submissions), includes activity at UCL, and draws on a range of other initiatives from other universities, where the authors had separately and jointly supported workshops, networked with colleagues, and contributed to the agenda. Others have

found the paper helpful, referencing the paper in relation to leading initiatives in the UK and Australia (for example, McKowan 2012; Ki-Hoon et al. 2013).

Chapter Seven: Leadership and change

"All parts of a university system are critical to achieving a transformative change that can only occur by connecting, head, heart and hand." (Cortese 2003, p.21)

7.1 Introduction

The publications presented thus far, can in some ways be read as an account of my own leadership of this agenda, working as a champion, bottom-up, to influence change, firstly within the curriculum, then within an institution (and through my own leadership to connect various parts of a university system). I have led a process of engagement internally and externally which has sought to inspire 'transformative change' across the system.

In leading change, I have had the advantage of familiarity with theories of leadership and processes for managing change, something which many ESD colleagues (and others, working bottom-up) have not always enjoyed, or necessarily perceived as important. Wade suggests that '*'leadership' is not a word that educationalists are always comfortable with*" (Wade 2008b, p.25), yet understanding leadership theories is vital: transformational change within education will not be achieved without leadership; understanding how to build leadership capacity is an essential requirement to secure sustainable development. My own experience confirms what others have also found: bottom-up approaches can only go so far in seeking to influence and empower others to lead; middle-out approaches (Caruana & Hanstock 2005) need to be developed, and top-down approaches are important for long-term success.

In this chapter, the main focus of the submissions is leadership. Although my approach to developing the agenda has been based on the premise that leadership is a relational activity (anyone can be a leader), and "*sustainability leaders develop and implement actions in collaboration with others*" (Ferdig 2007, p.31), over the course of time I have felt it important to continue to ensure the engagement of those with a formal responsibility for leadership (senior staff) with an agenda that waxes and

wanes in terms of their perceptions of its importance. As Doppelt (2010) suggests, effective governance and leadership are central to long-term transformation for sustainability – the senior team has to develop governance systems and ways of working to support sustainable development goals.

Tilbury (2011) also reinforces the need for senior leaders within global higher education to be engaged (see Submission Sixteen). She concludes that senior management holds the key to transforming higher education to contribute towards a sustainable future. Senior leaders have to "*join the dots of activity*" (Tilbury, p.12); hitherto higher education leadership development programmes have been of limited value in supporting leadership development for sustainability.

Three publications are considered within this chapter. I have included as the first publication a short '*Introduction*' piece, Submission Nine i. Although I might equally have included this in the previous chapter, I have included it within this section because as Ballard (2005) suggests, a starting point for SD leadership is awareness building. The '*Introduction*' is concerned with 'awareness building' and offers for the first time, to a Vice-Chancellor audience, an introduction to the agenda; the publication from which it is extracted (and which I led, Shiel & McKenzie 2008) had the aim of raising awareness of global perspectives and sustainable development with this target audience and seeking to show the relationship with internationalisation.

Submission Fifteen is the outcome of funded research with the aim of engaging university leaders in considering sustainable development, carbon reduction and behaviour change. It represents a contribution to the gap (Tilbury 2011) in leadership development. Submission Sixteen was influenced by the research described in Submission Fifteen, but was also in response to a perceived gap in the ESD literature, and frustration (by myself and others – see Sterling et al. 2013) that few senior leaders were fully committed and exemplifying leadership for SD.

7.2 Submission Nine i: Setting out an agenda for senior managers and demonstrating the complementarity

Shiel, C. 2008c. Introduction. In: Shiel, C., & McKenzie, A. eds. *The Global University: the role of Senior Managers*. London: BU/DEA, 6-10.

Submission Nine i, represents a leap from the research which started at the level of developing my own curriculum (Chapter One), to the level of exploring the 'Global University' and particularly the role of senior managers in relation to global perspectives and sustainable development. It builds on the work I had undertaken within my own institution in proposing the concept of the 'university as global citizen'. My contribution to knowledge lies in proposing for the first time, what university leaders might address in taking forward this agenda and in the presentation of global perspectives, sustainable development and internationalisation as complementary agendas.

The publication was the output from a Higher Education Funding Council for England, Leadership Governance and Management Fund project which I led (referred to in Chapter Two) in partnership with the DEA, with the aim of achieving policy change in the sector. I have included within my submission the Introduction (sole authorship) and the contribution written with Professor Petford (Nine ii, reviewed in Chapter Four).

The overall publication from which these two sections have been extracted is one that I am particularly proud of for a number of reasons: its circulation included every Vice Chancellor in England; it represents the voices of senior leaders and other respected experts (something that was challenging to achieve); it draws together aspects of the global perspectives framework (globalisation, sustainable development, internationalisation) for the first time in one publication.

In the Introduction, the first paragraph makes explicit the challenges posed by globalisation and warns that a focus on the economic and competitive aspects may be regarded as an easy option given the complexity of the local context, but would be neglectful. The paper highlights the challenges of "*global poverty, conflict,*

inequality, injustice and environmental degradation" (p.10) before going on to emphasise that global citizenship and sustainable development are at the heart of education policy (DfES 2003, 2004), endorsed by the Higher Education Funding Council and supported by the Higher Education Academy (albeit as separate issues).

It is suggested that higher education has a pivotal role to play in contributing to these agendas; what is required is the strategic commitment of senior staff, debate about the vision, mission and values of universities, and the willingness of leaders to espouse a broader vision and more transformative agenda, which might better serve education and address the challenges of global society.

The paper then goes on to summarise the contributions of the other authors before effectively concluding (p.10) that universities cannot ignore this agenda and that what is required from senior managers is to "*review existing practices and perspectives and explore new ways of working – visionary and enabling leadership has to promote and sustain change.*"

'Visionary and enabling leadership' is something which is developed further in Submission Sixteen and something which is undoubtedly critical to taking the agenda forward. What I was not fully familiar with at the time, was the extent to which higher education leaders' "*mental models*" (see Submission Sixteen, Shiel 2013, p.117) would continue to serve as barriers to change.

The overall publication served a useful role in drawing attention to the issues, and stimulated further discussion around globalisation and global perspectives, but not necessarily around sustainable development. The Chief Executive of the Leadership Foundation commented on the publication:

"*It will be a very useful adjunct to our programmes and related research*" (Ewart Wooldridge CBE, Chief Executive Leadership Foundation) (Shiel & McKenzie 2008, p.5).

However, the endorsement from the Minister (Shiel & McKenzie 2008, p.4), while positive, confirms the importance of the 'global' but says little about sustainable development.

"*Globalisation is a phenomenon that cannot be ignored and its forces can be felt in almost every aspect of a universities operations – its staff, students, curriculum, research activities – to name but a few. This publication enables leaders in universities to exchange experiences and learn from one another. I welcome this publication for the useful contribution it makes to the globalisation debate.*" (Bill Rammell, Minister for Lifelong Learning, Further and Higher Education, (DIUS).

7.3 Submission Fifteen: Engaging senior staff

Shiel, C., 2013a. Building capacity: Enabling university leaders to serve as role models for sustainable development. *International Journal of Sustainability Education*, 8 (1), 29-45.

"*Universities are uniquely placed to play a leading role in the pursuit of sustainable development…* (the challenge).. *for HE senior management is to lead the academic community in its engagement in this process and to facilitate this wider impact*." (Pearce et al. 2008 p.47)

This paper represents empirical work which emerged from the Leadership Governance and Management (HEFCE) funded project which I led and which was implemented first at Bournemouth University, before delivery at Sussex University (as a partner institution), and then at two other universities. The paper was written part-way through the project and describes the aims of the project, which was funded to address a perceived gap in senior leadership engagement with sustainable development. The delivery methodology and the development/learning model are explained and an evaluation of the learning from the experience of leadership development with the initial target group (Board Members and senior staff at one institution) is provided.

As the paper states, with a few exceptions, there is little published work at the intersection of leadership and sustainability (Brown 2011); none of that work is set in the context of higher education. The research therefore provides one of the first accounts of an initiative to enable University Board/Council members and senior university leaders to:

- Increase their knowledge of sustainable development
- Explore their concerns in relation to sustainable development
- Identify their potential role in supporting culture change (including considering 'role-modelling behaviours'
- Develop approaches to securing commitment to carbon reduction and sustainable development.

The research was set in the context of a sector (UK Higher Education) where the literature criticises the paucity of evidence to suggest that senior managers in higher education institutions were strategically and adequately addressing sustainable development (Dawe et al. 2005; Sterling and Scott 2008; Jones, Selby and Sterling 2010). This may seem surprising in a context where the issues are to the fore in UK government and higher education policy, with challenging carbon reduction targets imposed on the sector, however, 'business as usual' often gets in the way of turning 'declarations of intent' into more than commitment in principle (Tilbury 2011). It was in the context of needing to inspire further change that HEFCE supported the research as a "*valuable small-scale project, capable of making a positive impact more widely on the sector*" (HEFCE feedback on the proposal). There had been no previously funded projects of this nature; Board Members had not previously engaged in leadership development related to sustainability in this way.

A literature review on leadership behaviours was undertaken at the outset, in part, for the very practical reason of building personal credibility and confidence before working with the target group. The paper does not provide a leadership literature review (which is addressed more fully in Submission Fifteen) but what it does in detail, is offer a transparent account of the change management process including: a description of the activities of the change agent (referring to the work of Buchannan and Body 1992); the selection of the social learning model (Bandura 1977) and; the

choice of an action learning approach (Revans 1982). The format of the workshops and the outcomes from running two workshops in one institution are provided, before evaluation and learning from the project in progress is presented. The paper provides a level of descriptive detail to enable others to replicate the process; materials used in the workshops were later made publically available.

Although the *"Global University: the role of senior managers"* (Shiel & McKenzie 2008) suggested in some sections what was required of senior leaders in relation to sustainable development (see for example, Copeland 2008, pp.39-42 and Broadfoot & Roberts 2008, pp.43-46) Submission Fifteen considers empirical work with the goal of taking this forward through practical engagement. The contribution of the paper is in the detailed description of the process and format by which senior leaders and Board members were engaged in leadership development. The paper provides for the first time in the UK, a description of the type of leadership behaviour that this target group believes is important in order to lead sustainable development within higher education.

At the time of publication, as referenced in Submission Sixteen, there was a considerable literature urging universities to engage in transformational leadership; there were many examples of curriculum initiatives and champions working 'bottom up' (see Jones et al. 2010) to address sustainable development but a gap, in terms of empirical studies, relating to university leaders. Just after the publication of Submission Fifteen, , a useful publication (Scott et al. 2012) emerged, funded by the Australian Government's Office for Learning and Teaching, which identified the 'Education for Sustainability challenges' facing higher education leaders. Important in the Australian study, are the change-leadership capabilities identified, which are not dissimilar to those that had started to emerge in Submission Fifteen and which are expanded on, in Submission Sixteen.

7.4 Submission Sixteen: Building on leadership theory

Shiel, C., 2013b. Leadership. *In*: Sterling, S., Larch, M., and Luna, H. eds. *The sustainable university: Progress and prospects*. London: Routledge, 110-131.

This chapter appears in a book which has been written by individuals with a history of championing sustainable development. As a perceived 'champion' of embedding and leading the global perspectives agenda, and as the project leader for the HEFCE project (Submission Fourteen), I was asked to participate in a workshop and to contribute to the development of a book proposal which might catalyse universities to take action to address sustainable development (through research, education, and as large employers). As a result of that workshop I agreed to write this chapter on leadership.

My chapter is based on an extensive literature review, builds on the work that I had already undertaken as part of the HEFCE/LGMF project, and draws on the experience of working with senior leaders in the sector. The literature review was painstaking and personally rewarding, bringing to the fore much of the literature that had been tacit in my own professional practice and approach to leading change hitherto. In the early stages of writing the chapter, the literature review included a much fuller summary of leadership and the literature on sustainable development, before the literature at the inter-section was explored. Unfortunately, this had to be pruned in the editorial process; the article was adapted to align with editorial goals, including the desire to produce a 'bold case', to achieve impact in the sector.

The literature review however was not wasted and has enabled me to develop my own perspective, confirming a view that although the literature on leadership for sustainable development is somewhat patchy, there is still much to be learned from the mainstream leadership literature, and particularly those writers who have addressed the leadership of change (Kotter (1996) and Quinn (1980), for example), whose ideas are still relevant and have underpinned my own approach.

Although the review of the literature is briefer than I would have preferred, what it does offer is an overview of the theoretical territory in sufficient detail to provide a base of understanding for those whose discipline is not management education. My experience confirms that many environmental educators have little understanding of leadership theory; some are intolerant of a 'management' perspective and at times, dismissive of approaches which have the slightest hint of the corporate world. Yet within the management literature are concepts which have utility for leading any

agenda which involves people; within 'contemporary' leadership theories are approaches (Yukl 2006, for example) that might readily lend themselves to achieving the transformational learning at the heart of ESD. The paper highlights leadership theories, before going on to explore those theories specifically related to leadership for sustainable development.

The chapter confirms that the literature which addresses leadership practices for sustainability is sparse; in relation to the HE context there is very little written beyond exhorting university leaders to take responsibility. However as the chapter shows, a few writers support my own proposition that the leadership of SD is not entirely inconsistent with the ideas for effective leadership which emanate from leadership theory (Quinn & Dalton 2009; Ballard 2005). Ballard's work is described in some detail because it seemed particularly insightful: within the detail of his concepts of 'awareness', 'agency' and 'association' lies an explanation of why the engagement of senior university leaders has fallen short. Very few university leaders, as the chapter suggests, will have the level of 'awareness' – of either sustainable development (scale, urgency and relevance) that Ballard suggests is important, or of how their own 'mental models' may block progress; double-loop learning is not common practice within higher education. Doppelt's work (2010) sheds further light on the nature of what might be perceived as the problem: hierarchical and traditional ways of working, patriarchal governance structures and silo-mentality block change and inhibit the holistic ways of working that are important for SD.

The chapter goes on to expand on Doppelt's model for change, which from a 'managerial' perspective is very useful, before developing the literature to warn of the dangers of 'reductionism' and 'prescription'. In contrast, the paper considers authors (interestingly mainly female) who emphasise the complexity of systems (Meadows 2002) and who suggest approaches to leadership based on a spirit of inquiry (Marshall et al. 2011), where leadership is seen as a relational activity (Ferdig 2009).

The chapter then shifts focus to note the 'unique' (Marshall, S. 2007) aspects of the higher education setting where senior leaders may be unaware of systems thinking

93

and not always cognisant with the 'art' of leading change. It is suggested that champions can only take the change agenda so far (this reinforces comment made in Submission Nine); enabling the level of change and cross-institutional working that SD demands requires the senior team to "*find ways to incorporate the valuable work of champions*" (Shiel & Petford 2008, p.25).

The subsequent section of the chapter moves from a consideration of theory to indicate what is required from a sustainability leader within higher education. This section builds on the practical experience of leading the agenda as a champion and data drawn from interviews with other champions in the sector; 'vignettes' from leaders and reflection on the HEFCE project (Submission Fifteen) are included to explore what is required from a sustainability leader within higher education. The chapter ends with a proposal for practical action, challenging leaders to reconsider accepted views on leadership and urging them to consider a focus on leadership which might be more radical and inspirational.

The chapter offers a contribution to an area of work where there was very little written: few authors have addressed the intersection between leadership theory (particularly leadership traits) and sustainable development; studies directly related to the higher education leadership context (with the exception of Scott et al. 2012, 'in press' at the time) are uncommon.

Chapter Eight: Evaluating progress and the approach to change

8.1 Introduction

In this chapter the last submission with the appropriate title '*Are we there yet*?' (Submission Thirteen, Shiel 2011c) will be considered. This paper has been retained until last because in part, it offers a succinct and frank summary of the journey of the change agenda, up until 2011. The review of the paper will serve as a platform for final commentary on a journey of change, before conclusions and the contribution of the research are presented.

8.2 Submission thirteen: Looking back

Shiel, C., 2011c. Are we there yet? *In*: Shiel, C., ed. *Global Vision, Local Action: Education for Sustainable Development and Global Citizenship, 4th International Conference*. Bournemouth: Bournemouth University, 13-41.

Apart from an overall summary of the approach to global perspectives up until 2011, this paper also provides reflection on the three conferences (2005, 2007, 2009) on 'Global Perspectives: Education for Sustainable Development and Global Citizenship', which I led at Bournemouth University. Attendees at these conferences came from a variety of discipline perspectives, from across the UK but also from other countries. Their participation has not only informed my perspectives and had a considerable impact on myself and others, in a personal sense, but has inspired change and engagement with the agenda in institutions nationally and internationally.

The paper represents not only reflection on experience and action but offers a cogent summing up of the journey in a context of uncertainty - the question mark at the end of the title of the publication, reflects this.

The paper refers to the projects undertaken along the way, including how the concepts emerged, and the outcomes of the Leadership Fellowship project. The effort

spent on justifying the agenda, and the importance of making links with other institutional agendas (working holistically) is highlighted again, particularly the early alignment with employability and internationalisation. An account is then provided of how strategy development led to structural change (Petford & Shiel, 2008) and the establishment of the Centre for Global Perspectives. The difficulties that followed implementation are then described for the first time: further structural change shortly after the Centre was established, served to create a binary divide between 'academics' and 'professional services staff', which had implications for the Centre's structure and goals, and subsequently the internationalisation agenda.

The paper provides an evaluation of the Centre's work outlining initiatives and research. On a positive note, and in relation to developing global citizenship and cross-cultural sensitivity through international mobility, the paper suggests that more students were engaging with summer schools and overseas work placements to enhance cross-cultural perspectives (although fewer UK students were studying abroad). The paper also refers to research which was undertaken to explore the barriers to mobility (later presented externally, Shiel 2012b) identifying that the three main obstacles to engagement - accommodation, curriculum structure and fees - lay within the remit of the institution to resolve.

Further positive outcomes are presented in relation to the institutional-wide approach to global perspectives: the success of curriculum guidelines in embedding the agenda through curriculum validation; staff support and development; engagement of students and the development of a student body, with a better understanding of global citizenship and sustainable development, than previously. Areas requiring further attention are also identified and the paper draws an important conclusion that an over-emphasis on the 'global' and 'international' might have contributed to insufficient emphasis on the 'sustainable development' aspect of the framework.

It is noted that the curriculum does not fully address sustainable development but that the biggest advances have been secured in relation to sustainability outside of the curriculum, through the extra-curricular sphere (the importance of which was stressed in Submission Seven). The paper notes that substantial progress had been made in relation to the management of the Estates: partnership working with the

96

Environment and Energy Manager had yielded successful initiatives and awards. Similarly, 'community engagement' had been very successful, with projects which had addressed the full remit of the global perspectives framework.

The paper then goes on to reflect on the conferences, held every other year at BU. Interestingly 'aligning agendas' was at the heart of the first conference and evident in the key-notes, where the overlaps between the concepts of sustainable development and global citizenship, and the distinctiveness of the themes, were debated – a debate which has continued to feature in subsequent conferences as the tensions between the concepts were examined from a variety of discipline perspectives. The paper then provides a summary reflection on the range of contributions before revisiting the notion that citizenship might be about ontological concerns (Barnett 2005); sustainability might be more related to epistemology. The paper proposes that while this distinction was cogently argued, essentially both embrace developing 'critical beings' and encouraging 'critical literacy' (Vare and Scott 2007) – an ontological/epistemological distinction is not quite so straightforward.

Following a brief consideration of key-note contributions from the three previous conferences, the paper concludes that although there has been substantial progress in the change agenda at BU but also in relation to taking the concepts forward, that "*the 'intellectual spadework' is by no means complete*" (p.37).

Finally, the paper offers a summary of insights from the experience of leading change at BU (some not previously addressed in other publications) before alluding to doubts about the future of the Centre in the context of a new strategic plan. It is noted that the new 'Vision and Values' explicitly refers to a global perspective and global citizenship with reference to 'societal challenges' and graduates 'shaping society' however it is also noted that the opportunities for the Centre and future progress, will be dependent on the sub-strategies for Internationalisation and Education Enhancement, which at that time, were still being developed.

The conclusion points out some of the threats to further institutional development, for example, focusing on internationalisation at the expense of sustainability and "*not addressing the barriers to inter-disciplinary working*" (p.39).

The contribution of the paper lies in the review of experience and the critical reflection on an institutional approach to change. It also makes a contribution in the summary of the issues explored at the conferences – which offers a useful reminder of the breadth of concerns but which also highlights the importance of continuing to interrogate the concepts.

The lessons from leading change add to a growing body of work that has been provided by others (Hopkinson and James 2013, for example); contacts made through my engagement as a 'critical friend' to the Higher Education Academy's Green Academy (2010 & 2013) have noted the benefit of such insights as they have sought to develop their own 'holistic' approaches.

In developing my observations, I was conscious of what Caruana & Spurling (2007), citing Leonard et al (2004), suggest is a criticism of institutional empirical studies: what did not work is rarely revealed. I think the points noted in the paper (Submission Thirteen, Shiel 2011c, p.37-38), merit some repetition (in italics below) and further comment to draw out my contribution to leading a change agenda.

- *"Holistic approaches"*– I have proposed throughout my work that holistic ways of working are necessary. I have made a contribution by demonstrating how such an approach might be achieved but I have also commented on the challenges involved. Support is needed at all levels but the continued support of senior management is critical.
- *"Alignment with other agendas"*– I have shown how GP, GC and ESD may be brought together but have also suggested alignment with internationalisation, employability and diversity. I have suggested that seeking to develop synergy across and between agendas contributes to success and is important for building capacity through the formation of alliances. However I have also warned that despite how logical this seems, others (with different interests) may not welcome overlaps which threaten their territory; boundaries may be reinforced by university leaders and structures in an effort to provide effective administrative control.

- I have suggested the importance of *"working with the Environment Manager and the Estates Team"* has been critical. I would suggest that the synergy between the remit of the Environment Manager and the educational endeavour is not fully appreciated in most institutions.

- *"Never assume one approach will continue to work, be prepared to change tack frequently; learn to dance on a shifting carpet (Moss Kanter 1989)"* is perhaps the most important statement. I have had to change tack frequently; the shifting context of higher education means that a change agent has to be flexible, 'bend' the agenda (and if need be the conceptual vocabulary), and make pragmatic decisions to adapt to changing institutional priorities.

- A participative approach to change means engaging with the breadth of stakeholders. My experience suggests that 'difficult conversations' (first suggested in Submission Seven) have to be initiated and are a particularly important aspect of the change agenda, serving to challenge perceptual frameworks: *"The most painful and challenging conversations often result in better outcomes; the easy wins do not necessarily mean progress."*

- A change agenda cannot progress on goodwill alone, resources are needed to sustain efforts and these might not always be available internally so *"securing external funding and awards"* is important in that it *"contributes to sustainability and enhances credibility (as do publications)."*

- *"Building internal alliances and external networks are important to sustain momentum"* and are a critical aspect of capacity building (Hopkinson & James 2013) and the approach to change. Quinn (1980) highlights the importance of 'pockets of commitment' and I have referred to this in Submission Seven and Sixteen (Shiel 2007b; Shiel 2013b). I would add that participating in external networks not only enhances the evolution of concepts and approaches but serves to sustain the change agent.

- At BU real progress on curriculum change came about because global perspectives and sustainable development were formalised within 'Curriculum Guidelines' however progress was not fully achieved without substantial efforts in *"Developing resources for academic staff"* and being   *"always professional and always available"* to lead staff development and support others to broaden their curriculum. I would argue that formalising the agenda within Quality

Assurance processes should be approached cautiously: academics appreciate a supportive, facilitative approach, rather than one based on compliance – the latter may result in superficial change.

- I have suggested that a holistic approach also involves reaching out to the community and that "*Working in the community and with external stakeholders is not only rewarding but brings returns.*" I would highlight that this not only builds capacity in the region but supports the internal change agenda, where community stakeholders contribute to learning but also feed-back to university decision-makers the value of the approach, or ways it might be enhanced.

- At the heart of the change approach has been the empowerment of students. I have commented that "*Student energy and enthusiasm should not be under-estimated; it is important to counter deficit thinking, particularly deficit models of International students*" and would seek to reinforce this. The many initiatives with students were not able to be considered within this document but I would like to comment that their contribution is inspiring; their leadership capacity for taking this agenda forward is considerable and has not been fully tapped. Change agendas within higher education (whatever the 'adjectival' label used to promote the change) need to mobilise the student body.

Before I conclude, I feel that I should also add a 'post-script' to Submission Thirteen. In 2012, the new University Strategic Plan was adopted; the concepts of global perspectives and education for sustainable development were fully embedded in the plan and within the Education Enhancement Strategy. I would suggest therefore one last and critical aspect of the change agent's role: secure continuity (and indeed the 'sustainability') of the agenda by ensuring it is an integral part of vision, values, strategic documents and policy statements.

Chapter Nine: Concluding remarks and contribution

I hope that the structure of this document and the preceding commentary has enabled the reader to gain a clearer sense of the way the individual submissions have emerged in the context of a serious and sustained commitment to the advancement of global perspectives, as a concept and pathway for change, which embraces education for sustainable development and global citizenship.

As the reader will be aware, the field is an emerging, at times controversial and essentially contested domain, where academics and practitioners find themselves enmeshed in local and indeed broader institutional and political contexts. The submissions in part, reflect important pivotal points in the dynamics of such contexts and in my own developing engagement with the conceptual and practical challenges that 'ESD' faces. Chapter Two has provided the historical background for the submissions and summarised the ways in which the changing context and the associated career dynamics and frustrations, have informed my developing understanding and research journey.

Chapter Three discussed the emergence of GP as a potential pathway, its provenance, its relationship to other perspectives, and relevance, as well as providing a consideration of the saliency of ESD (as a whole) before offering a brief summary of my approach and contribution. In developing global perspectives, I have suggested a congruent relationship between GP, GC and SD; I have taken forward a pluralist approach, which incorporates perspectives from development education and environmental education.

Subsequent chapters have reviewed publications which have demonstrated how the concept has been developed and implemented within a higher education setting, starting at the level of the curriculum and then extending to embrace an institutional-wide approach. The work in totality represents a concern to secure enhancements to educational practice and to transform education, with a number of levels shown as access points for change.

The contribution that the submitted publications make to knowledge and practice, embraces seven key aspects:

1. The development of a new and relevant pathway for ESD which is embodied within (but not limited by) the concept of GP, by which universities may adapt in the context of globalisation and contribute to a sustainable future.

2. The articulation of a strategic rationale for engagement which underlines the relevance of GP and ESD, and the development of a framework and approach which aligns with the higher education 'hot buttons' (Hopkinson & James 2013) of internationalisation and employability, but also diversity. Encapsulated within this rationale is the proposal that higher education which embraces a global perspective and global citizenship serves to enhance the skills required for employability, enriches the learning experience of all students and; contributes to a more inclusive and sustainable campus environment. It is argued that developing global citizens, who understand the need for sustainable development, not only enhances other policy agendas (notably internationalisation – which must be a broader concern) but should be seen as a critical responsibility of higher education, if universities are to contribute effectively to sustainable development in a globalised world.

3. The development of the concept of the 'Global University', as a vision for a holistic and institutional-wide approach to the GP and ESD agenda, embracing all aspects of the university's operations and business.

4. A proposal (content and pedagogy) for how the curriculum might be redesigned and re-orientated (particularly in business and management education) to embrace the concepts, and to develop more critical, transformative learning.

5. The formation and critical evaluation of a 'whole-institutional approach' to change embracing a strategic rationale, change strategy and staff and student perceptions.

6. The exemplification of an approach to capacity building (working in partnerships, across-boundaries to mobilise academic and practitioner knowledge, at institutional and national levels) to establish momentum for change, with the proposal that establishing alliances and building networks facilitates the change agenda and also nurtures the change agent.

7. The clarification of the strategic agenda for senior leaders and university boards; proposals for appropriate leadership behaviour to secure a 'Sustainable University' and; practical consideration of how to engage this target group.

.

In terms of the 'impact' of my work and the wider contribution to developments in the sector, that is really for others to judge. I have contributed to strategic developments at other institutions and through various communities such as the Association of Business Schools, the Higher Education Academy, the Leadership Foundation and other networks (British Council, for example) presenting my research and contributing to policy forums and 'think tanks' for sustainable development, internationalisation, global citizenship, and global skills development. My work is referred to by others.

In developing the 'international' aspects of the framework my work has contributed to the internationalisation agenda within UK higher education, and particularly through the suggestion that internationalisation needs to be a broader concern. Not only has this influenced other academics (and indeed institutions) to reflect on what constitutes 'internationalisation at home' but it has led others, whose primary interests were rooted in the 'internationalisation' literature, to also consider global citizenship and sustainable development.

As I come to the end of this part of my journey, I am conscious that I owe a debt of gratitude to those who started taking steps, on similar paths, towards the same goal,

long before my own journey began – I have learned much from them along the way. I trust that my own contribution, as an academic and practitioner, has also provided learning for others, by clarifying why engagement is important, suggesting a path that might be pursued, and ways that leadership and change might be considered.

In taking my own work forward, I am acutely aware that there is more to be done, and that as Meadows suggests:

"*To bring our world toward sustainability — or any other goal — we need to take different kinds of steps, which require different kinds of knowledge, talent, skill, and work.*" (Meadows 1994)

Inspiring others to 'take a step', and gaining wider appreciation that sustainability requires all members of a university community to contribute their knowledge, skills and talents, will therefore continue to be an important goal. I have developed one approach to secure engagement but many roads lead to sustainability (Barth 2013) – other pathways (and indeed, the use of other labels) may be more, or less effective, in different contexts. It will be important therefore, to be open to alternatives, to encourage "*different kinds of steps*" and to find innovative ways to motivate students and staff to embark on their own journeys for change.

Future research needs to continue to highlight and evaluate higher education's contribution to sustainable development, to analyse the impact of different strategies for engagement, and to test a range of approaches which inspire educational and behavioural change. Research areas might include:

- Curriculum and pedagogic approaches that lead to: transformational learning, the development of global citizenship, and learners who feel empowered to take action, to contribute to more sustainable and harmonious ways of working and being.
- Collaborative work with students to learn from their perspectives and worldviews but also to inspire and support their engagement and passion; such work must capitalise on the richness of diversity.

- Approaches which lead to the development of more holistic ways of working within institutions, so that the energies of all stakeholders are better aligned to achieving a more sustainable future.

- Methodological approaches for sustainability research (building on the ground-breaking work of White (2013).

- On-going critical reflection on the purpose, function and role of higher education in the twenty-first century; a consideration of ways to challenge the 'market model' of higher education (where 'internationalisation' is often an economic discourse) and a consideration of more collaborative, co-operative and sustainable alternatives.

- Evaluation of approaches to change and particularly the role of top-down leadership, relational leadership and the work of champions, in implementing and sustaining culture change.

Collaborative research with colleagues nationally and internationally, will be an important aspect of capacity building, to develop learning, and to enhance a broader understanding of how different cultural, economic and political contexts influence the engagement of students, staff, leaders, and policy-makers. It is undoubted that higher education must make a greater contribution to achieving a more harmonious and sustainable world, the challenge remains, to convince others. I aim to continue my contribution towards this agenda.

References

Alexander, T., and Newell-Jones, K., 2002. *The Global Learning Challenge—Strengthening Global Perspectives in Lifelong Learning.* London: Development Education Association/National Institute for Adult and Continuing Education/Workers' Education Association.

Ali Khan, S., 1996. *A Review of the 1993 Toyne Report.* HMSO.

Altbach, P. G., and Knight, J., 2006. *The Internationalization of Higher Education: Motivations and Realities.* Washington DC: The NEA 2006 Almanac of Higher Education,1-11.

Andreotti, V., 2006a. Soft versus critical global citizenship education. *Policy and Practice: A Development Education Review* (Issue 3 Global Citizenship, Autumn), 1-8.

Andreotti, V., 2006b. Theory without practice is idle, practice without theory is blind: the potential contributions of post-collonial theory to development education. The Development Education Journal, 12.3, June, 7-10.

Annan Kofi. 2002. Closing Speech at Johannesburg Summit. Available from: http://www.johannesburgsummit.org/html/whats_new/feature_story39.htm [Accessed: Jan 2013].

Annette, J., 2001. Global citizenship and learning communities. *Development Education Journal, DEA,* 8.1.

Annette, J., 2003. Global citizenship and Civil Society through Service Learning in Middlesex University. *In* McKenzie et al. *Global Perspectives in Higher Education, the Improving Practice Series.* London: DEA

AUT, and DEA. 1999. *Globalisation and Higher Education: Guidance on ethical issues arising from international activities.* London: AUT/DEA.

Ball, D., Beard, J., and B, N., 2007. eRes: innovative e-learning with e-resources. *In: Online Information Conference Proceedings*.

Ballard, D., 2005. Using learning processes to promote change for sustainable development. *Action Research,* 3 (2).

Bandura, A., 1977. *Social Learning Theory.* New York: General Learning Press.

Barnett, R., 1997. *Higher Education: A Critical Business.* Buckingham: SRHE/Open University Press.

Barnett, R., 2000. *Realizing the University in an Age of Supercomplexity.* SRHE/Open University Press.

Barnett, R., 2004. Learning for an Unknown Future. *Higher Education Research and Development,* 23 (3), 247-260.

Barnett, R., 2005. Citizens of the world: sustainability as a universal theme. *In: Education for Sustianable Development: Graduates as Global Citizens,* Bournemouth University, Bournemouth.

Barnett, R., 2010. *Being a University.* London: Routledge.

Barrett, M., 1980. *Women's Oppression Today.* London: Verso.

Barth, M., 2013. Many roads lead to sustainability: a process-oriented analysis of change in higher education. *International Journal of Sustainability in Higher Education,* 14 (2), 160-175.

Beckett, N., and Brookes, M., 2008. Assessing the international dimensions of degree programmes. . *In:* Atfield, R., and Kemp, P. eds. *Enhancing the international learning experience in business management, hospitality, leisure, sport, tourism.* Oxford: Threshold Press, 36-47.

Bennis, W. G., and O'Toole, J., 2005. How Business Schools Lost Their Way. *Harvard Business Review*, 1-10. Available from: http://hbr.org/product/how-business-schools-lost-their-way/an/R0505F-PDF-ENG [Accessed: May 2010].

Biggs, J., 1996. Enhancing teaching through constructive alignment. . *Higher Education,* 32 (3), 347-364.

Biggs, J., 2001. Teaching International Students. *In:* Biggs, J. ed. *Teaching for quality learning at university. What the student does*. Buckingham: Open University Press, 121-140.

Black, K., 2005. A review of factors which contribute to the internationalisation of a programme of study , 3 (1). Journal of Hospitality, Leisure, Sport and Tourism Education, 3 (1), 5-18.

Blewitt, J., 2008. Understanding sustainable development [Electronic book]. Earthscan.

Bosanquet, A., Winchester-Seeto, T., Rowe, A., and 2012. Social inclusion, graduate attributes and higher education curriculum. *Journal of Academic Language and Learning,* 6 (2), A73-A87.

Bourn, D., 2003. Towards a Theory of Development Education. *Development Education Journal,* 10 (1), 3-4.

Bourn, D., 2005. Education for Sustainable Development and Global Citizenship – the UK perspective *Applied Environmental Education and Communication* 4,233-237.

Bourn, D., 2008a. Development Education: Towards a re-conceptualisation. *The International Journal of Development Education and Global Learning,* 1 (1), 5-22.

Bourn, D., 2008b. Education for sustainable development in the UK: Making connections between the environment and development agendas. *Theory and Research in Education, Vol 6(2) 193-206.,* 6 (2), 193-206.

Bourn, D., 2011a. Discourses and Practices around Development Education: From Learning about Development to Critical Global Pedagogy. *Policy & Practice: A Development Education Review,* 13 (Autumn 2011), 11-29.

Bourn, D., 2011b. From Internationalistion to global perspectives. *Higher Education Research and Development,* 30 (5), 559-571.

Bourn D, McKenzie, A., and Shiel, C., 2006. eds.*The Global University: the role of the curriculum.* London: DEA. Available from http://www.think-global.org.uk/resources/item.asp?d=892 (Accessed June 2013).

Bourn, D., and Neal, I., 2008. *The Global Engineer: Incorporating global skills within UK higher education of engineers.* London: Engineers Against Poverty, Institute of Education.

Bourn, D., and Shiel, C., 2007. 'The global university'. *In: Learning Together: Reshaping higher education in a global age,* Institute of Education Conference, University of London.

Bourn, D., and Shiel, C., 2009. Global Perspectives: Aligning Agendas. *Environmental Education Research Journal,* 15 (6), 661-676.

Bourn, D., and Shiel, C., 2009. Global Perspectives: Aligning Agendas. *Environmental Education Research,* 15 (6), 661-676.

Bournemouth University Global Perspectives Network, and DEED. 1999. *A Global Vision for Bournemouth University.* Bournemouth.

British Council, and Think Global. 2011. The Global Skills Gap: Preparing young people for the new global economy. Available from: http://www.think-global.org.uk/resources/item.asp?d=6404 [Accessed: Jan 2013].

British Council, and YouGov. 2011. Next Generation UK: Research with UK Undergraduates 19-21. Available from: http://www.britishcouncil.org/new/pagefiles/15492/yougov_report_v3.pdf [Accessed: March 2012].

Broadfoot, P., and Roberts, C., 2008. Sustainable development: drivers for change at the University of Gloucestershire. *In:* Shiel, C., and Mckenzie, A. eds. *The Global University: the role of Senior Managers.* London: BU/DEA, 6-10.

Brookes, M., and Beckett, N., 2011. Developing Global Perspectives through International Management Degrees. *Journal of Studies in International Education,* 15 (4), 374-394.

Brown, B. C., 2011. *Conscious leadership for sustainability: How leaders with late-stage action logistics design and engage in sustainability initiatives.* Thesis (PhD Dissertation). Fielding Graduate University, Santa Barbara.

Buchanan, D., and Boddy, D., 1992. *The Expertise of the Change Agent: Public Performance and Backstage Activity.* Englewood Cliffs, NJ: Prentice Hall.

Caruana, V., 2007. *Internationalisation of HE in the UK: Where are we now and where might we go?* Paper presented at the Education in a Changing Environment, University of Salford, Salford.

Caruana, V., and Hanstock, J., 2005. Internationalising the Curriculum: at home or away? Making connections through a holistic approach based on inclusivity. *In: Graduates as Global Citizens: Education for Sustainable Development., 1st International Conference,* Bournemouth University.

Caruana, V., and Ploner, J., 2010. Internationalisation equality and diversity in higher education: merging identities. *Paper written on behalf of the Equalities Challenges Unit at Leeds Metropolitan University.* Available from: http://www.voced.edu.au/content/ngv49656 02/05/13 [Accessed: 02/05/13].

Caruana, V., and Spurling, N., 2007. The Internationalisation of UK Higher Education: A review of selected material. Available from: http://www.heacademy.ac.uk/ourwork/learning/international [Accessed: 06/06/12].

CIHE, AGR, and CFE., 2011. Global Graduates into Global Leaders, Executive
Summary. Available from: http://www.cihe.co.uk/category/skills/ [Accessed:
Feb 2013].

Clugston, R., and Caldar, W., 1999. Critical dimensions of sustainability in higher
education. *In:* Filho, W. L. ed. *Sustainability and University Life:
Environmental Education, Communication and Sustainability*. Berlin: Peter
Lang, 31-46.

Copeland, G., 2008. Sustainable development: strategic considerations for senior
managers. *In:* Shiel, C., and Mckenzie, A. eds. *The Global University: the
role of senior managers*. London: BU/DEA, 39-42.

Corcoran, P. B., 2010. Forward. *In:* Jones, P., Selby, D., and Sterling, S. eds.
*Sustainability Education: Perspectives and Practice Across Higher
Education*. London: Earthscan, xiii-xv.

Corcoran, P. B., Walker, K. E., and Wals, A. E., 2004. Case studies, make your case
studies, and case stories: a critique of case-study methodology in
sustainability in higher education *Environmental Education Research
Journal,* 10 (1), 7-21.

Cortese, A. D., 2003. The critical role of higher education in creating a sustainable
future. *Planning for higher education,* 31 (3), 15-22.

Cotton, D., and Winter, D., 2010. It's Not Just Bits of Paper and Light Bulbs. *In:*
Jones, P., Selby, D., and Sterling, S. eds. *Sustainability Education:
Perspectives and Practice across Higher Education*. London: Earthscan, 39-
54.

Creswell, J. W., 2003. *Research Design: Qualitative, Quantitative, and Mixed
Methods Approaches.* Thousand Oaks, CA: Sage Publications.

Creswell, J. W., and Clark, V. L. P., 2007. *Designing and conducting mixed methods
research.* Thousand Oaks, CA: Sage Publications.

Crossman, J. E., 2011. Experiential Learning About Intercultural Communication
Through Intercultural Communication. Internationalising a Business
Communication Curriculum *Journal of Intercultural Communication,* 25.

Davies, L., 2006. Global citizenship: abstraction or framework for action?
Educational Review, 58 (1), 5-25.

Davies, M. L., Harber, C. R., and Yamashita, H., 2005. *Global Citizenship Education: the Needs of Teachers and Learners.* Birmingham: Centre for International Education and Research.

Dawe, L., Jucker, R., and Martin, S., 2005. *Sustainable Development in Higher Education: Current Practice and Future Developments.* York: Higher Education Academy.

De Vita, G., 2001. Learning styles, culture and inclusive instruction in the multicultural classroom: a business and management perspective *Innovations in Education and Teaching International,* 38 (2), 165-174.

De Vita, G., and Case, P., 2003. Rethinking the internationalisation agenda in UK higher education. *Journal of Further and Higher Education,* 27 (4), 383-398.

DEA. 2001. *Global perspectives in education: The contribution of development education.* London: DEA.

DEA. 2005. *Quality Education for life in the 21st Century: Graduates as Global Citizens*. London: DEA.

Dewey, J., 1933. *How we think.* Boston, MA.: D C Heath and Co.

DfES. 2003. *Sustainable development action plan for Education and Skills.* http://webarchive.nationalarchives.gov.uk/20031220221854/http://dfes.gov.uk/sd/action.shtml *Accessed June 2013.*

DfES. 2004. *Putting the World into World-class Education.* Department for Education and Skills.

DfES/DfID. 2000, 2005 updated. *Developing a Global Dimension in the School Curriculum.* The Department for Education and Skills; The Department for International Development; Development Education Association; QCA et al.

DfID. 1999. *Building Support for Development.* Department for International Development.

Doppelt, B., 2010. *Leading Change Towards Sustainability.* Sheffield: Greenleaf Publishing.

Dower, N., 2000. The Idea of Global Citizenship: A Sympathetic Assessment, Global Society. *Global Society,* 14 (4), 553-567.

Dower, N., 2003. *An Introduction to Global Citizenship* Edinburgh: Edinburgh University Press.

Dower, N., and Williams, J. (Eds.). 2002. *Global Citizenship: A Critical Reader*. Edinburgh: Edinburgh University Press.

Dunlap, R. E., 2008. The NEP Scale: From marginality to worldwide use. *Journal of Environmental Education,* 40 (1), 3-18.

Dunphy, D., and Stace, D., 1993. The strategic management of corporate change. *Human Relations,* 46 (8), 905-920.

Ferdig, M., 2007. Sustainability Leadership: co-creating a sustainable future. *Journal of Change Management,* 7 (2), 25-35.

Ferdig, M., A. 2009. Sustainability Leadership Relational Model. Available from: http://www.sustainabilityleadershipinstitute.org/downloads/SLI_model_download.pdf [Accessed: May 2013].

Fielden, J., 2006. Internationalisation and Leadership: What are the issues? . *In: Leadership Summit 2006: The Leadership Challenges of Globalisation and Internationalisation,* London: Leadership Foundation for Higher Education.

Findlay, A., King, R., Stam, A., and Ruiz-Gelices, E., 2006. Ever Reluctant Europeans The Changing Geographies of UK Students Studying and Working Abroad. *European Urban and Regional Studies,* 13 (4), 291-318.

Fine, M., and Vanderslice, V., 1992. *Qualitative activist research: Reflections on methods and politics.* New York: Plenum.

Forum for the Future. 1999. *Higher Education (HE) 21 Project: Sustainability Indicators for Higher Education.* London: Forum for the Future.

Freire, P.,1970. *Pedagogy of the oppressed.* New York: Continuum.

Freire, P., 1972. *Cultural action for freedom.* Harmondsworth: Penguin.

Freire, P., 1996. *Pedagogia da autonomia: saberes necessários à prática docente.* São Paulo: Paz e Terra.

Fullan, M., and Scott, G., 2009. *Turnaround Leadership for Higher Education.* San Fancisco: Jossey Bass.

Geertz, C., 1973. Thick Description: Toward an Interpretive Theory of Culture. *In: The Interpretation of Cultures: Selected Essays*. New York: Basic Books, 3-30.

Ghosall, S., 2005. Bad Management Theories are Destroying Good Management Practices. *Academy of Management Learning & Education,* 4 (1), 75-91.

Giddens, A., 2002. *Runaway world: How globalisation is reshaping our lives.* Profile Books.

Giroux, H., 2005. *Border Crossings.* New York: NY Routledge.

Grey, C., 1997. Management as technical practice. Professionalization or responsibilization? *Systems Practice,* 10, 703-726.

Grey, C., 2002. What are Business Schools for? On Silence and Voice in Management Education. *Journal of Management Education,* 26 (5), 496-511.

Grey, C., Knights, D., and Wilmott, H., 1996. Is a critical pedagogy of management possible? . *In:* French, R., and Grey, C. eds. *Rethinking management education*. London: Sage Ltd, 94-110.

Guba, E. G., 1978. Toward a method of naturalistic inquiry in educational evaluation. *CSE Monograph Series in Evaluation*, 8.. 8. Los Angeles: Center for the Study of Evaluation, University of California.

Guba, E. G., and Lincoln, Y. S., 1994. Competing Paradigms in Qualitative Research. In: Denzin, N. K., and Lincoln, Y. S. eds. Handbook of Qualitative Research. Thousand Oaks, CA: Sage, 105-117.

Gush, J., 2006. Implementing Bournemouth University's Employability Strategy in the Subject Areas of Hospitality, Leisure, Sport and Tourism. *In:* Beckett, N., and Kemp, P. eds. *Enhancing Graduate Employability in Business and Management, Hospitality, Leisure, Sport, Tourism*. Newbury: Threshold Press.

Habermas, J., 1971. *Knowledge and Human Interests.* London: Heineman.

Haigh, M. J., 2002. Internationalisation of the Curriculum: designing inclusive education for a small world. *Journal of Geography in Higher Education,* 29 (1), 31-48.

Hale, C. R., 2001. What is activist research. Items and Issues: Social Science Research Council, 2(1-2), 13-15.

Hamm, B., and Muttagi, P. K., 1998. *Sustainable development and the future of cities.* London: Intermediate Technology Publications.

HEFCE. 2004. Centres for Excellence in Teaching and Learning: call for bids. Available from: http://webarchive.nationalarchives.gov.uk/20100202100434/http://www.hefce.ac.uk/pubs/hefce/2004/04_05/ [Accessed: Accessed May 2013].

HEFCE. 2005a. *Sustainable Development in Higher Education: Consultation on a Support Strategy and Action Plan.* Bristol: Higher Education Funding Council for England.

HEFCE. 2005b. *Sustainable Development in Higher Education: Strategic Statement and Action Plan.* Bristol: Higher Education Funding Council for England.

Held, D., and McGrew, A., 2002. *Globalization/Anti-Globalization.* Oxford: Polity Press.

Heron, J., 1981. Philosophical basis for a new paradigm. In P. Reason and J. Rowan (eds) Human Inquiry: A Sourcebook of New Paradigm Research. Chichester: Wiley.

Heron, J., 1996. Co-operative inquiry: Research into the human condition. Sage.

Heron, J., & Reason, P. 1997. A Participatory Inquiry Paradigm. Qualitative Inquiry, 3(3), 274-294.

Hicks, D., 1996. Envisioning the Future: The challenge for environmental educators. *Environmental Education Research Journal,* 2 (1), 101-108.

Hicks, D., 2003. Global education: what does it mean? . *In: The Challenge of the Global Dimension in Education-Lecture Series No 1 (2004),* London: Institute of Higher Education.

Hick, D., 2008. Ways of Seeing: the origins of global education in the UK. In: UK ITE Network Inaugral Conference on Education for Sustainable Development, London.

Hogan, D., and Tormey, R., 2008. A perspective on the relationship between development education and education for sustainable development. *Policy and Practice: A Development Education Review* (6, Spring), 5-17.

Hopkinson, P., Hughes, P., and Layer, G., 2008. Sustainable graduates: linking formal, informal and campus curricula to embed education for sustainable development in the student learning experience. *Environmental Education Research Journal,* 14 (4), 435-454.

Hopkinson, P., and James, P., 2013. Whole institutional change towards sustainable niversities: Bradford's Ecoversity initiative. *In:* Sterling, S., Maxey, L., and Luna, H. eds. *The Sustainable University: Progress and prospects* London: Earthscan/Routledge, 235-255.

Horton, M., and Freire, P., 1990. *We make the road by walking: Conversations on education and social change.* Philadelphia: Temple University Press.

Huckle, J., 1996. Realizing Sustainability in Changing Times. In: Huckle, J., and Sterling, S. eds. Education for Sustainability. London: Earthscan, 3-17.

Huckle, J., and Sterling, S., 1996. *Education for Sustainability.* London: Earthscan.

Jacobs, M., 2009. How business schools have failed business. *The Wall Street Journal,* A13. Available from: http://online.wsj.com/article/SB124052874488350333.html [Accessed: May 2012].

Jones, E., 2006. 20 key factors in internationalising higher education. *Academy Exchange: Supporting the Student Learning Experience* (Issue 5, Winter), 38-39.

Jones, E., 2010. 'Don't worry about the worries': Transforming lives through international volunteering. *In:* Jones, E. ed. *Internationalisation and the Student Voice: Higher Education Perspectives*. London: Routledge, 83-97.

Jones, E., 2011. Internationalisation, multiculturalism, a global outlook and employability. *Assessment, Teaching and Learning Journal (Leeds Met),* 11 (Summer), 21-49.

Jones, E., and Brown, S. (Eds.). 2007. *Internationalising Higher Education*. London: Routledge.

Jones, E., and Killick, D., 2007. Internationalisation of the curriculum. *In:* Jones, E., and Brown, S. eds. *Internationalising Higher Education*. London: Routledge, 109-119.

Jones, E., and Lee, S., 2008. Perspectives and Policy and Institutional Cultures. *In:* Shiel, C., and Mckenzie, A. eds. *The Global University: the role of senior managers*. London: BU/DEA, 26-30.

Jones, P., Selby, D., and Sterling, S. (Eds.). 2010. *Sustainability Education: Perspectives and Practice across Higher Education*. London: Earthscan.

Ki-Hoon, L., Barker, M., and Mouasher, A., 2013. Is it even espoused? An exploratory study of commitment to sustainability as evidenced in vision, mission, and graduate attribute statements in Australian universities *Journal of Cleaner Production,* 48, 20-28.

Killick, D., 2006a. Cross-Cultural Capability & Global Perspectives Guidelines for Currculum Review. Available from: http://www.leedsmet.ac.uk/staff/files/Cross_Cultural_Capability_Guidelines.pdf [Accessed: May 2008].

Killick, D., 2006b. The internationalised curriculum. *Academy Exchange: Supporting the Student Learning Experience* (Issue 5, Winter), 36-37.

Killick, D., 2007. Cross-cultural capability and global perspectives: curriculum development for global citizenship. *In:* Shiel, C., and Takeda, S. eds. *Proceedings :Education for sustainable development: graduates as global citizens*. Bournemouth: Bournemouth University, 50-55.

Killick, D., 2011a. Internationalising the University: Enabling Selves-in-the-World. *In:* Preisler, B., Klitgård, I., and Fabricius, A. eds. *Language and Learning in the International University : From English Uniformity to Diversity and Hybridity*. Bristol: Multilingual Matters, 76-95.

Killick, D., 2011b. *Students as Global Citizens: Being and Becoming Through the Lived Experience of International Mobility.* Thesis (Doctor of Philosophy). Leeds Metropolitan University, Leeds.

Killick, D., and Poveda, J., 1998. Cross-cultural capability: good citizenship in the global village *Capability,* 3 (4), 35-38.

King, R., Findlay, A., and Ahrens, J., 2010. *International students mobility literature review. Report to HEFCE and co-founded by the British Council, UK National Agency for ERASMUS.* Bristol: HEFCE.

Knight, J., 2003. Updating the Definition of Internationalization. *In:* Cihe ed. *International Higher Education* Vol. 33. The Boston College Centre for International Higher Education, 2-3. Available from: http://www.bc.edu/content/dam/files/research_sites/cihe/pdf/IHEpdfs/ihe33.pdf [Accessed: Fall].

Knight, J., 2006a. *Internationalization of Higher Education: New Directions, New Challenges. 2005 IAU Global Survey Report.* Paris. France.

Knight, J., 2006b. Internationalization: Concepts, complexities and challenges. *In:* Forest, J., and Altbach, P. G. eds. *International handbook of higher education* Dordrecht. The Netherlands: Springer Academic Publishers, 345-396.

Knight, J., and de Wit, H., 1995. Strategies for the internationalisation of higher education: historical and conceptual perspectives. In: De Wit, H. ed. Strategies
for internationalisation of higher education. Amsterdam: EAIE.

Knox, K., 2004. A Researcher's Dilemma: Philosophical and Methodological Pluralism. *Electronic Journal of Business Research Methods,* 2 (2), 119-128.

Kotter, J., 1996. *Leading Change.* Boston: Harvard Business School Press.

Lather, P., 1986. Research as Praxis. Harvard Educational Review, 56 (3), 257-277.

Leal Filho, W., 2000. Dealing with misconceptions on the concept of sustainability. *International Journal of Sustainability Education,* 1 (1), 9-19.

Leask, B., 2000. *Internationalisation: Changing Contexts and their implications for teaching, learning and assessment.* Australia: ASET-HERSDA.

Leask, B., 2002. Tying knots or bows? Measuring the development of a generic capability (international perspectives) in students. Available from: http://www.unisanet.unisa.edu.au/learningconnection/staff/practice/internatio nalisation/documents/Tyingknotsorbows.pdf

[Accessed: March 2009].

Leask, B., 2005. Internationalisation of the curriculum: Teaching and learning. *In:* Carroll, J., and Ryan, J. eds. *Teaching international students: Improving learning for all*. London: Routledge, 119-129.

Leask, B., 2007. A Holistic Approach to Internationalisation – Connecting Institutional Policy and the Curriculum with the Everyday Reality of Student Life *In:* Shiel, C., and Takeda, S. eds. *Proceedings Education for Sustainable Development: Graduates as Global Citizens*. Bournemouth: Bournemouth University, 57-66.

Legge, K., 1978. *Power, Innovation and Problem Solving in Personnel Management.* London: McGraw-Hill.

Legge, K., 1987. Women in personnel management: uphill climb or downhill slide in. *In:* Spencer, A., and Podmore, D. eds. *In a Man's World*. London: Tavistock, 33-60.

Lele, S. M., 1991. Sustainable development: a critical review. World development, 19 (6), 607-621.

Leonard, D., Pelletier, C., and Morley, L., 2004. *The Experiences of International Students in UK Higher Education: a review of unpublished material.* UKCOSA.

Lincoln, Y. S., and Guba, E. G., 1985. *Naturalistic Inquiry.* London: Sage.

Luker, P., 2008. Not yet Prime Minister. *Academy Exchange: Supporting the Student Learning Experience* (Issue 5, Winter), 18-20.

Lunn, J., 2006. Global Perspectives in GEED: a complacent or creative response. *Planet,* 16, July.

Lunn, J., 2008. Global Perspectives in Higher Education: Taking the Agenda Forward in the United Kingdom. *Journal of International Education,* 12 (3), 231-254.

Machiavelli, N., 1532. Il Principe. Florence: Antonio Blado d'Asola.

Marshall, H., 2005. Developing the Global gaze in citizenship education: exploring the perspectives of global education NGO workers in England. *International Journal of Citizenship and Teacher Education,* 1 (2), 76-92.

Marshall, H., 2007. Global education in perspective: fostering a global dimension in an English secondary school. *Cambridge Journal of Education,* 37 (3), 355-374.

Marshall, J., Coleman, G., and Reason, P. (Eds.). 2011. *Leadership for Sustainability: An Action Research Approach*. Sheffield: Greenleaf Publishing.

Marshall, S. (Ed.). 2007. *Strategic Leadership of Change in Higher Education*. London and New York: Routledge.

Martin, P., 2003. From here to eternity. *The Development Education Journal,* 9 (3), 10-12.

McCloskey, S., 2003. Education as an agent of social change. *In:* Mccann, G., and Mccloskey, S. eds. *From the Local to the Global: Key Concepts in Development Studies*. London: Pluto Press, 178-196.

McCollum, A., 1996. *On the Margins? An Analysis of the Theory and Practice of Development Education in the 1900s.* Thesis (PhD). Open University.

McCowan, T., 2012. Opening spaces for citizenship in Higher Education: three initiatives in English universities. *Studies in Higher Education,* 37.1, 51-67.

McKenzie, A., and Shiel, C., 2002. The DEA Global Perspectives in Higher Education Project: Progress to date. *The Development Education Journal,* 8.3.

McKenzie, K., Bourn, D., Evans, S., Brown, M., Shiel, C., Bunney, A., Collins, G., Wade, R., Parker, J., and Annette, J., 2003. *Global Perspectives in Higher Education: The Improving Practice Series.* London: Development Education Association.

Meadows, D., 1994, 24-28 October *Envisioning a sustainable world.* Paper presented at the Third Biennial Meeting of the International Society for Ecological Economics. San Jose, Costa Rica. Available from:

http://www.donellameadows.org/archives/envisioning-a-sustainable-world/
[Accessed: June 2013].

Meadows, D., 2002. Dancing with systems. *Systems Thinker,* 13, 2-6.

Merriam, S., 1995. What can you tell from an N of 1? Issues of validity and reliability in qualitative research. *PAACE Journal of Lifelong Learning,* 4, 51–60.

Mezirow, J., and Associates. 1990. *Fostering Critical Reflection in Adulthood.* San Fransisco: Jossey Bass.

Middlehurst, R., 2006. *A leadership challenge in Academy Exchange: Supporting the Student Learning Experience: Internationalisation.* York: Higher Education Academy. Issue 5, Winter.

Middlehurst, R., and Woodfield, S., 2007. International Activity or International Strategy? Insights from an institutional Pilot Study in the UK. *Tertiary Education and Management,* 13 (3), 263-279.

Mingers, J., 2003. The paucity of multimethod research: a review of the information systems literature. *Information Systems Journal,* 13 (3), 233-249.

Moeller, M., and Harvey, M., 2011. Inpatriate marketing managers: issues associated with staffing global marketing positions. *Journal of International Marketing,* 19 (4), 1-16.

Moon, J., A., 2000. *Reflection in Learning & Professional Development: Theory and Practice.* London: Kogan Page.

Moss Kanter, R., 1989. *When Giants Learn to Dance.* New York: Simon & Schuster.

Orr, D., 1992. *Ecological Literacy: Education and Transition to a Postmodern World.* Albany, NY: State University of New York Press.

Osler, A., and Starkey, H., 2005. *Changing Citizenship: Democracy and Inclusion in Education.* Maidenhead: Oxford University Press.

Otter, D., 2007. Globalisation and sustainability: Global perspectives and education for sustainable development in Higher Education. *In:* Jones, E., and Brown, S. eds. *Internationalising Higher Education.* Abingdon: Routledge 42-54.

Ottewill, R., and Macfarlane, B., 2003. Pedagogic challenges facing business and management educators: assessing the evidence. *The International Journal of Management Education,* 3 (3), 33-42.

Oxfam. 1997. *A curriculum for global citizenship.* Oxford: Oxfam.

Paço, A., Alves, H., Shiel, C., and Leal Filho, W., 2013a. Development of a green consumer behavior model. *International Journal of Consumer Studies,* 37, 414-421.

Paço, A., Alves, H., Shiel, C., and Leal Filho, W., 2013b. A multi-country level analysis of environmental attitudes and behaviours among young consumers. *Journal of Environmental Planning and Management*, 1-17.

Parker, J., and Wade, R., 2008. *Journeys around Education for Sustainability.* London: London South Bank University.

Pearce, S., Brown, E., and Walker, J., 2008. The Role of Universities in Sustainable Development. *In:* Shiel, C., and Mckenzie, A. eds. *The Global University: the role of senior managers*. London: BU/DEA, 47-50.

Petford, N., and Shiel, C., 2008. A holistic approach to the 'globalisation' agenda at Bournemouth University: the role of senior management. *In:* Shiel, C., and Mckenzie, A. eds. *The Global University: the role of Senior Managers*. London: BU/DEA, 20-25.

Pike, G., and Selby, D., 1988. Global Teacher, Global Learner. London: Hodder and Stoughton; in association with the Centre for Global Education, York University.

Quinn, J. B., 1980. Managing strategic change. *Sloan Management Review,* 21 (4), 67-86.

Quinn, J. B., and Dalton, M., 2009. Leading for sustainability: implementing the tasks of leadership. *Corporate Governance,* 9 (1), 21-38.

Reason, P., and Bradbury, H. (Eds.). 2001. Handbook of Action Research: Participative inquiry and practice. London: Sage.

Reason, P., and Rowan, J. (Eds.). 1981. *Human Inquiry: A Sourcebook of New Paradigm Research*. Chichester: Wiley.

Revans, R. W., 1982. What is Action Learning. *Journal of Management Development,* 1 (3), 64-75.

Ridolfo, H., and Shiel, C., 2004. *The Business Simulation week.* Higher Education Academy Business Education Support Team, Milton Keynes: The Open University Business School.

Roddick, A., 2000. *Business as Unusual: the triumph of Anita Roddick.* London: Thorsons.

Robinson, J., 2004. Squaring the circle? Some thoughts on the idea of sustainable development. Ecological Economics, 48 (4), 369-384.

Ryan, A., 2011a. *Education for sustainable development and holistic curriculum change: a review and guide.* The Higher Education Academy. Available from: http://www.heacademy.ac.uk/assets/documents/esd/ESD_Artwork_050412_1324.pdf [Accessed: June 2012].

Ryan, A., and Cotton, D., 2013. Times of change: shifting pedagogy and curricula for future sustainability. *In:* Sterling, S., Maxey, L., and Luna, H. eds. *The Sustainable University: Progress and prospects*. London & New York: Routledge/Earthscan, 151-168.

Ryan, J., 2011b, 11 May. *International education and global learning: A one way exercise or an endeavour in mutual understanding.* Paper presented at the The Higher Education Academy Learning and Teaching Conference, University of Nottingham, Nottingham.

Schattle, H., 2008. Education for global citizenship: Illustrations of ideological pluralism and adaptation. *Journal of Political Ideologies,* 13 (1), 73-94.

Schön, D. A., 1983. *The Reflective Practitioner: how professionals think in action.* London: Temple Smith.

Scott, G., Tilbury, D., Sharp, L., and Deane, E., 2012. *Turnaround leadership for sustainability in Higher Education.* Sydney: Australian Government, OLT.

Scott, W., and Gough, S., 2003. *Sustainable Development and Learning: Framing the issues.* London: RoutledgeFalmer.

Selby, D., 2009. Towards the sustainability university: The Centre for Sustainable Futures, University of Plymouth. *Journal of Education for Sustainable Development,* 3 (1), 103-106.

Sheppard, K., Harraway, J., Lovelock, B., Skeaff, S., Shooten, L., Strack, M., and Jowett, T., 2012. Monitoring Changes in the Sustainability Attributes of Higher Education Students in a New Zealand University. *In:* Leal Filho, W. ed. *Sustainable Development at Universitites: New Horizons*. Frankfurt: Peter Lang, 118-126.

Sheppard, M., and Bellis, P., 2008. The Bologna Process: Supporting the Internationalization of Higher Education in the UK. Available from: http://eunis.dk/papers/p37.pdf [Accessed: February 2013].

Shiel, C., 2001a. Review of Transnational Management: Text, Cases and Readings in Cross Border Management, 3rd Edition. *Personnel Review,* 30 (1), 119-126.

Shiel, C., 2002, September. *Global Responsibility and Sustainable Development: What are business schools doing?* Paper presented at the Association of Business Schools, Undergraduate Forum, London.

Shiel, C., 2005, June. *Developing a 'global perspective' within a university: securing change to enable students to develop as global citizens.* Paper presented at the Implementing Global Development Education into Higher Education Programs in Poland, organised by UNDP and Ministry of Foreign Affairs, Poland.

Shiel, C., 2006. Developing the global citizen, . *Academy Exchange: Supporting the student learning experience,* Winter (5), 13-15.

Shiel, C., 2007a, April. *Culturally Inclusive Approaches to Learning and Teaching.* Keynote presentation at the Challenges and Opportunities in Curriculum Internationalisation: An NUBS, Newcastle University.

Shiel, C., 2007b. Developing and embedding global perspectives across the university. *In:* Marshall, S. ed. *Strategic Leadership of Change in Higher Education.* London and New York: Routledge, 158-173.

Shiel, C., 2007c. Developing the Global Citizen: the way forward? *The International Journal of Learning,* 14 (4), 153-168.

Shiel, C., 2008a. Embedding e-resources in Distance Learning: A New Way of Working but is Learning Enhanced? *The International Journal of Learning,* 15, 1-14.

Shiel, C., 2008b. *The Global University: aligning global citizenship, sustainable development and internationalisation.* Keynote presentation at the UNESCO Centre International Development Seminar, University of Ulster, Coleraine.

Shiel, C., 2008c. Introduction. *In:* Shiel, C., and Mckenzie, A. eds. *The Global University: the role of Senior Managers.* London: BU/DEA, 6-10.

Shiel, C., 2008d. Introduction. *In:* Atfield, R., and Kemp, P. eds. *Enhancing the international learning experience in business, management, hospitality, leisure, sport, tourism.* Berks: Threshold Press, v-xiv.

Shiel, C., 2009a. *Developing Global Citizens: an employability perspective.* Keynote presentation at the International Dimensions of Graduate Employability:

Developing the global citizen, HEA/ FDTL Project Conference, Oxford Brookes.

Shiel, C., 2009b. *Development Cooperation and Capacity Building.* Paper presented at the Durham: A World Class University Staff Development Conference, Durham.

Shiel, C., 2009c, September. *Exploring attitudes, values and beliefs: a starting point for citizenship.* Paper presented at the Developing Global Citizens, Association of Business School, BMAF, Leeds Business School Conference.

Shiel, C., 2009d. Global Perspectives and Global Citizenship: Understanding the views of our learners. *The International Journal of Learning,* 16 (6), 689-720.

Shiel, C., 2009e. *Internationalisation: an approach that addresses global employability.* Keynote presentation at the Engaging Employers BMAF Annual Education Conference, Cardiff.

Shiel, C., 2009f. *Transformation through citizenship.* Keynote presentation at the Researching Transformational Learning through ESD, Internationalisation and Citizenship, Gloucester University.

Shiel, C., 2011a, March. *Global Perspectives: ESD by another name.* Paper presented at the Green Academy, Leeds (Unpublished).

Shiel, C., 2011b. *Learning and Teaching, where next? A Report.* London: Higher Education Academy. Business, Management, Accountancy and Finance. Available from: http://www.heacademy.ac.uk/business/news/detail/2011/learning_and_teaching_where_next [Accessed: May 2012].

Shiel, C., 2011c. Are we there yet? In: Shiel, C., ed. *Global Vision, Local Action: Education for Sustainable Development and Global Citizenship, 4th International Conference*. Bournemouth: Bournemouth University, 13-41.

Shiel, C., 2012a. *Contributing to a Learning Planet.* Keynote presentation at the 12th Annual Learning and Teaching Conference, Middlesex University.

Shiel, C., 2012b, June. *The cultural value of International Mobility.* Keynote presentation at the Internationalising Higher Education within the UK: Globalising knowledge and skills, Inside Government.

Shiel, C., 2013a. Building Capacity: Enabling University Leaders to Serve as Role Models for Sustainable Development. *International Journal of Sustainability Education,* 8 (1), 29-45.

Shiel, C., 2013b. Leadership. *In:* Sterling , S., Larch, M., and Luna, H. eds. *The Sustainable University: progress and prospects*. London: Routledge, 110-131.

Shiel C, Williams, A., and Mann, S., 2005. Global Perspectives and Sustainable Development in the Curriculum: Enhanced Employability, More Thoughtful Society? *In:* Newland, B., Norman, K., and Johnson, M. eds. *Enhancing Graduate Employability: The roles of learning, teaching, research and knowledge transfer. Proceedings of the Bournemouth University Learning and Teaching Conference*. Bournemouth, Bournemouth University: Learning Design Studio, Bournemouth University, 2-16.

Shiel, C., and Bunney, A., 2002. Global Responsibility and Sustainable Development: tailoring the concepts to business programmes. *In: 1st Annual Teaching and Learning Conference*, Bristol: Bristol Business School, 1-17.

Shiel, C., and Hanson, J., 2004, April. *Meeting the Challenge: Putting Sustainability in the Curriculum* Paper presented at the Learning South West Summer Conference: Workforce Development for A Successful and Sustainable South West, Taunton, Devon.

Shiel, C., and Jones, D., 2000a. HRM is Simply Another Management Fad- an argument to test the validity of this criticism against the features of a fad. *Working Papers in Management Series, The Business School@Bournemouth University,* May.

Shiel, C., and Jones, D., 2000b. The Value of Strategic Ambiguity in Organisational Communication. *Working Papers in Management Series, The Business School@Bournemouth University,* March.

Shiel, C., and Jones, D., 2003. Reflective learning & assessment: a systematic study of reflective learning as evidenced in students' learning journals. *In: BEST LTSN Conference,* Brighton.

Shiel, C., and Jones, D., 2004a. *Business graduates as global citizens: working across educational boundaries.* Paper presented at the HE Business Management and Accountancy Subject Centre Conference, Ealing, London.

Shiel, C., and Jones, D., 2004b. Global Perspectives and Higher Education: taking the agenda forward in a Business School. *The Development Education Journal,* 10.3 (June), 10-12.

Shiel, C., and Jones, D., 2004c. *Working in Partnership to Develop e-learning.* Paper presented at the International Conference for the Strategic Development of e-learning sponsored by CKIT, Institute for Information and Industry, Taipei, Taiwan.

Shiel, C., and Jones, D., 2005a. *Global Perspectives in Higher Education: Taking the Agenda Forward in a Business School. The Common European Space of Education, Science and Culture: The Collected Articles, Part 1, 164-170.* Chelyabinsk: Southern Ural State University.

Shiel, C., and Jones, D., 2005b. Technology as an Enabler. *The Development Education Journal,* 11, 3-5.

Shiel, C., and Mann, S., 2005. *A Global Perspective at Bournemouth University: Education for Global Citizens and Sustainable Development. Internal Strategic Report.* Bournemouth: Bournemouth University.

Shiel, C., and Mann, S., 2006. *Becoming a global citizen.* Bournemouth: Bournemouth University Global Local Education (BUGLE).

Shiel, C., and Mckenzie, A.,2008. eds. *The Global University: the role of Senior Managers*. London: BU/DEA.

Shiel, C., and Paço, A., 2012. The impact of University policies for sustainable development on students: a comparison of students from two institutions, one in the UK and one in Portugal. *In:* Leal, W. ed. *Sustainable Development at Universities: New Horizons*. Frankfurt: Peter Lang Publishers.

Shiel, C., and Petford, N., 2008, 4-5 December. *Developing globally employable graduates: one approach.* Paper presented at the Going Global: Internationalising Higher Education, London (Unpublished).

Shiel, C., Williams, A., and Mann, S., 2005. Global Perspectives and Sustainable Development in the Curriculum: Enhanced Employability, More Thoughtful Society? *In*: Newland, B., Norman, K., & Johnson, M., eds. *Enhancing Graduate Employability: The roles of learning, teaching, research and knowledge transfer*. Bournemouth: Bournemouth University, 2-16

Sibbel, A., 2012. Bridging the Gaps to Develop Graduate Capabilities for Sustainability. *In:* Leal Filho, W. ed. *Sustainable Development at Universities: New Horizons*. Frankfurt: Peter Lang, 71-84.

Spretnak, C., and Capra, F. (Eds.). 1985. Green Politics: . Glasgow: Paladin Books.

Springett, D., 2010. Education for Sustainability in the Business Studies Curriculum: Ideological Struggle. *In:* Jones, P., Selby, D., and Sterling, S. eds. *Sustainability Education: Perspectives and Practice Across Higher Education*. London: Earthscan, 75-92.

Springett, D., and Kearins, K., 2001. Gaining Legitimacy: Sustainable development in business school curricula. *Sustainable Development Journal,* 9 (4), 213-221.

Stepanyan, K., Littlejohn, A., and Margaryan, A., 2010. *Sustainable eLearning in a Changing Landscape: A Scoping Study (SeLScope).* York: HE Academy and Glasgow Caledonian University.

Sterling, S., 1996. Educating the educators: a master's degree in environmental and development education. *The Development Education Journal,* 5, 17-18.

Sterling, S., 2001. *Sustainable Education: Re-visioning Learning and Change.* Dartington: Green Books.

Sterling, S., 2003. *Whole Systems Thinking as a Basis for Paradigm Change in Education: Explorations in the Context of Sustainability.* Thesis (PhD). Centre for Research in Education and the Environment, University of Bath.

Sterling, S., 2004. An analysis of the development of sustainability education internationally: evolution, interpretation, and transformative potential. *In:* Blewitt, J., and Cullingford, C. eds. *Sustainable Development: A Challenge for Higher Education*. London: Earthscan, 43-62.

Sterling, S., 2005, 12 September. *Making Connections…towards culture change in education.* Keynote presentation at the ESD - Graduates as Global Citizens, Bournemouth University.

Sterling, S., and EDET Group. 1992. *Good Earth-Keeping: Education Training and Awareness for a Sustainable Future. Environment Development Education and Training Group.* London: UNEP-UK.

Sterling, S., Maxey, L., and Luna, H., 2013. *The Sustainable University: Progress and prospects.* London and New York: Earthscan/Routledge.

Sterling, S., and Scott, W., 2008. Higher Education and ESD in England: A critical commentary on recent iniatives. *Environmental Education Research,* 14 (4), 386-398.

Stier, J., 2004. Taking a critical stance toward internationalization ideologies in higher education: idealism, instrumentalism and educationalism. *Globalisation, Societies and Education,* 2 (1), 83-97.

Thomas, A. B., and Anthony, P. D., 1996. Can management Education be Educational? *In:* French, R., and Grey, C. eds. *Rethinking Management Education*. London: Sage, 17-36.

Thomas, H., and Cornuel, E., 2012. Business schools in transition? Issues of impact, legitimacy, capabilities and re-invention. *Journal of Management Development,* 31 (4), 329 - 335.

Tilbury, D., 2007. Monitoring and evaluation during the UN decade of education for sustainable development. *Journal of Education for Sustianable Development,* 1 (2), 239-254.

Tilbury, D., 2011. Higher Education for sustainability: A Global Overview of Commitment and Progress. In: Guni ed. Higher Education in the World 4. Higher Education's Commitment to Sutainability: From Understanding to Action. Barcelona: GUNI, 18-28.

Tilbury, D., 2013. Another world is desirable: a global rebooting of higher education for sustainable development. *In:* Sterling, S., Maxey, L., and Luna, H. eds. *The Sustainable University: Progress and prospects*. London & New York: Routledge/Earthscan, 71-86.

Toyne, P., 1993. *Environmental Responsibility: An agenda for further and higher education.* London: HMSO.

UNCED. 1992 *Agenda 21: Programme of Action for Sustainable Development.* New York, NY: UN Department of Public Information.

UNESCO. 2007. *Introductory Note on ESD – DESD Monitoring & Evaluation Framework.* Paris: UNESCO.

Urry, J., 1998. *Globalisation and Citizenship.* Department of Sociology, Lancaster University. Available from: http://www.comp.lancs.ac.uk/sociology/papers/Urry-Globalisation-and-Citizenship.pdf [Accessed: May 2008].

ULSF, 1990. *Talloires Declaration.* University Leaders for a Sustainable Future. Available from: http://www.ulsf.org/programs_talloires.html [Accessed: May 2013].

Van Maanen, M., 1977. Linking ways of knowing with ways of being practical. *Curriculum Inquiry,* 6, 205-228.

Vare, P., and Scott, W., 2007. Learning for a change: exploring the relationship between education and sustainable development. *Journal of Education for Sustainable Development,* 1 (2), 191-198.

Varghese, N. V., 2008. *Globalization of Higher Education and cross-border student mobility.* Paris: UNESCO, International Institute for Educational Planning.

Wade, R., 2008a. Education for sustainability: Challenges and opportunities. *Policy & Practice: A Development Education Review,* 6 (Spring 2008), 30-48.

Wade, R., 2008b. Journeys around Education for Sustainability: Mapping the Terrain. *In:* Parker, J., and Wade, D. eds. *Journeys around Education for Sustainability*. London: London South Bank University, 5-32.

Walby, S., 1986. *Patriarchy at Work.* Oxford: Polity.

Wals, A. E. J., 2012. *Shaping the Education of Tomorrow: 2012 Full-Length Report on the UN Decade of Education for Sustainable Development.* Paris: UNESCO, DESD Monitoring and Evaluation.

Wals, A. E. J., and Blewitt, J., 2010. Third-wave Sustainability in Higher Education: Some (Inter)national Trends and Developments. *In:* Jones, P., Selby, D., and Sterling, S. eds. *Sustainability: Perspectives and Practice Across Higher Education*. London: Earthscan, 55-74.

WCED. 1987. *Our Common Future, World Commission on Environment and Development.* Oxford: Oxford University Press.

Welsh Government. 2006. *Education for Sustainable Development and Global Citizenship: A Strategy for Action, DELLS Information Document No: 017-06.* Cardiff, Wales: Welsh Assembly Government.

Welsh Government. 2008. *Education for Sustainable Development and Global Citizenship: A Strategy for Action – Updates (January 2008).* Cardiff, Wales: Welsh Assembly Government.

White, R., M., 2013. Sustainability research: a novel mode of knowledge generation to explore alternative ways for people and planet. *In:* Sterling, S., Maxey, L., and Luna, H. eds. *The Sustainable University: Progress and prospects*. London & New York: Routledge/Earthscan, 168-191.

Williams, C. C., and Millington, A. C., 2004. The diverse and contested meanings of sustainable development. Geographical Journal, 170 (2), 99-104.

Winter, J., Cotton, C., and Grant, V., 2012. Experiencing Transformation in Sustainability: A Student Perspective. *In:* Leal Filho, W. ed. *Sustainable Development at Universities: New Horizons*. Frankfurt: Peter Lang, 85-95.

Wittgenstein, L., 1958. *Philosophical Investigations, translated by G.E.M. Anscombe, Second Edition.* Oxford: Basil Blackwell.

Yukl, G., 2006. *Leadership in Organisations.* Upper Saddle River: Person/Prentice Hall.

Abbreviations

ABS Association of Business Schools
AGR Association of Graduate Recruiter
AUT Association of University Teachers
BU Bournemouth University
CEE Council for Environmental Education
CIHE Council for Industry and Higher Education
DEA Development Education Association
DE Development Education
DEC Development Education Centre
DEED Development Education in Dorset
DfES Department for Education & Skills
DfID Department for International Development
DPLT Development Programme for Directors of Learning and Teaching
EE Environmental Education
ESD Education for Sustainable Development
EfS Education for Sustainable Development
ERASMUS European Region Action Scheme for the Mobility of University
Student
GC Global Citizenship
GP Global Perspectives
HEA Higher Education Academy
HEFCE Higher Education Funding Council
HEFCW Higher Education Funding Council for Wales
LF Leadership Foundation
LFF Leadership Foundation Fellowship
LGMF Leadership Governance and Management Fund
PESTLE Political, Economic, Social, Technological, Legal, Environmental
SD Sustainable Development
SWOT Strengths, Weaknesses, Opportunities and Threats
UNCED United Nations Conference on Environment and Development
UNDP United Nations Development Programme
UNESCO United Nations Scientific and Cultural Organisation
WCED World Commission on Environment and Development

Appendix 1:

Statement of author's contribution to co-authored publications; letters from co-authors

Where publications have been co-authored the approximate contribution of authors (in order of names) is shown below. Signed letters to confirm the nature of contribution are also included (from co-authors) where possible. In one case (Submission One) the co-author is deceased so confirmation has been sought from a colleague who was familiar with the work at the time. In another case (Submission Five) confirmation has been sought from the former CEO of the DEA (now Think Global).

Submission One. Shiel, C., & Bunney, A., 2002.
Contribution 80:20

Submission Two. Shiel, C., & Jones, D., 2003.
Contribution 90:10

Submission Three. Shiel, C., & Jones, D., 2004.
Contribution 90:10

Submission Four. Shiel C., Williams, A., and Mann, S., 2005.
Contribution 80:10:10

Submission Five. Bourn D., McKenzie, A., & Shiel, C., 2006. eds.
Sole author of extracts and 'ways forward' – contributed equally to overall publication – see letter from Dr. D. Bourn.

Submission Nine i. Shiel, C. 2008c. Introduction. In: Shiel, C., & McKenzie, A. eds.
Sole author of Introduction and leader of entire publication – see letter from H. Shah (former CEO) of DEA.

Submission Nine ii. Petford, N., & Shiel, C., 2008.
Contribution 25: 75

Submission Twelve. Bourne, D., & Shiel, C., 2009.
Contribution 50/50

Submission Fourteen. Shiel, C., and Paço, A., 2012.
Contribution 60/40

Appendix Two

Letters to confirm contribution from co-authors