The Global University
*The role of **senior managers***

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Preface

Many of our HE institutions have been in existence for decades now and in some cases centuries. They enjoy an illustrious history and have built an enduring reputation worldwide. Our more modern institutions also have unique attributes and have forged powerful collaborations, incorporating innovative ideas in their approach to HE provision in the UK. However, as the pace of change in the globalisation agenda has gathered one thing remains constant and that is that all HEIs will be required to continually adapt in order to keep up with ever changing demands. One key challenge is to provide courses which are not only exciting and attractive but more importantly, relevant to both students and employers in a context of increasing global interdependence. HEIs have a critical role to play in developing the knowledge, skills and attributes that will contribute to enhancing global society, the economy and the need for sustainable development in the 21st century.

Many institutions now have explicit internationalisation strategies and individuals whose role it is to lead change to make these a reality. Globalisation has brought many changes. More students than ever before travel across borders with the advent of cheaper international travel, there have been significant advances in communications technology, but there are also more countries and providers entering the international education market. In order to continue to succeed our HEIs will need to continue to adapt the programmes they offer, the ways in which they are offered and where they are offered.

The UK HE sector has an enviable reputation for the quality of research it produces which has led to the development of many of the innovations we make use of in our daily lives. The big challenges that face the world today – climate change, pandemics, renewable energy – cannot be solved by one country or university in isolation. It requires institutions to work together across country boundaries and I know that much collaborative work of this kind is going on.

Globalisation is a phenomenon that cannot be ignored and its forces can be felt in almost every aspect of a university's operations - its staff, students, curriculum, research activities - to name just 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,
Department for Innovation, Universities and Skills (DIUS).

Of the four cross-cutting themes of the Leadership Foundation's new 5-year Strategic Plan, two are 'globalization' and 'sustainability'.

They underpin our leadership programmes not as mere rhetoric, but as intensely practical dimensions of what we teach about leadership, governance and management in UK Higher Education. They are vital components in the context and challenges facing universities over the next five to ten years. Moreover, these vital issues require sound leadership at all levels of the institution, if they are to be properly developed, championed and embedded inside our university system.

Chris Shiel was one of the first Leadership Foundation Fellows and the subject of her LF Fellowship was concerned with the global, sustainable university and internationalization. We are pleased to have played a part in the earlier development of this key piece of work and have no hesitation in endorsing this publication. It will be a very useful adjunct to our programmes and related research.

Ewart Wooldridge CBE
Chief Executive
Leadership Foundation for Higher Education.

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Introduction

As we move forward into the 21st Century it is impossible to ignore the challenges that we face in securing a sustainable future for humankind. It may seem preferable (and often simpler), to focus largely on the economic and competitive aspects of globalisation when we are caught up in the complexity of our 'local' working contexts but if in so doing, we then neglect to consider the contribution that we might make to resolving issues such as global poverty, conflict, inequality, injustice and environmental degradation – then we all stand to lose.

UK government underscores the role of education in taking up these challenges: global citizenship and sustainability are at the heart of policy concerns (Department for Education and Science, DfES 2003, 2004). Such documents may be criticised and it could be suggested that they may confuse, rather than clarify what form engagement should take, however the Higher Education Funding Council for England (HEFCE) and the Higher Education Academy (HEA) have sought to elaborate, suggesting possible directions. HEFCE endorse that *'Higher education has a pivotal role to play in helping society develop sustainably'* (HEFCE 2005, 6) and that engagement involves three broad areas – through the educational role; through research which provides social and technical solutions, and by nature of the fact that HEIs are themselves large businesses, consuming resources and with a duty to stakeholders to be socially responsible.

The HEA has responded to the educational challenge, addressing internationalisation and sustainability, albeit as separate concerns but acknowledging that they overlap. They stress the importance of preparing *'all graduates, regardless of country of origin, to be informed, responsible citizens able to work effectively in a global, multi-cultural context'* (*www.heacademy.ac.uk/ourwork/learning/international*). They are also supporting initiatives to extend sustainable development.

The HE Leadership Foundation has also placed a spotlight on these issues. Their 2006 conference considered 'The *Leadership Challenges of Globalisation and Internationalisation'* as its theme, stimulating a broader debate around interpretations and consequences of internationalisation, and referencing the criticality of new leadership approaches. The responsibility of universities in *'resolving the current and emergent global problems'* (Fielden, 2006 p6) in both developed and developing countries was reinforced.

If the role of higher education is undoubtedly 'pivotal' (and judging by the increasing number of conferences for senior staff on Internationalisation, globalisation, and sustainable development, these concerns are more frequently marketed as 'managerial' and strategically important), how do we build the momentum for change? What do we need to do to ensure that a 'global vision', or a goal of being 'world-class', also aligns with the need for sustainable development?

Unfortunately, there are no simple answers. This publication certainly does not set out to propose a 'one size fits all' solution. It is hoped however, that by sharing reflection, perspectives and examples of practice, that ideas are stimulated and potential opportunities to engage are revealed. The publication has been purposefully written by senior managers for senior managers. The former were invited to share their experiences and reflections on shaping a 'global university', with the aim of contributing to the debate around particular challenges confronting the sector: internationalisation, globalisation, and sustainable development.

An increasing number of universities have responded to globalisation by broadening the curriculum and developing the student experience to embrace a 'global perspective', addressing 'internationalisation at home' as an essential component of international strategy. The notion that higher education might develop 'active global citizens' who are equipped to address sustainable development, is becoming accepted as a strategic aim of a few Higher Education Institutions (Bourn, McKenzie, Shiel 2006;) and is

being explored by others (Jones & Brown 2007, Lunn 2006).

Other universities are addressing this agenda from a starting point which focuses on sustainability, albeit that for a few, approaches are limited to addressing environmental aspects. However for an increasing number of institutions such engagement embraces innovation (HEFCE 2008) and a focus on education for sustainable development, as a driver for change.

This publication includes contributions from a range of perspectives and suggests that universities are uniquely placed to contribute to both 'internationalisation' and sustainable development – concepts which may even be brought together, under the overarching concept of 'global perspectives'. Some papers stimulate consideration of these issues as separate and distinctive strategic policy concerns; others suggest the potential for strategic solutions to actually overlap. We hope that by offering diversity, including two contributions from outside of the UK, that there is something here for everyone while ensuring that a common feature is evident: strategic commitment of senior staff is vital. This agenda represents a significant leadership challenge to secure strategic change - more than inspiring words in mission statements - providing an enabling environment for implementation is important in moving forward.

'*Like other important concepts such as equity and justice, sustainability can be thought of as both a destination (something worth aiming for) and a journey (that has no pre-ordained route).*' (New Zealand Parliamentary Commissioner for the Environment 2004, Cited in Tilbury and Wortman 2004, p7)

In embarking on this 'journey' what seems important to emphasise is that there are strategic choices: paths to follow, modes of transport and things to see (or even chose not to see), along the way. Each institution needs to develop ways of working that resonate with ethos, mission and context – but hopefully with a common

destination – contributing to a more just, sustainable global society.

Before moving into the detail of the contributions, it seems important to say something about the 'journey' that provided the context for this publication. This is done in part to acknowledge the contribution of the DEA and participants who have contributed along the way but also to reinforce that developing approaches to change and the importance of leadership, were frequently signposted.

Background to the publication
The Global University: the role of senior managers represents an outcome of engagement between the DEA and Higher Education. The DEA's networking activity within the sector has inspired a number of projects, including a major national conference in 2005, *Graduates as Global Citizens: Quality Education for life in the 21st century* and publications such as *The Global University: the role of the curriculum* (DEA, 2006).

The early departure point (The Global Perspectives in Higher Education Project), involved working with champions in just four institutions, bringing together enthusiasts who shared a belief that higher education might do more to enable students to make an effective contribution to global society, in the light of critical global issues and the need for sustainability. As the network grew, the early priority became working with course developers to explore global perspectives across subject disciplines. During this phase the 'leadership of change' was raised as an important aspect of maintaining momentum.

The importance of leadership and the role of change agents was reinforced at '*Graduates as Global Citizens*', a groundbreaking conference, hosted in partnership with the Standing Conference of Vice-Principals (SCOP), The Higher Education Academy (HEA), the Department for International Development (DFID) and Universities UK. The conference enabled policymakers and academics (from almost 70 HEIs) to critically examine the role and mission of

universities in the context of sustainable development initiatives and in relation to government policies (DfES 2003, 2004). Discussion highlighted a number of themes and raised a substantial number of questions. Most apparent in the debate was the continued reference to senior managers as supporters and indeed leaders of change processes. Without senior support and strategy to link initiatives to institutional strategic direction and committee structures, innovations risk failure. Furthermore, 'bottom-up' approaches were not sustained unless they joined at some point by 'top-down'.

Throughout the journey participants have also confirmed the importance of leading institutional debate about values and the inspiration provided by senor staff who not only espouse a broader agenda but 'walk the talk', helping champions embed initiatives into the fabric of the institution.

Stace and Dunphy (2001; 262-3) argue that if we are to meet the challenges of *transforming organizations'* to cope with the pace of change of the 21st Century that such transformation needs to encompass traditional *'production and consumption patterns and our personal lifestyles to reflect the fact that we are an integral part of a global community and an ecology vital to our welfare and survival*.' They suggest that that such a transformative agenda means that *'We are all change agents now'*. This might seem like an intimidating prospect but this publication may at the very least, inspire an exploration of what might be involved.

The article by Paul Luker sets down the gauntlet. He explores the shifting paradigm of internation-alisation, reflecting on the purpose of higher education, while at the same time reminding the reader that HE is a business. He suggests that the business imperative has the potential to 'subvert' the *'mission to contribute to sustainable development and improvement of society as a whole'* (UNESCO 1998). He provides critical commentary on government initiatives in relation to internationalisation (including PMI and PMI2 and the EAPs) indicating the shortcomings of approaches which are either 'colonial' or too

focused on commercial interests. He offers a vision of 'true internationalisation', with the potential benefits of collaboration and reciprocity in the learning process. He concludes by calling for leaders to shift perspectives and practices, highlighting that support from the top is critical and that governing bodies should also be involved.

Robin Middlehurst's contribution draws upon extensive research and practical examples to focus upon the leadership challenges posed by internationalisation, identifying the different levels of leadership and the challenge of aligning leadership, management, administration and governance. She illustrates the levels of leadership that cut across institutional activities and summarises the potential 'pitfalls' for those who lead the internationalisation agenda. She stresses that a fully integrated vision of 'internationalisation' necessitates the leadership of change and the management of complexity.

The contribution from Nick Petford and Chris Shiel provides a snapshot of strategic developments at Bournemouth University set in the *'realpolitik'* of institutional life, as the university builds upon its holistic approach (incorporating global perspectives, sustainable development and internationalisation). The account offers insight into the reflection taking place in the process of setting up a Centre for Global Perspectives which will contribute strategically to the internationalisation agenda and cross-institutional developments. The approach builds upon earlier bottom up and top down initiatives, aiming to secure further alignment with corporate strategy, in a way which might be described by Caruana and Hanstock (subsequently) as a 'middle-out' approach. A summary of learning is provided and the role of leadership is outlined.

Viv Caruana and Jane Hanstock reflect upon different interpretations of internationalisation drawing attention to the influence of the *'marketisation discourse'*, the tensions where internationalisation conflicts with other agendas and the complexity created by the various

Introduction continued

perspectives of staff towards what is meant by internationalisation. The paper provides useful insights drawn from their experience at Salford University, as they embark upon 'internationalising the curriculum' with a goal of *'relational participation'*, rather than mere *'technical observance'*. They suggest that the latter subverts internationalisation (in its widest sense) whilst the former, necessitates a process of change management that incorporates developing shared values and embracing local ingenuity. They draw attention to the 'diffusionist model' (Rogers 1995) of change as a 'middle-out' approach.

Elspeth Jones and Simon Lee articulate cogently the benefits that a wider interpretation of internationalisation offers, providing an example of how a strategic approach and indeed, one that *'is fundamental to the university's vision and character'*, enhances the global perspectives of students and staff. They provide an account of how agendas have been brought together and implemented in a holistic way at Leeds Met University, including detail of a strategic framework for curriculum change and initiatives that are contributing to culture change. The emphasis on a multi-cultural and strategic approach involves broad stakeholder participation and is engendering enthusiasm *'which will sustain enduring institutional change'*.

Jane Broadbent and David Woodman focus on the role of senior managers as leaders and advocates of change in the development and implementation of strategy and highlight the importance of involving students and listening to staff, as part of communicating a vision. They describe activities taking place at Roehampton University as part of the goal of global education and developing 'global citizens' in a context which celebrates diversity. In particular they refer to how the CETL, (CRUCIBLE) is providing a major stimulus in the implementation of a global university, highlight their substantial experience in 'service learning' and illustrate how research activity brings broader cultural perspectives, across the institution.

Geoffrey Copland's article like others in this publication, offers thoughtful consideration of the role of universities with regard to sustainable development reminding the reader that apart from generating and transmitting knowledge; developing future leaders and decision makers; lifelong learning for the professions industry and society that universities, are also large employers and users of resources in their communities. He suggests that universities must provide leadership on sustainability issues, addressing sustainability within their own institutions and within their wider communities. He refers to the work of HEFCE and evidence gathered as part of the strategic review of sustainable development in England, and highlights a range of issues relating to sustainability offering personal insights based upon substantial experience. The paper concludes that senor managers need to ensure that sustainability is more than just intentions in mission statements; leading by example is vitally important.

Patricia Broadfoot and Carolyn Roberts provide an insightful perspective based on experience at a university where sustainability has been a defining feature of the institution's work for over twenty years. They start with general observations on sustainability initiatives then provide an account of three drivers at the University of Gloucestershire: going with the grain of the institution; commitment from the top and inclusion. In addressing these, they highlight how values influence commitment to social justice and social responsibility, mutual support and public service. They stress that commitment from the VC and senior managers is crucial to progressing developments; developing a mechanism for inclusion ensures everyone is involved. They conclude with reflections on the role of a university *'in a world full of challenge and change.'*

Shirley Pearce, Ed Brown and Jon Walker remind us of the role that universities have already played in bringing environmental issues to the fore, of the need to work across disciplines and the global nature of the challenges which include

the Millennium Development Goals and addressing poverty alongside environmental concerns They offer examples of initiatives that Loughborough University has been involved in including the higher education working group of the East Midlands UNRCE. They suggest that Higher Education must '*put its own house in order*' by embedding sustainable development principles – '*bold and innovative leaders*' need to respond to the challenge.

John Mallea's commitment to the 'global university' has been longstanding. His contribution provides an opportunity to learn from a perspective and approach from outside the UK, and from a country where issues of citizenship and civil society (and more recently global citizenship) have been central to debate. The paper provides a useful 'aide memoir' in its illustration of how the University of British Columbia has strategically promoted the values of civil and sustainable society in Canada, with a central focus on developing global citizens. He outlines the detail of their Global Journey which embraces goals and strategies under the areas of People, Learning, Research, Community and Internationalisation, with some supporting illustrations.

If we are to collaborate in learning as part of a global network, in the sense suggested by Paul Luker, then a starting point has to include challenging our own assumptions about the impact of internationalisation on higher education in other countries. The contribution from Jocelyne Gacel and Ricardo Avila provides a reality check and offers a basis for further reflection. They provide a perspective from Latin America which reminds the reader of the critical role of education in developing countries and the advances and challenges posed by internationalisation. Internationalisation transforms and modernises education systems however, policies and structures need to be in place if the benefits are to be realised. This paper provides an important reminder of what we take for granted in the North and in so doing, the danger of neglecting the real challenges faced by academic partners in the South. The difficulties of

mobilising financial and human resources to enable institutions to adapt 'to a new global reality' are brought sharply into focus. It is suggested that, international cooperation (North-South) based on solidarity, has real potential to enhance quality, contribute to staff development and improve the effectiveness of education systems at a faster pace, with the caveat that competition from the business sector has the potential to detract from a cooperative approach.

I would like to thank all of our contributors for sharing their ideas. We hope that this publication will inspire debate on what should constitute the vision, mission and values of a global university, within the context of global society. Given the global footprint of universities, the research capability to devise technical and social solutions which address global problems and above all the ability of our graduates to influence the future of global society, universities certainly cannot ignore the broader agenda. If HE is to contribute fully towards a more just and sustainable society, senior managers have a critical responsibility to review existing practices and perspectives and explore new ways of working – visionary and enabling leadership has to promote and sustain change.

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The internationalisation of higher education: shifting the paradigm

Paul Luker

Some would argue that the most critical issue with respect to the internationalisation of higher education in the UK is to agree just what the phrase means. There is wide support across the sector for the definition of 'internationalisation' that Jane Knight originally formulated in 1994, for it has helped institutions to realise the pervasive nature of internationalisation and to understand that it is a process. But what is the purpose of internationalisation and why should we bother, when there are so many other things to do? For me, answering those questions is the most fundamental issue that needs to be addressed and the key to the answers lies in reflecting on the purpose of higher education itself.

The World Declaration on Higher Education for the 21st Century (1998) stated that *'We affirm that the core missions and values of higher education, in particular the mission to contribute to the sustainable development and improvement of society as a whole, should be preserved, reinforced and further expanded.'* The declaration elaborated this by saying that staff and students in higher education institutions should *'be able to speak out on ethical, cultural and social problems completely independently and in full awareness of their responsibilities…'* In essence, the declaration conveys a strong sense that, whatever else higher education achieves in respect to the acquisition of knowledge and skills, it must equip graduates to be responsible global citizens. This was exactly the aspiration for those, like my former colleagues at Bournemouth University, who were in the vanguard of the movement to internationalise higher education in the UK. It is instructive to look at what we can learn from the pioneers.

One of the key drivers of the internationalisation strategy at Bournemouth University (See Lewis V., Luker P, 2004) was the Global Perspectives Group, which published *"A Global Vision for Bournemouth University"* (See BU, 1999). This internal paper drew on a number of sources and, significantly, mapped the relevance of the vision to each of the University's Schools. The group

grew in size and breadth of membership to include many areas of the University, including the International Office. Also, it gained impetus through the support of the Leadership Foundation for Higher Education and the DEA. Internationalisation at Bournemouth included the following components:

• Internationalising the curriculum

• Integrating international and UK students

• Extra-curricular activities to support citizenship and global awareness

• Preparing the University to be a responsible global citizen

We found that, just as Knight's definition clearly states, internationalisation is a process, and it evolves as the complexities and nuances of internationalisation become apparent. One of the most crucial factors we found was the need for commitment from the top of the institution, a necessary condition to which I shall return. First, however, I shall briefly look at how we are doing (and how we are perceived to be doing) as a sector.

At a conference in London in October 2007, Professor Paul Wellings, Vice-Chancellor of Lancaster University, gave a thoughtful overview of the strategic issues with respect to the internationalisation of higher education. He noted that the paradigm of international activity is changing, from the colonial mode of the 1950s, through the commercial mode of the latter quarter of the twentieth century to the truly collaborative mode that is emerging today. However, if that collaborative paradigm is to succeed, then all vestiges of the other paradigms must be eradicated, which will take time, owing to the damage these paradigms have caused.

I do not see Paul Wellings' three modes as entirely separate paradigms. In particular, 'colonial' and 'commercial' are variations on a theme that is predicated on financial self interest and which is developed from a viewpoint which places the UK (and especially England) at the centre of the universe. Like it or not, higher education is patently a business, both for

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institutions and for UK plc. For wealthy nations, it is a global business. That, in a nutshell, is our problem, for, in such a climate, business imperatives can subvert the very purpose of higher education. Also, it is easy for the long-term sustainability (and financial viability) of an internationalisation strategy to be obscured by shorter-term expediencies. Let us look at this from both national and institutional perspectives.

It would be remiss of the British government if it did not develop strategies designed to enhance the competitiveness of the UK. How it goes about doing this, however, is highly significant. Take the Prime Minister's Initiative (PMI) as an example. PMI was originally launched in 1999 to promote UK higher education to international students and, through so doing, generate income for the UK (and its HEIs), while establishing a bond between our international graduates and their country of study, which will reap benefits to the UK later on. (Of course, the latter is predicated on those graduates having had a positive experience of studying and living in the UK.) Unfortunately, PMI conveyed the impression to all that the bottom line is clearly the bottom line. PMI2, which followed in 2006, introduced an element of partnership, which at first sight, appears to be less financially motivated. In practice, however, self interest lurks just below the surface. Are our higher education institutions doing any better?

Vice-Chancellors and Principals are accountable to their governing body for the financial health of the institutions they lead. The discharge of that responsibility requires balancing a number of income streams and aligning expenditure appropriately. As the unit of resource for teaching home and EU students has continued to decline, institutions have been under increasing pressure to generate more income from other sources. International students have for some time been viewed as a valuable source of income that might generate a surplus to offset costs elsewhere. Not surprisingly, therefore, a number of institutions have developed strategies to attract international students in large numbers. Institutions have begun to realise that their position in the

international market can no longer be taken for granted. Consequently, as John Fielden notes in his excellent report (2006:29), institutions have recently developed a variety of mechanisms to enhance the international student experience of UK higher education in order to protect the income stream in the face of intense international competition. I contend that these mechanisms alone will not secure this lucrative market, unless they are an integral part of a broader strategy for internationalisation that is not motivated by profit. Is it better if we offer UK higher education outside the UK?

A frequent criticism of models of higher education that require students to incur the cost of studying and living abroad for long periods is that they tend to favour the wealthy and denude the home country of talent. 'Internationalisation abroad' or transnational education (TNE) avoids this problem through a range of in-country initiatives, such as a franchise to an overseas partner, or even the development of an overseas campus. Indeed, the majority of international students enrolled on UK higher education programmes are already studying outside the UK and that majority is likely to increase significantly (See Vision 2020, British Council, 2004). Unfortunately, the primary incentive for the UK HEIs (and any partners involved) remains largely financial, so that, while TNE helps avoid the problems of brain drain and inequality, the perception that it's the profit that counts remains. So, what is the answer?

I shall return to my starting point, which I revealed as my most critical issue, the purpose of higher education. I firmly believe that if we, as individuals, institutions and countries, do not sign up to the mission to *contribute to the sustainable development and improvement of society as a whole* we will be selling our students, regardless of domicile, short. In a truly international market for higher education, we cannot afford to take our own students for granted. Why should a student from the UK settle for a less than internationalised education, when there are cheaper (even free) options to be had, taught in English, elsewhere? This brings me to a

second critical issue, which is our need to understand our own place in the global higher education marketplace.

Once, UK higher education had a number of unique selling points. Today, apart from the transparent accountability and quality oversight we demonstrate, I struggle to see any uniqueness of our system, although it is one of the most expensive options. Let us be mindful of that if and when the cap is removed from tuition fees. Countries such as China, from which we currently draw significant numbers of students, have their own aspirations with respect to higher education. We need to engage with that in mind. Anna Fazackerley (2007), director of the HE think tank Agora has said the UK has *'no overarching strategy about what it should be trying to achieve in China in the long term or what form partnerships should take'* We need to work out what roles we can play well in this changing landscape, but we can't do this on our own. We need to develop appropriate and sustainable partnerships, not based on fixed models and ideas, but partnerships that will evolve as necessary. Partnerships with whom, however?

I have mentioned China only to illustrate a point. If we are to create an internationalised higher education system for the development and improvement of 'society as a whole', it is important that the UK's strategy not just focus on the countries we currently see as being economically important. That in itself would be a vestige of the old order. The England-Africa Partnership (EAP) scheme was launched by the Department for Education and Science (DFES) in 2006 with a view to funding partnerships between universities in England and sub-Saharan Africa to strengthen capacity in African higher education. An example project in the scheme is that between the Vaal University of Technology and the University of East London, which aims to address specific skills shortages and social exclusion in the Gauteng (See UEL, undated). Notwithstanding excellent projects like this, EAP itself, however, has been tarred with the colonial/commercial brush. Andy Cherry, (2007)

science and technology advisor of the Africa unit of the Association of Commonwealth Universities has said of EAP *'The UK wants Africa to see it as a major trading partner and the aid budget is not just for altruistic purposes. There is a strong element of increasing UK competitiveness.'* He went on to say that schemes like EAP *'have sparked criticism for failing to include enough African involvement in the way they are organised.'* How, then, do we develop the collaborative paradigm? Let me start with government.

I would like to see the UK government articulate a clear strategy for how UK HE will continue to be strong internationally, not just as a collection of HEIs, but as a country and sector committed to developing a truly international higher education system that is easy to access. It should support this vision by sponsoring programmes free of any whiff of the colonial/commercial paradigm. Funding should be contingent on engagement with a range of countries with wide geographic and economic spread. It would be better to engage with and support programmes developed by partners themselves, such as the Mobilising Regional Capacity Initiative, launched by the Association of African Universities late in 2007. Indeed, this programme is supported by the Department for International Development. Let us build on such initiatives. However, if we are to do that successfully, we need to remind ourselves of who we are doing this for, and look at our students somewhat differently.

Too often, we divide our student bodies into compartments with labels such as 'home/EU', 'UK' and 'international'. This is a barrier to internationalisation and also, perhaps, a contravention of equality and diversity principles. True internationalisation requires looking at the student body as a whole, not as several distinct populations. It is important that students get the chance to learn from and with students from other cultures and from other parts of the world. We can do much more with today's technology to provide electronic bridges to overcome problems of distance, so that peer learning can enrich the

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education of many. It is exciting to think what could be achieved through opening our minds to co-operative internationalised learning. There is a clear role for the Higher Education Academy here! The final piece in my jigsaw, then, is leadership across the sector.

I have already asked for government to take a lead. It is up to the sector as a whole, agencies, organisations and institutions, to evince the leadership to shift perspectives and practices. Earlier, I spoke of our appreciation at Bournemouth of the vital importance of support from the top. In our case, there certainly was buy-in from the very top of the University. The then Vice-Chancellor, Professor Gillian Slater, believed that *'As educators, we have a unique opportunity and clear responsibility to help prepare our students to be responsible citizens in the future. The fate of our planet and all its life forms lies in their hands.' (Mackenzie, A. et al, 2003:3)*. Such support makes it easier to engender support across the institution (which is not to say that it is easy!). That support also has to be evident in decision making across the institution, so that the institution itself is seen as a responsible global citizen. Should this not be the case, or should the chief executive go 'off message', I would like to see the governing body of the institution take a lead. For that to happen, we need to look at the composition of governing bodies. Many institutions have worked hard, with varying degrees of success, to get greater diversity among its governors. That should be extended to attract governors with international experience and expertise but let us not forget that internationalisation should concern all our governors, just as it should benefit all our students. We should be mindful of this when designing training and support for governors.

In conclusion, money is, of course, important. It should not, however, be the driver for internationalisation. The catalyst for the revolution has to be a shared view of what a sustainable global higher education network requires, coupled with a realistic assessment of our own place within that network. Given the right vision

and leadership, groups of like-minded partners from all continents will get together to begin to construct an accessible internationalised higher education programme. Partners will learn from each other no less than the students will. Now that would be revolutionary!

Paul Luker
Senior Associate,
Higher Education Academy

Professor Paul Luker has spent 37 years in higher education, in the UK and the USA. In April 2006, after nearly 6 years as Pro-Vice Chancellor Academic, Paul retired as an emeritus professor from Bournemouth University, where he had been fortunate to work with a brilliant team across the University, all of whom were committed to internationalisation in its broadest sense. In June 2006, he became a Senior Associate with the Higher Education Academy, where part of his remit is to contribute to the Academy's support for the internationalisation of Higher Education in the UK.

Leadership and internationalisation

Robin Middlehurst

Why is leadership important for internationalisation? What roles do leaders play, or need to play, in promoting the international agenda in higher education institutions? These are the questions that this paper addresses, based on recent research published by the Higher Education Academy (HEA, Middlehurst and Woodfield, 2007) and work with higher education leaders through the Leadership Foundation for Higher Education. I will argue that leadership at several levels is needed to promote and sustain the process of internationalisation and in addition, that close links are needed between effective leadership, efficient management and administration, and sound governance if internationalisation is to be successful.

It is widely acknowledged by practitioners and researchers alike that the international dimensions of higher education are increasingly important at institutional and policy levels. Altbach (2007) in the US writes of *'the international imperative'* for higher education while Kehm and de Wit (2006:3) note in a European context, that *'internationalisation has become a strategic issue for individual higher education institutions'*. UK policy agencies also recognise the significance of internationalisation; the funding and representative bodies have jointly established an International Unit focusing on UK 'competitiveness,' while the UK Research Councils launched a new office in China in October 2007, in Washington DC in November 2007 with further plans for India in 2008. As these developments suggest, the international dimension is becoming a key part of the higher education operating environment and for this reason, 'internationalisation' – albeit in diverse forms - is now a core business agenda for strategic leaders, managers and governors.

Examples of the kind of strategies that institutions are adopting are taken from recent research (Middlehurst and Woodfield, 2007):

- *Strategic investment in overseas' campuses or centres (Nottingham, Liverpool, Westminster, Heriott-Watt, Middlesex)*

- *Strategic re-orientation of institutional mission and organisational approach in the UK (Middlesex, UCL, Warwick)*

- *Strategic focus on collaboration with private sector partners (eg Sylvan, Kaplan, or INTI), Nottingham Trent University, Surrey, Liverpool, Sussex*

- *Strategic focus on the development of overseas' collaborative provision for transnational education with a targeted range of international partners (eg Central Lancashire, Derby, Northumbria) or with a wide range of partners (Middlesex, Coventry, Westminster)*

- *Investment in and development of international consortia to deliver administrative, educational and research benefits (Sheffield, Leeds, York, Bristol, Edinburgh, Oxford and Cambridge, among others)*

- *Strategic investment in distance or blended learning (eg open University, Heriott-Watt, Leicester and University of London (external)*

- *Strategic re-structuring and re-focusing of international activity based on detailed financial and political assessment, including withdrawal from some or all transnational provision (Derby, Lincoln, De Montfort, Southampton Solent University)*

- *Strategic focus on the Bologna Process and the implications of the European agenda for research and teaching (Kingston, Bedfordshire, London Metropolitan University)*

- *Strategic partnerships with companies and Regional Development Agencies (eg White Rose Consortium, Sussex, Liverpool).*

As these examples of different strategic directions suggest, leadership responsibilities at the institutional level have both external and internal dimensions. These responsibilities are widely spread across different roles and functions including the roles of Vice-Chancellor or Principal, Pro-Vice Chancellors or equivalent, Head of the Administration, Finance, Marketing

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and Human Resources Directors as well as the Director of the International Office and the Governing Body. Leadership is required both at the level of individual functions and portfolios and collectively, combined with effective co-ordination and communication within and outside the institution. Jane Knight's definition of 'internationalisation' as *the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education'* (2004) captures the notion of 'integration' as well as the need to infuse the international agenda into the core strategies and operations of the institution.

The growing significance of internationalisation for institutional reputation and positioning has had a number of consequences for institution-level leadership. Some of the more obvious ones include:

- The creation of new leadership roles with responsibility for developing, co-ordinating or implementing an internationalisation strategy (eg. PVC International, Director of International Development – the distribution of roles at the University of Birmingham offers an interesting example). A different model has been created at UCL with the identification of 'country or regional champions' for different parts of the world, co-ordinated by a Vice-Provost.

- New demands on the Vice-Chancellor's office (affecting both the VC and senior management team) with more time spent overseas or focused on international partnerships and related activities. Examples include institutions which are part of international collaborative networks, such as the World-wide Universities' Network (WUN) or Universitas 21. Both membership and chairmanship of these global international research and education networks involves extensive engagement with overseas' partners for the Vice-Chancellor and other senior staff. Clearly, other staff involved in the delivery of projects and programmes will also be committed to working with their international colleagues.

- A need for senior staff to enhance their knowledge of international developments, their cultural awareness and sensitivity and their range of 'political' skills including diplomacy, negotiating, lobbying, networking, partnership working and commercial business development. Some senior staff have a great deal of experience in these areas based on their academic and professional backgrounds, others have more to learn.

There are significant leadership challenges in both the external and the internal dimensions of internationalisation. Internally, the challenge is to act as energetic and intelligent champion of the international agenda. This requires 'strategic intelligence' to understand the dynamics of internationalisation in a global context as well as 'organisational intelligence' to know how to translate external insights into internal rationales, persuasive arguments for a variety of disciplinary and professional groups, the re-shaping of systems and processes, and the crafting of operational solutions for the delivery of a range of institutional services. A key requirement is the ability to interpret the agenda in ways that chime with different constituencies and to work across boundaries within the institution and externally, in contexts where positional power may either be lacking or be insufficient to achieve desired outcomes. A premium is likely to be placed on other sources of power (drawn from French and Raven's (1959) original taxonomy) namely, power arising from professional credibility and expertise, relationships, social and professional networks, information, and inter-personal skills.

Through the lens of research and consultancy as well as observation of strategic leaders in action, it is clear that there are many pitfalls en route to successful leadership of internationalisation. Some of those encountered include:

- Failure to act as champion(s) for the agenda, providing guidance on direction and priorities, taking charge of strategy development and consultation, engaging with key players in

different parts of the institution (faculties, student services, Registry, Research Office etc), focusing attention, maintaining momentum and co-ordinating activities to achieve alignment and integration across functions.

• A lack of co-ordination: this may result either in duplication of effort (eg where several faculties or departments are undertaking the same work or contacting the same clients in the name of the institution) or gaps between activities (eg where international activity in research is unconnected to teaching or knowledge transfer opportunities).

• A lack of clarity over roles and responsibilities: this may occur between members of the senior management team or between the senior management team and others engaged with the international agenda such as Deans or Directors of the International Office or equivalent.

• A failure to acquire new or to redeploy existing resources in order to achieve the right balance between centralised and devolved responsibilities and accountabilities inside the institution or to align internal resources with those needed to support new ventures (campuses, centres, programmes, projects) overseas. The level of knowledge resources, knowledge sharing and knowledge management required may also be underestimated (eg market information, country profiles, key contacts and stakeholders, internal expertise and specialist data).

• Failure to gain internal support for the process of internationalisation from faculties or departments or the governing body. This may lead to lack of commitment to support extra work or new ways of working, and lack of willingness to share information and knowledge; it may also mean a lack of necessary formal support for the agenda.

While leadership at institutional level is necessary to develop the internationalisation strategy, to focus attention and mobilise support and action for its delivery, leadership is also needed at other levels. Examples drawn from different sources are given in Table 1 (following page).

There are several kinds of leadership action identified in Table 1. In many cases, such action involves taking initiative, gaining support for a course of action from different constituencies and acquiring or mobilising resources to achieve change. In some cases, leadership is an expected part of a formal role and position, although the internationalisation agenda may be new (for example, for some Deans or Heads of Department). In other cases, leadership is not associated with a formal role but is exercised by individuals or groups because of a perceived need, an opportunity spotted or on the basis of values or ideas that act as drivers for action. Leadership can also be undertaken in different ways - by individuals or groups acting directly – or promulgated indirectly through a variety of structures and processes such as committees or networks and other media. Symbolic mechanisms such as individual rewards and incentives or the behavioural signals that are linked to internal resource allocation systems may also act in support of leadership or against it.

The focus, above, on leadership at different levels and in different forms has perhaps underplayed the importance of effective management, administration and governance in relation to internationalisation. Each of these overlaps with leadership and is of critical importance in relation to internationalisation both because of the level of risk and opportunity involved and because of the wide spread of institutional functions that need to be drawn into the internationalisation agenda. Kotter (1990) provides a useful framework for describing the relationship between leadership and management, arguing that leadership is a system of action that is needed to produce useful change while management is a complementary system of action that is required to produce a degree of predictability and order in complex situations. If 'intenationalisation' is to be achieved in its fully integrated sense then both leadership for change and management of complexity will be needed. According to Kotter, the leadership actions of

Table 1: Exercising leadership formally and informally in support of internationalisation across an institution

	Teaching	Research	Business and Community Links	Infrastructure and Services
Academic Leaders	Designing and delivering new programmes; interpreting the agenda and gaining commitment from colleagues	Building research partnerships and international projects	Identifying and building partnerships with business or community agencies and developing projects aligned with the international agenda	Liaison, co-ordination, communication across functional boundaries
Professional Service Leaders	Providing specialist guidance, support, advice to support international programmes, teachers, students	Developing specialist or innovative services to support research	Actively working to bring external opportunities to the attention of internal experts; making connections	Taking the initiative to design, gain support for and implement tailored services (eg catering, pastoral care, careers guidance, cultural awareness training)
Informal leadership in support of students or graduates	Taking the initiative to assist and support international students and alumni			
Students Union and student leaders	Redesigning services to meet the needs of different cultures and actively promoting diversity			Actively engaging with committees and management groups to promote new or enhanced services

developing a vision and direction, aligning groups and individuals and motivating and inspiring people are matched by the management activities of planning and budgeting, organising and staffing, controlling and problem solving; clearly both are underpinned by timely and appropriately tailored administration. Governance, through the actions of the governing body, will involve debating and confirming strategy, direction and resource allocations, ensuring due diligence, financial probity and ethical conduct, providing useful critique and challenge in order to test institutional decisions, assessing risk management, and monitoring and reviewing progress and achievements. Arguably, the most difficult challenge that 'internationalisation' brings is to achieve alignment between leadership, management, administration and governance.

This paper has explored the variety of leadership roles that are needed in order to promote internationalisation as an integrated process. It has also highlighted the need for formal and informal, direct and indirect forms of leadership and for an alignment between leadership, management, administration and governance. Both research evidence and practical experience have been drawn upon to offer examples of effective and less effective practice.

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Robin's recent report for the HEA: Middlehurst, R. & Woodfield, S. (2007). *Responding to the Internationalisation Agenda: implications for institutional strategy.* Research Report 05/06, York: Higher Education Academy. Further information about Robin and Steve's research and consultancy work on internationalisation and international higher education can be obtained by email contact: r.middlehurst@kingston.ac.uk

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A holistic approach to the 'globalisation' agenda at Bournemouth University: the role of senior management

Nick Petford and Chris Shiel

This article sets out how different concepts (global, international, sustainable development) might be drawn together. It describes the approach adopted by Bournemouth University (BU) to develop a holistic (and strategic) approach to the globalisation agenda, describing 'work in progress' as we establish a Centre for Global Perspectives. The article concludes by commenting on the role of senior management in such developments.

Our mission at BU is to embrace and integrate three essential aspects of globalisation that together inform our higher education provision: (1) embedding global perspectives in the curricula (2), developing global awareness among our staff and students that feeds into research, enterprise and education, and (3) offering students an international curriculum and opportunities for cross-cultural learning in an international environment, befitting for a context of 'global employability'. In addition, finding ways to embed corporate responsibility and behaviour (the notion of the University as a global citizen) into the workplace remains an important longer-term goal. None of these key themes can, nor should work in splendid isolation, and their whole is definitely greater than the sum of their parts. In order to achieve success in uniting each theme coherently, we are devising ways to help implement the University's commitment to developing an internationalised curriculum as set out in our Corporate and Strategic Plans to 2012. These documents, along with the University International Strategy, provide the essential framework and supporting structure within which the global agenda will be developed. Our objective is to implement a management system that enables learners to be apprised of global issues and processes, together with sustainable development and internationalisation, both at home and aboard. A holistic approach to what might be seen as disparate agendas has the potential to secure synergies through more focused efforts. We aspire to build on our established excellent reputation for global perspectives (and internationalisation at home) and to grow our global reputation for high quality research and pedagogy while at the same time promoting the student experience, diversity and employability.

These things are of course easy to write - after all, what university worth its salt would not want to push such a well-meaning agenda forward? But as ever, the Devil is in the detail. In a world where *'going global'* is fast in danger of becoming a hollow mantra, success or failure will depend crucially on a well managed agenda, driven from the top by senior management and linked fundamentally to the strategic vision of the organisation.

The context at Bournemouth is such that the drive to develop global perspectives has largely been sustained by champions working 'bottom-up'; such approaches run the risk of losing momentum without continued senior management support and change which is led 'top-down'. The current situation is one where despite substantial good work[1] to develop a curriculum for global citizenship based on the model represented in Figure 1, more needs to be done if Bournemouth is to '*foster a global outlook*' in all students and staff, as championed in the Corporate Plan. Our experience to date (and one which appears to be reflected nationally), is that students still lack an 'international experience' at home (Middlehurst, 2007; Shiel and Mann, 2005) and are not taking full advantage of study and work abroad opportunities. Our campus is still not as diverse as we would like in terms of students and staff, (although this is changing) and we continue to wrestle in some quarters with conflicting definitions of 'international' and 'global' in our undergraduate and postgraduate programmes. We suspect that we are not alone in this, and recognise a current tension between what is required of us with respect to our strategic development and mission and what is currently happening 'on the ground'. Indeed, reconciling the rhetoric with reality would provide a nice subheading to this article, where high-level managerial pronouncements on 'going global'

1. BU has been engaged with the 'global perspectives' agenda since 1999: Shiel (2007) provides a summary. Essentially global perspectives has been developed as an 'umbrella term' incorporating several aspects including, internationalisation and sustainable development The approach is founded on the belief that 'internationalising' the experience of UK students has a key role to play in the wider context of 'globilisation' in HEIs.

can easily become lost in the day-to-day bustle of university life.

There continues to be a real danger that internationalisation and globalisation are read cynically as euphemisms for international student recruitment (Fazackerley, 2007). There is also the idea, held by some, that simply having overseas students on campus makes a university 'international'. Both are of course misguided, as is the notion that being global requires a physical base abroad. Recognising these tensions and putting in place a management system that allows the University to follow through on its strategic commitment to global perspectives is thus key, to overcoming those sceptics who chose to interpret globalisation in a limited way and sustainable development as *'nothing to do with me or student learning!'*

So what are we doing to address this?

Bournemouth University's new Corporate Plan states that while the bedrock of academic development and innovation will be found in its six academic Schools, this will be facilitated by appropriately resourced, University-wide activities. A *Centre* will function as a hub[2], coordinating University-wide efforts to take global perspectives and internationalisation forward and ensuring that sufficient momentum is attained. Such a Centre would contribute strategically to the internationalisation agenda, taking responsibility for relevant areas of the Internationalisation Strategy, particularly with regard to the student experience and 'internationalisation at home'. It would also facilitate the development of cross-institutional programmes (working under the direction of the International Strategy Group) and have an incubation and project development role, until new initiatives are embedded within the fabric of the institution.

More broadly, a fully integrated approach should support international recruitment (and marketing), contributing to an enhanced student experience and in turn, improved retention. Feedback from our students certainly suggests that we need to do more to reduce the 'ghettoisation' of the student body which we

Figure 1: Aspects that contribute to development of global citizens in higher education setting, Shiel and Mann (2006)
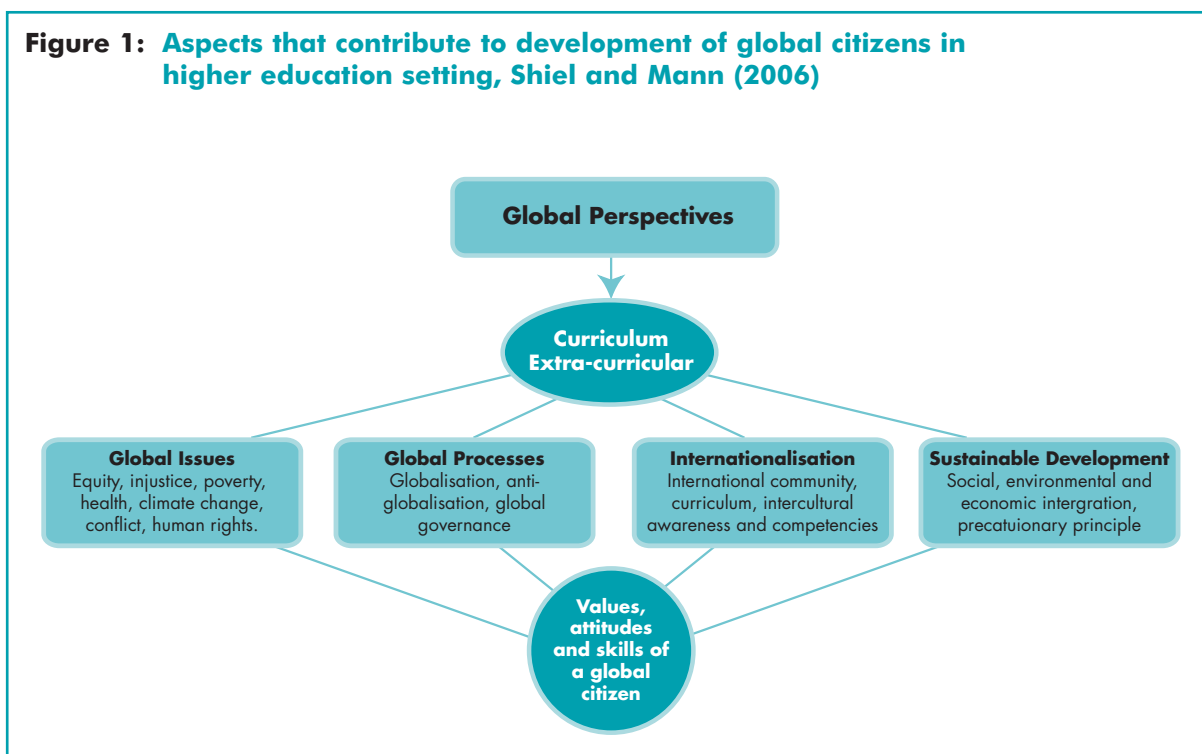
2. Not in the sense used as the centre of a wheel which may conjure up images of centralised control, but in the sense inferred by a 'transport hub'- where movements are both inwards/outwards, operations may be on different levels and involve multiple stakeholder groups.

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actually contribute to, by targeting university activities at overseas students, as a separate (and mistakenly homogenous) group. Better integration, an enriched student environment and cross-cultural learning could result, if activities were co-ordinated and targeted at all students. A Centre could also have a role to play in liaising with Human Resources, addressing staffing issues necessitated by globalisation: the appropriate balance of overseas academic and support staff and appropriate staff development to address curriculum, pedagogy and cross-cultural diversity. Of course, none of the above works without comprehensive buy-in and a sustained level of collaboration, within and between Schools and Professional Services in the pursuit of a common goal. Achieving success requires new, more inclusive ways of working, that in the short term necessitate strong support from senior managers.

So how do we move towards a central function for the management of global agendas? The next section represents 'a stage' in the development our thinking.

Before we can move forward in a strategic and holistic way, a number of issues internal to the University need to be addressed. For example, how will a Centre, outlined in concept above, ensure that we achieve the aims of the Corporate Plan? What can a centre do that the Schools aren't doing already? How will a Centre enable the development of new opportunities for global engagement at BU? In addition, the relatively small number of academics engaged in shaping the international/globalisation agenda means that significant staff development may be required in order to achieve strength and, eventually, excellence (in the sense of a 'Centre of Excellence' at BU). Ensuring that the current university-wide activities that promote good practice at a local level inform the development and role of the Centre is clearly an important first step. As part of our holistic management model to develop and promote globalisation as a university agenda, the following would seem to be a minimum set of requirements to be fulfilled by a centralised function:

• Act as a hub to coordinate and lead

curriculum development in all areas of global perspectives and internationalisation including the development of cross-institutional units that address global employability.

• Work towards the integration of (and learning between) UK and International students, fostering a student body with a broad international perspective and sense of responsibility.

• Contribute to the development of a network of strategic international partners (working with the Schools and International Office), to extend student/staff exchange and global opportunities, both in HE and industry.

• Develop an international perspective in the outlook of academic staff and within curricula.

• Contribute positively to institutional reputation and generate income through research and consultancy activities.

This is a tall order. Within most UK HEIs, various combinations of the above will doubtless be in operation at some level within the organisation. The suspicion of course is that they are run as uncoordinated[3], fragmented and at best tactical initiatives. The cost to the organisation is in duplication of effort, time and resources and the potential danger of impact on retention, conflicting advice to students and staff and missed opportunities for learning through partnership. It is our belief that the only sensible way forward, is to create a central function that will provide a focus for coordination and act as an enabling mechanism to develop (and indeed lead) a more holistic approach, engaging with multiple agendas across communities. The model (Figure 2) suggests how we envisage the pervasiveness of global perspectives.

The aim of the Centre will be '*to develop cross-disciplinary research and activities to support the development of global perspectives and sustainable development across the University.*' Cross-institutional working will involve the challenge of aligning academic endeavour (research, curriculum development and

3. Separate articles by Ritchie, E and Middlehurst R, in HE Academy Exchange Issue 5, Winter 2006 draw attention to the structural spread of inter-nationalisation initiatives and issues of lack of coordination
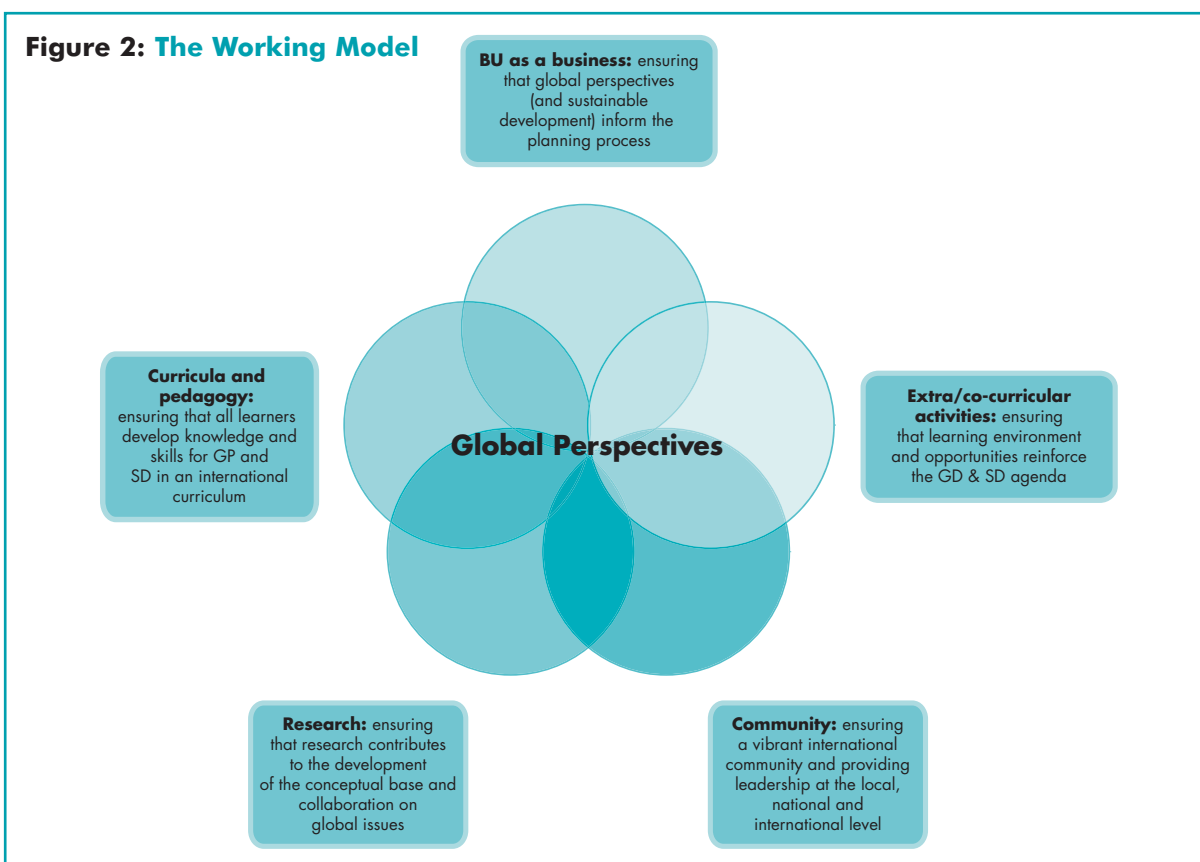
enterprise/consulting) with the non-academic, particularly activities currently undertaken by the International Office (IO) relating to the international experience, including student exchanges. The 'academic' and 'non-academic' are obviously not clear cut distinctions but with regard to the latter, the Centre will become involved for example, with the functions of the IO from a perspective that is strategic and scholarly rather than operational (operational defined as: international student recruitment and support). Separating out the outward facing aspects of the IO and re-positioning activities within the Centre should enable the former to focus on recruitment while the latter enhances 'internationalisation at home' in a more coherent way. The spirit of working in partnership will be critical to success. Indeed, developing mechanisms for collaboration across the range of institutional departments and functions to ensure that the global perspectives

agenda is a key feature of activity and fully integrated will be vital.

Attempting to combine the academic with the non-academic acknowledges what the research reveals as important: *'internationalisation is everybody's business'* (Middlehurst, 2006) – the challenge is to find ways to work across the 'silos' within HE and to align academic leadership with the leadership and activities of professional services. The Centre will fulfil a consultancy role across the institution, bridging the academic and non-academic domains but with particular regard in the short-term to the urgent task of working with academics to internationalise courses and develop more inclusive pedagogic approaches. This will require senior management support in the short term, until full buy-in is secured.

Figure 2: **The Working Model**

BU as a business: ensuring that global perspectives (and sustainable development) inform the planning process

Curricula and pedagogy: ensuring that all learners develop knowledge and skills for GP and SD in an international curriculum

Global Perspectives

Extra/co-curricular activities: ensuring that learning environment and opportunities reinforce the GD & SD agenda

Research: ensuring that research contributes to the development of the conceptual base and collaboration on global issues

Community: ensuring a vibrant international community and providing leadership at the local, national and international level

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Cross-University working is already underway through the activity of *the Global Perspectives Group* (each school has at least one member). The Skills for Life Project (a DFID funded initiative) is also driving the development of 'skills' for citizenship across disciplines. Further curriculum developments (keystone/capstone units) will require the commitment of senior staff and strategic leadership to adapt the curriculum framework. Ritchie (2006 p15) suggests, that with regard to internationalisation and curriculum change, '*leave the more difficult issues until later*' - we can fully appreciate this logic, but suggest that incorporating a global perspective across learning and teaching, is an urgent issue in the global context.

Enhancing the student experience but particularly preparing students for global employability will be a key feature of the Centre's work. This will include initiatives to increase the number of students undertaking overseas exchange and volunteering; work with colleagues to improve the employability of all students through Personal Development Planning and; developments with partners to provide more flexible opportunities for work experience both in the UK (for international students) and abroad (for all). This will necessitate coordination with the activities of other professional services e.g. Careers and the Student Experience and work in the extra-curricular sphere, with the Students Union.

Finally if the Centre is to achieve academic credibility developing the research base will be important. The Centre will provide a forum for staff from across the University who are already writing in the areas of globalisation, global issues, cross cultural and education for sustainable development. An early task will be to scope the expertise within BU and draw together those who are developing their scholarly profiles in this area. The Centre will be a catalyst for developing high quality research and enterprise bids and building cross-disciplinary teams to take this forward.

How will we know if our approach has been successful? The University-wide performance benchmarks embrace our strategy and set out the following general outcomes to be achieved by 2012:

• Be recognised internationally as a leader in innovative curriculum development that equips students with the skills necessary for employment in the global market place.

• Have a substantial track record in publications and research income.

• Have a critical mass of staff who are fulfilling these key agenda.

Apart from institutional 'performance indicators', we also hope that feedback from students and staff will acknowledge that the Centre has contributed to an enhanced learning environment and student experience; external endorsement will eventually also confirm that BU graduates have a broader world-view as 'global citizens'. We shall develop methods to capture this information.

Conclusion and commentary on the role of leaders

We have presented one institution's approach towards integrating internationalisation with a number of other activities under the banner of 'global perspectives', to enhance how we prepare students for global employability. The 'Centre for Global Perspectives' existed as a 'proposal' at the start of writing; it was approved in December 2007 and from 2008, will lead the implementation agenda, reporting to the Dean of Student Experience.

The journey from 'concept' to approval has been arduous, which may seem surprising for a university that has played a leading role in the development of 'global citizenship' and 'sustainable development'. It is however, to be expected in the context of complexity created by a large institutional change agenda, a new strategic plan and the competing challenges confronting senior leaders. It should also be noted that when an initiative involves 'breaking the mould' in terms of working across traditional boundaries (academic/non-academic), the vested interests at stake are considerable: stakeholders need to be 'won over' - this takes time.

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What we have learned in the process is summarised below.

- An important aspect of leadership in the development of strategy, is to find ways to incorporate the valuable work of champions, such that initiatives are not lost and contribute to the new strategic direction.

- Once the vision is set, it needs to be rein forced appropriately in key strategic documents and policies.

- The most critical role of leaders is to articulate the vision. Following this, they should ensure the vision is more than just rhetoric through proactive engagement.

- Providing an enabling framework or operating environment for change is essential. This may involve challenging the status quo and removing '*any barriers which may be entrenched within the processes and structures of the institution*' (Leadership Summit 2006, Post Summit Report, p5) with regard to varied interpretations of 'internationalisation'. Unless mechanisms are established to make a vision operationally possible, the best ideas/ideals will fail.

- It is important that the notion of a 'hub' (as used in this paper) is not seen as further 'centralisation' (or managerial control) but in the sense used in transport networks where movements are in multiple directions at multiple levels – language used by leaders needs to make the distinction clear.

- Political support is necessary to challenge 'institutional hurdles' and to create a supportive culture that makes innovation possible.

Our success so far at Bournemouth has been achieved by focusing attention on how this agenda contributes to 'global employability', and enhances the 'student experience'. Without persistent support of leadership to bring the agenda into a 'coherent whole', the initiative would have floundered on several occasions. It is now up to the Centre to prove that this approach will make a positive contribution to the University and our graduates.

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Chris Shiel
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Chris was previously Head of Learning and Teaching in the Business School. She has led the Global Perspectives agenda at Bournemouth since 1999 and was awarded a Leadership Foundation Fellowship in 2005, for her work in this area. In 2005 she convened the first BU international conference on: 'Education for Sustainable Development: Graduates as Global Citizens' and a further conference in 2007. She has led staff development in a number of institutions in relation to global perspectives and sustainable development and is an Advisory Board member of the UNESCO Centre, University of Ulster and the Development Education Research Centre, Institute of Education, University of London. She is a former Trustee of the DEA and previously chaired the DEA Higher Education Committee. She is also a Board member of DEED: Development Education in Dorset.

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Perspectives, policy and institutional cultures: world-wide horizons at Leeds Metropolitan University

Elspeth Jones and Simon Lee

Writing in the *Journal of Studies in International Education,* John Taylor describes internationalisation as *'one of the most powerful forces for change in contemporary higher education'* (Taylor 2005). Instead, for many universities, internationalisation has meant simply the recruitment of international students, primarily as a source of income. This not only neglects other benefits such students can bring to the institution, but ignores opportunities to enhance the global perspectives of the wider student and staff body through a broader interpretation of the term. Ellingboe's definition of internationalisation begins to hint at this, seeing *'an ongoing, future oriented, multi-dimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally-focused, ever-changing external environment.'* (Ellingboe 1998). Ellingboe sought to identify what this means for leaders of an institution, based on a study of respondents' views of ideal practice for a university attempting to internationalise. Examples in the literature of such a strategic approach being implemented within an institution and from which lessons can be drawn are less easy to find. We seek to offer here examples from our own experience.

At Leeds Metropolitan University (2007) we refer to *'world-wide horizons'* and this broad understanding of internationalisation is seen as fundamental to the university's vision and character. Such an interpretation offers creative opportunities to enhance the global perspectives of all students and staff, not only those who are already in an international environment through undertaking their education in another country. While international students bring important cultural diversity, it is clear that the mere presence of international students cannot alone deliver these 'world-wide horizons'. A systematic approach to introducing global perspectives across the curriculum has been adopted and opportunities for all students and staff to engage with the international dimensions of university life have been supported by staff development for internationalisation. Drawing on

the experience of Leeds Met's approach to enriching the learning experience both for home and international students and to expanding staff horizons, we outline here some considerations for leaders who wish to adopt a similar strategic approach and place global perspectives at the highest level of institutional commitment.

The first of these concerns the vision itself. Any higher education institution wishing to integrate internationalisation successfully across a broad spectrum of activities needs to articulate this clearly in its vision or mission, and this must be underpinned by an institutional ethos which visibly values global perspectives. If such an ethos is supported and enabled by senior management, we have found that rapid progress can be made. Without such commitment, the emphasis may continue to be placed on the income which international students bring, or be limited to the disparate efforts of individuals. A collaboratively-produced Internationalisation Strategy may help to drive a shared understanding of how such a commitment to internationalisation can permeate university life. At Leeds Met, our Strategy (Leeds Met, 2003) identified six key elements and illustrated what this meant for different aspects of university life. We have sought to engage staff in the process by presenting information, offering opportunities and establishing policy requirements. For the latter, we require all staff wishing to travel overseas on behalf of the university to identify how their visit will fit with one of the six elements of our Internationalisation Strategy, to reflect on their experiences and to work with others who plan to visit the same country. We use the International Reflections web page (discussed in more detail below) to disseminate information and to raise awareness of world-wide horizons. International opportunities are offered regularly including festivals celebrating different cultures, international secondments, and the chance to take part in international volunteering initiatives on six continents. By drawing in staff through these means, the internationalisation process grows in strength and momentum; by extending opportunities, further creative ideas are released. We have found that a genuine culture shift can

be realised if the vision is supported through policies and strategies which make explicit the relevance and importance of internationalisation in all aspects of university life. Such documents may include the Corporate Plan, Assessment, Learning and Teaching strategy, Research, Retention and Widening Participation strategies in addition to Equality, Diversity, Human Resources and Sustainability policies.

Strong international partnerships are an important mechanism in supporting internationalisation. These can facilitate staff secondments, student exchanges, international research, development and benchmarking opportunities. Such positive partnership links can go well beyond student exchanges and staff visits, leading to shared curriculum, research publications and other opportunities to support curriculum internationalisation.

Appointing diverse staff with varied international experience and bringing in regular international visiting lecturers is essential for a strategic approach to internationalisation. Equally important is enabling staff of all categories to have international experiences as part of an institutional enrichment process. Exchange programmes or visits to partner institutions are valuable for the majority of staff and the resulting learning or benchmarking process can enhance practice in the home institution. Opportunities can be found for support staff, as well as their academic colleagues, to engage in international research, knowledge exchange, partnership working and capacity-building. At Leeds Met we have enabled professional administrators to undertake secondments in partner institutions as well as helping to deliver governance and benchmarking projects in Sub-Saharan Africa. Staff from our Learning Support team work with students on programmes delivered overseas, thus enabling them to bring back the experience they have gained, and to support international students at the home campus more effectively. Systematically providing staff development opportunities to support internationalisation can make a real impact on institutional change. This may include providing for language learning and

cross-cultural capability training, or seminars on working with students whose first language is not English.

Regular recognition and celebration of international developments can also facilitate culture change and may include a programme of events to make explicit the institution's international intents. Recognising and valuing the international achievements of staff and students can support this. Whether this is linked to promotion and career progression, or whether it is celebrated by public recognition through internal awards, it is important to value what staff do to promote global perspectives in all aspects of their work, including learning, teaching, assessment, research or student support. It may not be the case that all staff share the enthusiasm and the capability necessary for turning the international vision into reality, so it is helpful to identify and support internationalisation champions across the institution. They, in turn, can help to spread the word amongst those staff who may be less eager to embrace the challenge.

A critical mass of international students on campus across a range of courses and from diverse countries can help the internationalisation effort. This needs to be coupled with actions to assist effective integration within and across national and cultural boundaries, including welcome events for international students, buddying schemes, arranged opportunities for students to network within and beyond their national groups, and targeted social activities. It should also be linked to, and benefit from, the broader celebration of diversity across the institution, and to policies and practice which enhance the diversity of the home student population. Leeds Met's partnership with the International Indian Film Academy enabled 150 international and UK students to work as volunteers when the awards ceremony took place recently in Yorkshire. Not only were they able to rub shoulders with the stars but working together as a team became a useful vehicle to support the integration of home and international students. A flexible, integrated and discipline-focused

internationalised curriculum, incorporating global perspectives, will make curriculum access for international students easier while also developing the international and intercultural perspectives of all students and staff. Jones and Killick (2007) identify how a strategic approach to curriculum internationalisation has been implemented at Leeds Met. A framework document was devised outlining what was meant by cross-cultural capability and global perspectives across the curriculum. Course teams use the document in their own subjects to review courses, with the help of a series of enabling questions. Examples are given to assist interpretation, and suggestions from the pan-university Teacher Fellows network offer help on implementing the ideas in different classroom environments and subject fields for those with limited experience of internationalisation. By the end of 2008, all programmes will have been reviewed against these guidelines, although we view this as a process of continuous renewal. This approach of providing a strategic framework, while enabling subject specialists to determine appropriacy for their own courses, has proved to be a helpful means of delivering university-wide change.

Going beyond the traditional programme of study, Webb (2005) encourages us to *normalise internationalisation of the curriculum'* and offers strategies for doing so which extend beyond the narrow interpretation of curriculum into the student experience as a whole. He defines such normalisation as *'turning the ad hoc and uneven efforts of a few enthusiasts into the normal expectations and requirements of the organisation'*. Thus, while internationalisation of the formal curriculum is important, extended curriculum opportunities can also contribute. These may include tandem learning, clubs and societies appealing to home and international students, celebrations of international culture and identifying international dimensions of all aspects of university life.

While an international experience might benefit the majority of students, not all will have the means to undertake study abroad or an

international work placement. A coordinated programme of opportunities for international volunteering for staff and students can provide shorter engagement in an international context which may be just as valuable. Equally, 'service learning' in the local community can offer international students a learning experience which benefits both the student and the local population. It can also be another meaningful vehicle for integration between domestic and international students.

A sensitive and positive institutional approach to accommodation, food, worship and other facilities will recognise the needs of students from other cultures and yet take account of the inherent dangers of ghettoisation which 'special' services can lead to. Strategic decisions are needed in delivering pastoral support programmes, for domestic as well as international students, which should recognise where needs differ and where extra support may be required. This could include, for example, specialist advisors on immigration issues, a formal pastoral support system and befriending opportunities where the support needs are social rather than practical.

In concluding this contribution, we offer an example of how a relatively simple idea has both supported and reflected cultural change at Leeds Met and helped to move the organisation from one which merely recruited international students to one which now embraces world-wide horizons. In September 2003 we introduced a daily on-line 200-word (no more, no less) *International Reflection*[1] and this has appeared each weekday since then, amounting to over one thousand testimonies from students, staff and friends of the university. As mentioned above, the original intention of this initiative was to raise awareness of internationalisation and to demonstrate that this went well beyond the recruitment of international students. Yet these daily postings have become much more than a source of information and have brought about change in the institutional culture, while at the same time reflecting change within that culture through their growing sophistication (see Jones, 2007). Several

1. www.leedsmet.ac.uk/internat/reflects/index.htm

contributors note that engaging in the reflective process, and doing so in a public forum, is fundamental to the broader culture of academia, and it may be for this reason that they have been so enthusiastically embraced. Kezar and Eckel (2002) conclude that, *'change strategies seem to be successful if they are culturally coherent or aligned with the culture'* and this may be one reason for their success.

Reflections may offer tantalising glimpses of other cultures, or of different viewpoints on life as an international student in the UK. Many talk of personal transformation or changed perspectives as a result of an international experience or encounter. Others help to raise awareness of global development issues or the need to understand better other communities and cultures, including the needs of our international students. Yet more mark a response to world events, including natural disasters which may have affected students' families. It is not only academic staff who write reflections. Some of the most well received have been from support staff, including one who took part in a fundraising walk along the Great Wall of China[2]. Colleagues from international partner institutions and the British Council have made contributions, as have alumni and students on exchange overseas and incoming exchange students. There have been reflections from agents, representatives and international visitors. Many colleagues have said how much they value International Reflections, one saying that the best of these 'transport' him to other countries or cultures. The Reflections have created a focal point which draw staff and students to the website each day. The ensuing discussion has, in turn, led to an increase in the quality of reflection produced and illustrates changed mindsets towards internationalisation.

The sustainable progress towards world-wide horizons has been greatly enhanced by students and staff having multiple opportunities for international experiences and to reflect thereon. The governors' strategy of vision and character or the commitment and leadership of senior staff would not alone make the difference that comes from creating life-changing experiences for a wide range of staff and students. It is no accident, therefore, that our university's statement of vision and character has on its front cover a photograph of one of our recent graduates, Dee Caffari, becoming the first woman in history to sail solo, non-stop, round the world the so-called 'wrong' way, against the prevailing winds and currents. Nor is it accidental that the front cover of Leeds Met Acts (a statement of the attitudes, character and talents expected of members of our university community) shows students and staff together with a local guide at the conclusion of an international volunteering opportunity in Indonesia, the inside cover shows the platform party at a summer graduation all focused on applauding a graduating student and the back cover shows colleagues and governors applauding staff winners of the Chancellor's Awards. The enthusiasm of students, staff, alumni and partner organisations provides the momentum which will sustain enduring institutional change.

2. www.leedsmet.ac.uk/internat/reflects/jan06/jan17.htm

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Simon Lee,
Vice-Chancellor,
Leeds Metropolitan University

Professor Simon Lee became the Vice-Chancellor of Leeds Metropolitan University in 2003. He had studied as a Brackenbury Scholar at Balliol College, Oxford and then a Harkness Fellow at Yale Law School before becoming a lecturer in law at Trinity College, Oxford and then King's College London. He was appointed Professor of Jurisprudence at Queen's University Belfast in January 1989 where he also served as Dean of the Faculty of Law, before becoming an emeritus professor of Queen's when he left in September 1995 to take up the role of Rector & Chief Executive at Liverpool Hope University College. Professor Lee is the author of several books and has served on a number of government and voluntary sector bodies, such as the Standing Advisory Commission on Human Rights in Northern Ireland, and chaired others, such as the Independent Monitoring Board for the Liverpool education authority, the board of the Everyman & Playhouse theatres and now of Leeds Carnegie, the professional rugby union team.

Elspeth Jones,
International Dean,
Leeds Metropolitan University

As International Dean at Leeds Metropolitan University Elspeth is responsible for leading the University's ambitious internationalisation plans. These include all aspects of the international student experience, from recruitment to alumni relations, internationalisation for home students, and associated staff development.

With a background in applied linguistics and teaching English as a foreign language, Elspeth has many years' experience of learning, assessment and cross-cultural issues for students from a wide variety of nationalities and cultural backgrounds. She worked at the British Council in Japan for three years and in Singapore for four years.

As Secretary of the University Council of Modern Languages, Elspeth was involved in national debates on the future of languages in the UK and co-edited Setting the Agenda for Languages in Higher Education with David Head, Mike Kelly and Teresa Tinsley (National Centre for Languages, 2003). She is currently editing her next book entitled, Internationalisation: the Student Voice. She has delivered keynote speeches around the world and authored a range of chapters and papers on values-driven internationalisation and world-wide horizons. Elspeth was founding editor of Leeds Met's International Reflections webpage in 2003 and has edited it for more than four years.

Internationalising the curriculum at the University of Salford: from rhetoric to reality

Viv Caruana and Jane Hanstock

The managerial challenge of 'internationalising the curriculum' as distinct from 'internationalisation'

Ten years ago the concept of internationalisation in UK HE was marginalised, today it has 'come of age' and almost all UK universities have completed or are developing their internationalisation strategies. Whilst the language and content of such statements are similar across higher education institutions a key distinction emerges is that some institutions tend towards a university-centred approach whilst others are more student-centred. In effect, these approaches are informed by one of two alternative perspectives arising from the process of globalisation. The university-led approach is influenced by a 'marketisation discourse' that has come to pervade higher education as competition has intensified, whilst the student-centred approach is informed by conceptualisations of globalisation and internationalisation as synonymous with the emergence of the *'knowledge economy and learning society'* (Caruana and Spurling 2006; Fielden, 2007). Arguably, the university-centred approach focussing on reputation, branding etc. is likely to engage managerial, administrative and support services to a greater or lesser degree in the discourse that shapes and drives policy whereas the discourse within a student-centred approach is likely to be more firmly embedded within the academic community and supported by a myriad of academic-related functions (education developers, learning technologists etc) Stier (2002) cited in Mercado and Leopold (2006) notes the differences in approach to internationalisation adopted by these professional groupings:

> *Policy-makers and managers tend to focus on ideological goals (e.g. the overall course of higher education), university administrators on formalities and practicalities (e.g. student visas, health insurance, grading systems, course-equivalencies etc) whereas teachers emphasise pedagogic issues (e.g. course content, language problems etc). (Stier (2002) cited in Mercado and Leopold, 2006)*

The balance between different goals and/or ideologies within any strategy may well be quite different, as indeed may be the focus of the process of managing internationalisation and what transpires as an outcome at the teaching and learning practice level. To quote Taylor (2004) cited in Caruana and Spurling (2007):

> *…the process of planning is about priorities, determining what will be done, but also what will not be done or what will be discontinued…*

Whilst internationalisation may mean different things to different professional groups it is nonetheless likely to resonate since it is rooted in traditional structures of UK higher education and has simply *evolved* under the influence of globalisation. By contrast, 'Internationalising the curriculum' is a relatively new phenomenon whose meaning in practice tends to be blurred by the traditional distinctions drawn between home and international student experiences. The real challenge of 'internationalising the curriculum' in UK higher education, is as described by Ball (1994) cited by Keeling (2004) *'…the translation of the crude, abstract simplicity of policy texts into interactive and sustainable practices…'* and undoubtedly a key factor in the transition is the approach adopted by university leaders.

University of Salford: The voyage of discovery…in search of meaning

Initial forays

The University of Salford's Strategic Framework 2003-2004 envisaged a mission which included:

> *… preparing students for careers that will be in the global economy…', whilst at the same time '…enriching the wider student experience by integrating the knowledge and experience of our international students…*

Our initial research explored how internationalisation as defined in this way (student-centred), could be *concretised*, underpinned by sound pedagogical principles and embedded into the University's curricula

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(Caruana and Hanstock, 2003). This early research explored four alternative approaches to internationalisation: ethos, activity, content and graduate attributes. We concluded that each approach progressively raised the profile of internationalisation in terms of curriculum design and together formed a continuum along which institutions could develop in order to fulfil their international missions. Ethos stood at one end of the continuum assuming a 'campus culture' orientation and the graduate attributes approach stood at the other with its focus on employability encompassing cognitive, attitudinal and intercultural dimensions. This latter approach seemed to offer potential in addressing the University's student-centred goals (Caruana and Hanstock, 2003).

As our research progressed we found however, that we were becoming pre-occupied (as was much of the literature with which we engaged) with the international student experience. We therefore made a conscious effort to try to re-focus and de-construct what it means 'to prepare students for the global world of work'. We began to engage with notions of cross-cultural capability and intercultural competence and in considering curriculum design to support the development of graduate capability encountered the distinction between *'internationalisation abroad'* and *'internationalisation at home'* (Caruana and Hanstock, 2005). 'Internationalisation at Home' served to illuminate subconscious preconceptions and assumptions about the nature of the internationalised curriculum which we had generally been oblivious to. We noted that the traditional emphasis on international mobility could ironically perpetuate a static view of cultural knowledge as facts or artefacts, history, art, literature etc. where internationalisation is perceived as involving activities that are 'far away' and that concern 'others'. Furthermore, we were introduced to the possibility that international mobility may reinforce the myth that a country has a homogenous national culture which in itself, may further detract from the dynamic view of culture as sets of practices in which people engage in order to live their lives,

to understand their world and to produce and comprehend (Teekens, 2005; Liddicoat, 2004 cited in Caruana and Hanstock, 2005). The literature in the field therefore suggested that 'internationalisation at home' could provide the framework to develop a broader and more dynamic conceptualisation of internationalisation in pursuit of a learning experience which embraced cross-cultural capability and, indeed prepared graduates for a global world of work.

As we reflected on these insights in the context of our experience at Salford we became more convinced that the gap between policy and practice might be rooted in the fact that internationalisation is a social practice which takes time to put into effect and will occur at different levels of engagement on a developmental continuum from *'technical observance'* to *'relational participation'*. *Technical observance* emphasises technical practices such as the recruitment of international students and international staff; use of international examples in curricula; support services tailored to help students to survive and to assimilate; remedial support to deal with poor English as a clinical condition etc. It seemed that technical observance might perpetuate a primarily university-centred approach based on 'old style' conceptions of internationalisation and our concern was that internationalisation would remain the 'add-on' with students being expected to change to meet the expectations of the University that remains the same. *Technical observance* thus offered little in the way of any systematic, self reflexive and critical challenge to entrenched norms and pedagogical practices. *'Relational participation'* on the other hand, is more specifically focussed on the learning experience and the student life-cycle. It is therefore student-centred and in turn thereby capable of accommodating the multiple yet complementary perspectives that represent the internationalised curriculum across a multitude of disciplines. Of course, as part of their academic development university students will engage in cultural reproduction but the principle of *relational participation* goes beyond this encouraging engagement in cultural production as well through a dialectical

relationship between text and learner, teacher and taught, student and milieu that re-create globalisation in the form of social practices, that confront homogenisation and build new forms of *trans-cultural existence* (McTaggart, 2003 cited in Caruana and Hanstock, 2005).

At this juncture the notion of *'relational participation'* began to emerge as a key concept in driving a strategy that was designed to equip students with the cross-cultural capabilities that would enable them to operate effectively in the global world of work. Nonetheless, from our reading of the literature it seemed that a focus on technical practices had legitimacy as a *preparatory* stage in a process of internationalisation that would ultimately find institutions progressively moving towards *authentic* views of themselves as internationalised educational institutions. Emerging from this stage of our research was the key question – how will the University of Salford progress from a state of *technical observance* to one of *relational participation*?

To return to the original key issue of the role of university leaders it is significant that senior managers have tended traditionally to espouse a rational view, involving a process of identifying strategic priorities, getting people and resources focussed on them, developing key performance indicators and measuring how well they are doing. Interestingly, Taylor (2004) notes the tendency towards centralisation within management of internationalisation processes because of the perceived need for prioritisation, targets and planning. However, is this necessarily the approach which will drive institutions towards *relational participation*? (always assuming that that is indeed where they want to be). We argue that if the *'internationalised curriculum'* is to become a reality rather than simply rhetoric,

alongside the *'hierarchy of objectives cascaded down through organisational levels, giving target and performance indicators'*, there is an imperative to think less *rationally* and more *relationally* in seeking to appeal to shared values and local ingenuity. A purely rational approach to managing internationalisation may simply reinforce *technical observance* and hinder progress towards *relational participation* by subverting the goals of 'internationalising the curriculum' creating an *'illusion of compliance'* and even *'inducing counter-productive behaviour'* (Cuthbert, 2006). Our current preoccupation is therefore with identifying a process of change management that - whilst embracing the rational perspective - is based on the principle of shared values and local ingenuity.

Managing the Way Forward - From Technical Observance to Relational Participation?

The University of Salford has recently developed a draft *International Strategy* which focuses on three broad – but potentially antagonistic - strands of development: marketing, the student experience and business development. Within the language of the strategy influence of both the 'marketisation discourse' and notions of the 'knowledge economy and learning society' is apparent. As far as the student experience is concerned the Strategy anticipates between 2008 and 2010, a phase of new programme development. Faculties and schools, individuals and teams responsible for developing policy and practices will be supported in driving the international agenda and a process of curriculum internationalisation will recognise and accommodate differing school, discipline and vocational requirements (University of Salford, 2007). This draft strategy then - in terms of the internationalised curriculum - has much in common with other institutions both

within the UK and abroad, in identifying the degree programme as the appropriate framework for curriculum innovation. Like our colleagues at the University of Leicester we would envisage the development of programmes that embody an international and intercultural orientation, a cross-cultural pedagogy, constructive alignment with student profile, working with local ethnic communities and intercultural learning in a virtual classroom (Chan, 2006).

Anecdotally, we know that there is already much useful work going on across and some very useful tools for supporting curriculum interrogation have been identified such as Mercado and Leopold's (2007) AOPI (Aspects Of Programme Internationalisation) framework. However, the crucial challenge of promoting and disseminating good practice, thereby harnessing local ingenuity in pursuit of institutional goals remains. In this context the *'diffusionist'* model of change management as defined by Rogers (1995) may be more effective than the rational planning model in moving the University towards a position of *relational participation*. Rogers (1995) defines the model thus: *'…the process by which an innovation is communicated through certain channels over time among members of a social system.'* Arguably the model is highly appropriate when the degree programme is used as the lens through which to look at ways to diffuse innovations to teaching staff. Rather than seeking change from the top-down (from senior management) or bottom-up (from students) the 'diffusionist' model promotes a middle-out approach to change that is based on the educational development function working with programme teams and acting as an interface between policy makers and programme staff, interpreting policy in terms of programme enhancement as well as providing sound

practical solutions as a means of implementing policy (Chang *et al*, 1994).

At the University of Salford the academic development function has traditionally embraced Staff and Curriculum Development within an over-arching structure of an Education Development Unit. In terms of engagement with the academic community two models are in evidence: (1) staff development catering for the continuing professional development (CPD) needs of individuals within the context of institutional strategies and objectives cascaded, interpreted and re-interpreted through the various organisational levels, and (2) curriculum development organised on a project basis with 'project managers' at the centre supporting nominated individuals based in schools and faculties and programme teams, in embedding particular strategic initiatives (e.g. employability). This second approach mirrors the 'diffusionist model' of change although specific projects tend to exist almost in isolation of each other.

The outcomes of the first approach have tended at times to be fractured and unsystematic. All too often staff development events designed to encourage ownership of University strategy at the local level and geared towards embedding strategic initiatives across the institution have attracted a relatively small number of willing converts or 'champions' in the field recruited from the ranks of a hard-pressed army of academics who are struggling to cope with the ever-increasing, ever-more complex and often competing demands of their role. The second approach seems to offer more in terms of facilitating change across the institution. However, the change which takes place - whilst being significant in terms of its breadth - is relatively lacking in scope since there is limited opportunity to make connections between alternative

strategies at the level of the programme and foster a more holistic approach to curriculum innovation. On balance, it seems that the seeds of the 'diffusionist model' exist in the project model but this seed needs to be nurtured if the internationalised curriculum is to become a reality. Centrally-based project managers are in a position to foster collaboration across disciplines as they operate within and across the boundaries but they cannot provide the holistic framework through which potentially disparate strategic initiatives affecting curriculum design can be understood as a whole (Chang *et al* 2004). The role that senior managers will play in supporting and developing a *diffusionist model* of change management seems to be the current challenge in making the rhetoric of the internationalised curriculum a reality.

Dr Viv Caruana,
University of Salford, Education Development Co-ordinator (Learning and Teaching Practice)

Viv 's role embraces staff and curriculum development in the general field of teaching and learning in higher education. She is an active member of the University's Higher Education Research Centre (HERC) and Editor of the University's in-house journal 'Innovative Learning in Action' (ILIA). Her research interests include the impact of the global knowledge-based economy and learning society on learning and teaching in higher education with special reference to internationalising the curriculum and interdisciplinarity. Viv has recently conducted a literature review with Nicola Spurling, commissioned by the Higher Education Academy, *The Internationalisation of UK Higher Education: a review of selected material* available at: *www.heacademy.ac.uk/ourwork/ learning/international*

Jane Hanstock,
University of Salford, Pro-Vice Chancellor Teaching and Learning

Jane has worked extensively with higher education institutions across the globe in the field of internationalisation and in her capacity as PVC chairs the University's International Strategy Committee.

The Global University
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The global university: the Roehampton University experience

Jane Broadbent and David Woodman

In embracing the concept of the Global University, Roehampton University has developed a mission that emphasises and celebrates diversity. We are of the view that education is enriched for all when a diverse community of staff and students is fostered and supported. In our conception of diversity we recognise the need to build our community to both include and learn from those from different nations and cultures to ensure all members of the University community have the skills needed to reach out to the global community. Roehampton University's Vision sees our role as *'Challenging, inspiring and supporting students to grow as individuals and to be responsible citizens and leaders in a complex world.'* The values that underlie this cite our desire to work to promote social justice in a variety of ways including engagement with different communities. For example, Roehampton is a member of the CARA (Council for Assisting Refugee Academics) network of UK universities, which, , through its pathfinder grant scheme, helps support the special needs of refugee academics. This work clearly supports the University's mission but it, in addition, broadens the frame of reference of all the academic and administrative staff who are involved. Students also benefit, when refugee academics share their experiences in the classroom as part of the process of helping them to understand the UK context of learning and teaching.

We aim to be excellent in all aspects of our activity and in this sense our teaching and research will contribute to the global community in both the development of knowledge more generally and in the development of our graduates as global citizens. Hence we recognise the importance of promoting the exchange of students, academic and administrative/ professional colleagues in both learning and teaching and research activity. Internationalisation is recognised as an important element of our academic strategy and is described in more detail in the University Internationalisation Strategy, which states,

The University's own vision for its future development builds on our historic desire to promote equality, diversity, mutual respect and

understanding: ideals which underpins Roehampton's mission as a University. By facilitating exposure to different social and cultural traditions and fostering an international perspective among both staff and students we will help prepare our students to be leaders and responsible citizens in an increasingly complex world as well as to take up successful careers in a globalised economy.

In summary, Roehampton is working towards the internationalisation of its curriculum as well as the student and staff experience

One key aspect of leadership in strategy development is that of interpreting the external environment, predicting the changes taking place now and in the future and considering the effect such changes may have on the institution. In this sense senior management must not only identify opportunities but also become advocates for change. This will involve convincing colleagues of changes they may not have thought about and it is also important to recognise that not all relevant change will be palatable to organisational colleagues.

Senior Managers can, by themselves, achieve very little. Alongside the identification of a set of strategic challenges, the need to engage colleagues in such challenges is paramount. To make progress in any aspiration requires the involvement of the whole of the University community and that requires that the community is involved in the building of strategy as well as its delivery. A clarification of this approach is to be found in a contribution our Vice-Chancellor gave to the Leadership Foundation's *Engage* magazine in late 2007:

I think it's really important to listen to students. When putting the plan together, the most valuable interactions for me were talking with people in small groups where people felt able to speak up. Students have a lot to offer on advising the university on its future direction, especially in times of unpredictability.

Senior managers need to be facilitators while

leading and inspiring.. Change of any sort is easiest to achieve when it helps to deliver elements that are not in conflict with existing values of the University. This does not mean ignoring aspects outside the existing value set. If senior managers simply act within the boundaries of accepted practice then, as noted above, the danger is that there will be no change and the institution may well simply become stale and obsolete. It is important to recognise if a change is an incremental one or if it is more fundamental, in order to adopt relevant processes to achieve it. Understanding the views of the members of the university is therefore crucial as a starting point for developing the communication that will enable change.

Senior managers have recognised that the need to work towards a Global University must be embedded in the usual range of activities that are undertaken in the University. The implementation of Roehampton's strategic aims works with current strengths and resources as well as the development of new initiatives across the university in research, teaching and learning and enterprise.For example, a major stimulus to the implementation of the concept of a global university comes from the University's Centre for Excellence in Teaching and Learning (CETL) *Crucible* (Human Rights, Social Justice and Citizenship Education). This centre is working across the University in the development of both the undergraduate and postgraduate curriculum, new initiatives in teaching and learning and, most importantly, using its relationships with a variety of external partners to enrich the student learning experience. All of this work has a global orientation.

In the past two years Crucible has developed, organised and delivered a new module entitled 'Questioning Citizenship' which is available to all first year students across the University. In the first year 400 or so students were enrolled and in the current year it is closer to 600; almost half of the whole intake of the University. This module, as its name suggests, questions the formal association of citizenship with the nation-state as the only possible interpretation which, then, forces a

consideration of citizenship on a global scale. The significance of this work lies not just in its content but in its form i.e. the fact that it brings together students from more than 20 subjects to work together on a variety of topics and tasks, all of which have an international dimension. There are opportunities for students to share their experiences of being 'citizens' around the world. For many students their understanding of citizenship only develops after they have heard from others, whose citizenship has been denied or severely limited.

Crucible also has a number of initiatives at postgraduate level including a prestigious master's programme in human rights practice. The programme successfully applied for Erasmus Mundus status. Roehampton is one of the few UK universities to have two of these programmes, the other being in special educational needs. Both are international programmes with students selected from around the world and provided with extensive EU bursary support. The students on the MA Human Rights Practice spend time in the partner universities in Göteborg (Sweden) and Tromsø (Norway) as well as London. The students on these programmes considerably enrich the international experience of students and the University as a whole. Finally, Crucible has taken a strategic initiative to co-ordinate the development of a portfolio of master's programmes in the area of human rights, all of which contain a global perspective. These programmes are central in establishing the University's reputation for global education.

Crucible works with many international organisations in both the public and voluntary sectors. These organisations help in the provision of placement opportunities for students and in the development of learning resources and the curriculum. Students on overseas placements document and share their experiences with other students.For the past 15 years we have operated a level 2 and 3 service-learning programme, which has been adopted by a number of different subjects. This programme integrates volunteering into a student's academic study of civil society. It attracts overseas students who are

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interested in working in civil society organisations around the globe. Complementary to this the University has 10 years experience of running a masters programme in International Service where students spend their time on placements with national and international Non-Government Organisations (NGOs) in Jamaica, Mexico and the UK. In a relatively small university like Roehampton these students, most of whom are from outside the EU, make an important contribution to the global reach and appeal of the University.

The University has a highly regarded research profile and, inevitably, much of its work is international in nature. For example, our research work is clustered within research centres and, as can be seen from the titles of a sample of these, their horizons are truly international:

- Arts and Humanities Research Centre (AHRC) Research Centre for Cross-Cultural Music and Dance Performance

- Centre for International Research on Creativity and Learning in Education (CIRCLE)

- Centre for Research in Postcolonial and Transcultural Studies

- Federal Centre for Research on Nationalism, Ethnicity and Multiculturalism (CRONEM)

- Centre for Theatre Research in Europe

- Hispanic Research Centre

These research centres attract academics from overseas to participate in the research culture of the University, through both their specialist knowledge and their experiences of working in overseas universities. The University's Academic Enterprise office has helped strengthen these global initiatives through its knowledge of and participation in networks of universities around the world. For example, It has provided the specialist support and guidance required for two successful manoeuvres through the complex procedures of the Erasmus Mundus application process. Finally, the International office has a central function in helping staff and students engage with a variety of academic communities

overseas. In conclusion, it is Roehampton University's belief that a higher education must be an international or global education. We have not reached this point yet but we are committed to a vision of a Roehampton graduate whose perspective and aspirations reach beyond the limits of the local and the nation-state.

Professor Jane Broadbent,
Deputy Vice-Chancellor,
Roehampton University

Prior to becoming the Deputy VC of Roehampton University in 2006, Jane was formerly Senior Vice-Principal (Academic Affairs) at Royal Holloway, University of London. Jane has over 40 refereed publications and numerous professional articles aligned to management and accounting change in the public sector. She has jointly (with Richard Laughlin) held three research grants from the ESRC, the most recent conducting research into Performance Management of Universities in the UK. Earlier work researching PFI in the UK and funded by the Chartered Institute of Management Accountants is now being extended jointly with colleagues at the University of Sydney. This latter work is funded by the Australian Research Council.

Dr David Woodman, Director,
Crucible, Roehampton University

Crucible is the University's Centre of Excellence in Teaching and Learning, focusing on human rights and social justice education. David has substantial experience of developing programmes of study with an international perspective at master's level, where students study overseas and gain placement experience there. He is also Assistant Dean (Learning and Teaching) in the School of Business and Social Sciences.

Sustainable development: strategic considerations for senior managers

Geoffrey Copland

Universities are institutions for the generation and transmission of knowledge and for the development of technical and personal skills of students and staff. They develop the next generation of decision makers and leaders through their students. They are major resources for professional and personal updating of knowledge for lifelong learning and to meet the demands of industry and society for a highly skilled and cultured society. They are amongst the largest employers and users of resources in their communities. Given this range of responsibilities, the role of universities in responding to the challenges of environmental sustainability is one which should come to the forefront in the thinking of senior managers and their governing bodies. University senior managers, with their governing bodies, are responsible for providing the strategic direction for their universities; for effective operational implementation of these strategies; for setting the standards for the ethos and culture of the university and for its presentation to the public. They should now be giving serious thought to how their universities can provide leadership and thoughtful debate on sustainable development issues both internally and to their wider communities.

Now there is evidence (UUK 2008: HEFCE, 2008) that most universities are engaged in some levels of research and teaching related to sustainable development and the challenges that the current patterns of resource usage and behaviour pose for the future well-being of society. The *'Greening Spires'* publication by Universities UK describes a number of research, knowledge transfer, teaching and operational activities in which universities in the UK are already engaged to respond to the challenges of sustainable development. The HEFCE study set out, amongst other matters, to establish a baseline of sustainable development in English higher education institutions against which HEFCE can measure and publicise what the sector is already doing; to learn from institutions' experience; to identify key issues which present opportunities and challenges and to help to shape the priorities for the Funding Council. That research showed that these activities frequently

have been stimulated by individuals or small groups of staff choosing to pursue a particular line of research or syllabus development, rather than being part of a senior management led strategy. Often much of this work is conducted in isolation from the mainstream subjects. These pioneers may well find their sources of inspiration amongst like-minded colleagues outside the university, indeed outside academe or the country of operation. As this work progresses, the evidence in the HEFCE study indicates that institutions begin to engage with the 'bottom-up' agenda, with senior management taking an interest but essentially as a watching brief. As the work progresses, this may lead to senior management developing an institutional position, engaging the interest of the governing body and so leading to incorporation into the next stage of the institutional strategic plan. There are now indications of some universities embracing the ideas of sustainable development into changing institutional behaviour, taking them beyond the realms of research and teaching into practical actions. At present, there is no evidence of any UK university taking this through to full commitment by the whole institution and making sustainable development absolutely integral to the institution. No university can yet call itself an 'environmental sustainable' university in the way they might describe themselves as 'research intensive' or 'business facing'.

To move in that direction, senior management should be asking questions about the engagement of university research and teaching in the issues of sustainable development, the performance of the physical infrastructure and of the attitudes and behaviour of staff and students if universities are going to remain at the forefront of addressing issues facing global society. It has to weave its way through complex pressures vying for its attention in a highly competitive environment, whilst addressing the realities of the university world. All universities are faced with the problems of resources constraint and competing claims on these. Universities and their staff believe strongly in the principle of academic freedom. This gives their academic staff the opportunity to study and write about matters that

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they identify to be important without the control on individual actions that are to be found in many other organisations. They can challenge accepted ideas and orthodoxies and it is a part of the development of students that they too learn the importance of such challenge and argument. This means that senior management cannot simply instruct its academic community to follow a particular path of research and teaching. It has to develop a culture and behaviour pattern that stimulates debate to inform collegiate decisions that lead to change.

Given the nature of sustainable development, work related to it is not readily identified with the traditional subject lines on which universities and their funding are normally based. It often draws on a range of disciplines and thereby challenges the 'silo' thinking that characterises most university academic structures Such thinking was exacerbated by the Research Assessment Exercise (RAE) that dominated thinking in UK universities for two decades and which did not identify 'sustainable development' as a Unit of Assessment. Whilst the way funding councils organise their assessment and funding streams should not be the determining factor on university behaviour, it does influence thinking and attitudes. Universities have to respond to importance of sustainable development by breaking down these silos. Recently the Research Councils have been stimulating collaborative and interdisciplinary research on issues related to sustainable development, establishing centres such as the UK Energy Research Centre (UKERC) jointly funded by EPSRC, ESRC and NERC[1], and . Such initiatives and signals by funding bodies are most useful in helping senior management to promote the sort of interdisciplinarity that is likely to advance research into sustainability issues. I believed that the university of which I was Vice-Chancellor was ideally placed to develop a Centre for World Cities and Sustainable Development, through drawing together expertise from different subject areas and research groups. This initially was treated as a Vice-Chancellor's fantasy, but eventually after sowing the seeds amongst individuals, they came together without my direct intervention, realised that they could

1. www.ukerc.ac.uk

indeed develop a uniquely placed centre, but still worry about the resource issues of cross-disciplinary activity. There are increasing numbers of examples of such research ranging from what might be termed 'blue skies' research, through technological research and its applications in everyday products and into areas related to behaviour of groups and governance issues.

Teaching and curriculum development can be difficult to manage from senior level. In 2005 HEFCE (2005/01) developed proposals for the way in which universities might engage with sustainable development issues. Whilst there was general recognition of the importance of sustainability, the proposals made by the Funding Council (HEFCE 2005/28) were received with limited enthusiasm although several universities pointed to their existing activities in this area. There was a strong sense in the responses to the Funding Council that these proposals were too intrusive and challenged the autonomy of institutions. One proposal that provoked a strong reaction was that the assessment of quality of taught programmes should take account of the presence of aspects of sustainable development. Resistance arose from concerns that, whilst universities could see the importance of engaging with the sustainability agenda, they could not accept that their funding body, not being a planning body, should be setting measures by which courses should be evaluated. Acceptance of that proposal, no matter how well intentioned, would have been seen as a precedent for future interference in the academic work of universities.

There are strong reasons for universities to encourage sustainable development issues to be included in the curriculum. Young people are becoming more aware of 'green' issues and worried about the future of the world that they and their children will inhabit. Universities must respond to this, not just through a few committed environmentally aware staff but in the general cultural awareness that is displayed through research, teaching and overall delivery of services. If the university is going actively to show leadership, rather than responsiveness in these

areas then senior management must take the lead. It should identify the staff and students who have a real interest in and thoughtful awareness of these issues and draw them together to seek their ideas, not only on what might be in the curriculum but how sustainability awareness should be promoted across the university.

Intellectually, it is easy to see the importance of improving the physical operations and performance of the university estate in environmental terms, but practical implementation can be fraught with difficulties. Sustainable operations can have a direct impact on the financial performance of an organisation. For example, the simple actions of ensuring all committee papers and lecture note handouts are available on-line with only the minimum number of hard copies printed, double sided, on recycled paper, and not bound in plastic binders can save substantial amounts of paper, copying costs, postage and non recyclable waste. Reducing the number of computers and screens left running 24 hours a day, 365 days a year seems obvious yet is seldom practiced. Real encouragement of staff and students to use public transport, cycling and walking rather than fighting over car parking spaces would also seem easy but experience shows that these can be real battles. Here senior management must lead by example. Such initiatives could be easily undermined if senior managers were to be seen leaving the office with lights on, air conditioning and computers running, carrying expensively bound committee papers and driving home as sole occupants of large cars. Of course there have to be exceptions to any tough regulatory behaviour regime but senior management really does have to lead by example in such matters. Purchasing and procurement are key areas where life-time cycle costs and local sourcing of materials should be factored into consideration alongside direct costs. True Value for Money should be practised, not just buying the cheapest to meet immediate budget targets.

Sustainable building design and operation is important. There is much good architectural practice in designing new environmentally sound buildings and in use of less energy intensive materials and construction methods. Such buildings may not be the cheapest to construct but senior management should seek the best performing buildings over their lifetime of operations, not just adopt the initially cheapest solution. All universities have existing buildings and many of these were built to much lower environmental standards, often in the 1960s. A major problem is how to change these buildings into energy and resource efficient operations within affordable cost limits, as well as making them fit for the needs of 21st century research, learning and teaching. Universities with historic Grade 1 listed buildings face similar problems. The recent announcement by HEFCE (2008/03/ of a 'revolving green fund' to help higher education institutions to cut their 'greenhouse gas' emissions will provide some help in this. Senior management has to take a long term strategic view of the nature and form of their estates for the future where the university will be required to operate at a much lower 'carbon foot-print'.

Such considerations can lead into challenging areas. How sustainable is it for millions of students to travel around the world to gain or enhance their higher education? Should much more use be made of building local capacity in countries where it is needed rather than providing incentives for the brightest and best students to study abroad? Will new technologies liberate the learning and teaching processes, making current models of delivery of higher education redundant and unaffordable in sustainability terms? Are university buildings used efficiently and to full capacity? These are not new debates and there are no simple answers but it is the responsibility of all universities and their professional organisations to think beyond the recruitment and financial problems of the next three years.

Many challenges face senior management in this rapidly changing world, with much effort being made to resolve immediate challenges. In many universities, individuals are engaging in research, curriculum development and operational delivery that begin to address some of the questions

posed by the environmental sustainability and climate change issues. Increasingly we see universities declaring their sustainability intentions in mission statements and promotional materials. Senior management must ensure that these aspirations are delivered in practice by taking the lead and making unequivocal public statements about the relevant values of their institution. They must help their universities to think collectively and constructively about how they will adapt to these challenges. They must harness the enthusiasm of their staff and lead by example to deliver bold sustainability statements. They will be helped by key agencies with which they engage encouraging and supporting moves towards greater sustainable development, whilst respecting the critical line between institutional autonomy and creating a climate for change.

The signs are encouraging but there is a very long road to travel.

Geoffrey Copland,
Formerly Vice-Chancellor of the University of Westminster, retired 2007.

Dr Geoffrey Copland, CBE was the founding Chair of World Cities Universities network that amongst other issues is concerned with issues of environmental sustainability in major world cities. He was Chair of HEFCE Steering Group on Sustainable Development in Higher Education and also Chair of the Universities UK Steering Group for Greening Spires

Sustainable development: drivers for change at the University of Gloucestershire

Patricia Broadfoot and Carolyn Roberts

Sustainability has suddenly become a fashionable concept. Universities around the world, like many other organisations, have been quick to jump on the 'green' bandwagon. Some are motivated by the scientific challenges this agenda poses, others by moral concerns. Still other universities are identifying the sustainability agenda as a new way of distinguishing themselves in a crowded market-place, pursuing the increasing number of awards and league tables now being introduced to recognise excellence in this area. Sustainability has indeed become a feature of the 'global' university. Sustainable development, the process of progress towards 'sustainability', is often defined in terms of an aspiration. The World Commission on Environment and Development (WCED), chaired by Gro Harlem Brundtland (1987: 8-9), provided probably the most commonly quoted definition used by national governments when discussing sustainable development, asserting that

> Humanity has the ability to make development sustainable – to ensure that: it meets the needs of the present without compromising the ability of future generations to meet their own needs.

The Higher Education for Funding Council for England (HEFCE) Sustainable Development Strategy (2005) translates this general definition into four areas in which Higher Education Institutions can make a potentially distinctive contribution through their:

- *Role as educators*
- *Generation and transfer of knowledge*
- *Leadership of, and influence upon, local, national and international networks*
- *Business strategy and operations*

Hotly contested during its genesis by Vice-Chancellors who resented potential interferences with their academic freedoms, the 'Strategy' did not have an easy passage into the public domain. Perhaps as a result, its emphasis is clearly on economics and the extension of UK universities' local and global influence, with Brundland's expectations concerning ecology and global-level social justice almost invisible in its wording, despite some development of the themes in the

document itself. If this is a measure of the sector's understanding of the term sustainability, then there is as little overall consensus about it as there is in understanding what a 'global' university might be.

Robinson (2004) has argued that this conceptual imprecision has provided university leaders with plenty of opportunity to include sustainable development alongside corporate social responsibility in their vision and mission statements, without actually making significant changes to their institutional practices. Since 1990, over 300 university presidents and chancellors in some 40 countries have signed the *Talloires Declaration* for instance, the first official statement made by university managers of a commitment to sustainable development. Many are (or were) leaders of major world universities, highly ranked in respect of their research and teaching by any criteria. Joining together as the Association of University Leaders for a Sustainable Future (ULSF, 2006) their *'ten point action plan'* incorporates sustainability and environmental literacy in teaching, research and outreach. But again, it is somewhat reticent about specific activities and approaches that might be adopted in particular settings, and there is only limited evidence that it has delivered significant developments in the knowledge, understanding and practice of sustainable development, at least in its first seventeen years.

HEFCE itself has recently identified similar issues of definitions and variable levels of adoption in its Strategic Review of Sustainable Development in Higher Education (January 2008) for English institutions. The definition of 'sustainable development' adopted by their consultants suggested that it must embrace:

> …a significant element related to either or both of the natural environment and natural resources, PLUS a significant element related to either or both of economic or social issues.

HEFCE continued by noting that:

> Although this definition was widely accepted by HEIs, it emerged very early on in the review that

sustainable development lacks an adequate and consistent definition in the sector. Moreover, it is clear that there is currently no single definition of sustainable development which would command consensus across the sector, making it difficult for HEFCE to adopt a generic approach to sustainable development. However, it is clear that it will need to do this if it wishes to generate a definitive and comprehensive baseline for sustainable development activity in HEIs.

Even when all the internal and external conditions are favorable, sustainability initiatives can be fragile and transient. Recidivism in the face of overwhelming economic and consumerist pressure is often the easiest option, when approaches are uncoordinated, or the responsibility is vested only in small groups of staff. New challenges, including those from increasing globalization, are also needed to maintain and refresh interest. Clugston and Calder (1999) have summarised seven key dimensions for university sustainability initiatives to be successful, including:

1. *The perception of the 'champions' of sustainability initiatives by others in their institution, as positive, credible and persistent activists.*

2. *Visible endorsement of sustainability principles at the highest levels of management of the institution*

3. *The balance of perceptions of benefits and threats to individual Departments and courses from the initiative*

4. *The 'fit' with the institutional ethos, culture and history*

5. *The sharing of information about successes and failures, celebration of achievement, opportunity for dialogue, and recognition of accountability*

6. *The academic legitimacy of the initiative, and its grounding in sound theory*

7. *The ability of the initiative to attract external resources such as research grants and*

contracts, student numbers and recognition from key national and international stakeholders, or to reduce costs.

University leaders, including Vice-Chancellors and Presidents, self evidently have significant roles in addressing the majority of these dimensions, in particular through their influence on the ethos of the institution, through visibly endorsing well-founded initiatives, in their backing of sustainability 'champions', and the celebrating of institutional achievements in this domain. Most particularly, they have the power to persuade senior colleagues to move from seeing sustainability as a *'subversive litany',* to one of the most appropriate academic challenges of the twenty-first century (Vare and Scott, 2007).

Sustainability at the University of Gloucestershire

The University of Gloucestershire's experience provides clear testimony to the validity of this analysis. Clearly it is not alone in actively pursuing the sustainability agenda. However, it is perhaps unique in having been committed to this area as a defining feature of the University's work for over 20 years. It is also unusual in having a university-wide commitment to this theme, so that sustainability is central to curriculum design and teaching, drives a good deal of research activity and informs the whole administration of the University. As well as many students and staff being passionately committed at a personal level, the University itself has many active links with stakeholder organisations with which it works in partnership to promote the understanding and practice of sustainability. If it is indeed the case that the University of Gloucestershire has made more progress than most in 'mainstreaming' sustainability, it is useful to review the particular factors that have led to this position and in particular, the lessons that might be learned for the sector concerning the potential role of senior managers in this respect. In what follows, three main drivers are identified which both underpin, and derive from the overt statement of the University's position in this respect drawn from the 2005 version of its mission statement:
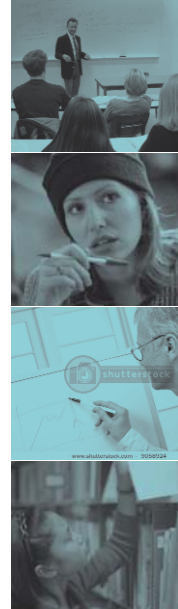
The University Mission is to create a dynamic and sustainable portfolio of learning opportunities for the communities it serves. Within this overarching mission, the University will contribute fully to the economic, social and cultural life of Gloucestershire and its region, while fostering national and international links. It will also develop an approach to social responsibility which reflects its commitment to sustainability and social justice.

Driver 1: going with the grain of the institution

Although the University of Gloucestershire was only established in 2001, its history stretches back through its component institutions to the 1840s and beyond. From several of the University's founding institutions has come a tradition of religious inquiry which helped to inform the university's commitment to social justice and social responsibility, as well as its values of mutual support and public service. These values provide a significant element of the context in which its subsequent ethical and moral commitments have developed. They have framed the nature and focus of the university's leadership.

Driver 2: commitment from the very top

The University has aspired to promote sustainable development for almost two decades. Roberts (2007) describes the rather halting emergence of this idea from around 1991, and the gradual shift from the early focus on short-term initiatives developing 'environmental awareness' to a more sustained and systematic approach to 'sustainability' as the defining concept. Over the whole period, the role of the then Vice-Chancellor, and other senior managers in the institution, was crucial in progressing this development. Their leadership led to the University of Gloucestershire in July 2005 becoming the first UK University to be awarded ISO14001, the internationally-recognised Environmental Management System standard. This award reflects progress in both the whole institutional 'housekeeping' arrangements, and the formal taught curriculum delivered to all students. Other awards both preceded and followed. Since 2006 there has been a further

shift towards the incorporation of sustainable development into an institutional Corporate Social Responsibility (CSR) Action Plan and the development of a wider perspective into which sustainable development is yet more firmly embedded in all aspects of the University's life ranging from course validation criteria to the sourcing of food for University refectories.

The arrival of a new Vice-Chancellor in September 2006 provided a fresh opportunity to reinforce sustainability as the central plank of the University's new strategic development plan. Initially viewed as a high risk strategy by the senior team, experience rapidly demonstrated that the outcome was in fact the opposite, the decision to 'define' the University's identity in terms of its commitment to sustainability attracting both external interest and being warmly welcomed by staff and students.

Given this explicit commitment, it has been important to ensure the University's continuing credibility in this respect and hence, strong and visible senior management leadership for sustainability. Thus the University's Director of Resources has been made responsible for revising the University Sustainability Strategy, the implementation of which is closely monitored. This has led, for example, to the introduction of a University-wide, bicycle loan scheme to allow students to cycle between campuses and around town. Other examples include the progressive removal of personal printers, the introduction of 'paperless' meetings and a consistent steer for estate management. In regard to the curriculum, the approach through validation requirements has been strengthened, and additional high profile opportunities for academic debate and development cultivated, initiated not only by the Vice-Chancellor and other senior staff, but by more junior academic and support staff and students.

Driver 3: inclusion

For change to be effective, everyone has to be involved. Whether it is the Vice-Chancellor's 'green forum' that gives any member of staff or student the opportunity to hear about and contribute to the developing sustainability

agenda; the opportunity for all students to study a sustainability module; or staff cooperation in the writing of a book documenting a range of different sustainability initiatives in the University, the creation of a strong narrative in relation to 'the way we do things around here', has proved critically important. Communication, networking and inclusion – led by members of the senior team, Deans and Heads of Department - have been central to establishing this culture. The HEFCE-funded Centre for Excellence in Teaching and Learning (the Centre for Active Learning in Geography, Environment and Related Disciplines) has provided a physical and academic focus for some of this activity, now complemented by the senior team's decision to establish a 'Sustainability Institute' as a focus for sustainability leadership within the University as well as for links externally

Returning to HEFCE's four sustainability areas – teaching, research and knowledge exchange, leadership of external networks and business operations, it is clear that the University of Gloucestershire's senior management team have taken a deliberate decision to support the sustainability dimension in all four of these areas. Working with local businesses on 'going green' and promoting corporate social responsibility, building international partnerships with bodies such as UNESCO and the United Nations University, providing a focus for research in this field and encouraging students to engage through a policy of active learning have combined to establish sustainability at the very heart of the University's life. Indeed the challenge of defining what sustainability can mean in practice is beginning to transform our very notion of what it is to be a university in the 21st century. At the University of Gloucestershire, we are beginning to challenge the more conventional, ivory-tower university tradition of the dispassionate pursuit of knowledge in favour of a more active engagement in problems such as sustainability, that seem, at present, to defy answers. Such a 'post-modern' vision, grounded in the pursuit of wisdom, rather than knowledge alone, requires both vision and courage on the part of the University leadership. Adopting such a

vision, which puts questions concerning how universities can play a role in shaping a more just and sustainable society, will take the University into unfamiliar territory. But, in an increasingly global and unpredictable world full of challenges and change, we believe that this is the mission for a University in which tradition and history have combined to shape perhaps a unique opportunity to pursue such a vision. Including the whole University community in this project is proving transformational for us all.

Carolyn Roberts
Professor of Environmental Sciences and Higher Education at the University of Gloucestershire, and Director of the Centre for Active Learning, a national Centre for Excellence in Teaching and Learning recognised by HEFCE.

For eight years Head of the University's 'School of Environment', Professor Carolyn Roberts FRGS FIEnvSc CEnv MCIWEM FHEA chaired the University of Gloucestershire's Sustainable Development Committee through the period leading to the securing of ISO14001. Carolyn is currently national Chair of the Institution of Environmental Sciences, the professional body for practicing environmental scientists, and a Director of Society for the Environment. environmental scientists, and a Director of Society for the Environment.

Patricia Broadfoot
Vice-Chancellor of the University of Gloucestershire.

Professor Patricia Broadfoot CBE. BA. MED PhD DsC AcSS has contributed toward educational reform in a range of developed and developing countries, learning in the process a great deal about educational change and educational leadership. She has played several leading roles in the Economic and Social Research Council and on national education policy bodies.

The role of universities in sustainable development

Shirley Pearce, Ed Brown and Jon Walker

Universities are uniquely placed to play a leading role in the pursuit of Sustainable Development. Their mission of innovation and transferring knowledge through research, scholarship, teaching and learning makes them a powerful force for change. One of the continuing challenges for HE Senior Management is to lead the academic community in its engagement in this process and to facilitate this wider impact.

Changes in artistic and scientific thinking, in the social sciences and in philosophy, in politics and economics have for generations been rooted in higher education.

The growth of the international environmental movement since the 1960's and the more recent evolution of the idea of sustainable development have been no exception to this rule. Universities have played a major role in providing the scientific evidence, analytical rigour and innovative thinking that have gradually brought environmental issues into the mainstream. Leaders across the world have become increasingly convinced of the importance of tackling the major environmental and socio-economic challenges facing the planet.

Sustainable development touches upon every area of human activity. It requires integrated, holistic thinking necessitating communication between specialists in totally different fields of academic enquiry and practical delivery. So, for example, the adoption of advances in environmental understanding and technology is highly dependent on social and cultural issues; considering these issues is parallel allows helpful cross verification as well as more rapid subsequent deployment.

This multi-disciplinarity and the unquestionably global nature of the challenges that sustainable development must address, should make sustainable development a priority for Universities worldwide. It should also make mobilising the resources and strengths of Universities a key goal for those championing the cause of sustainable development.

The role of universities extends well beyond their being 'leaders of change'. At their best Universities create enabling environments where people are able to work across the barriers that restrict the emergence of important and challenging new ideas. At Loughborough, although the University has a long record of inter-disciplinary work, the establishment of cross department and faculty inter-disciplinary Research Schools has demonstrated that it is necessary to continually reduce barriers and to increase opportunities for inter-action between staff. One research school is Sustainability, and others include Materials, Health and Life Sciences and Systems Engineering.

These boundaries can have all kinds of different dimensions which may operate at local, national or global levels. As the Brundtland Report (WCED, 1987) pointed out twenty years ago, building dialogue and understanding between peoples and nations will be crucial if we are to balance correctly the needs of people today with protecting the ability of future generations to meet their needs (however they might be defined). In today's globalizing world, furthermore, it is impossible for us to conceive of a sustainable future without an adequate understanding of the complex connections between seemingly distant places within the global economy. Academic enquiry is not bound by national boundaries, and so Universities are especially well placed to consider the 'big picture' of the global when applied to sustainable development.

Sustainable development is not only about the conservation of natural resources, though such issues will remain a central concern. No truly sustainable future will be possible without real advances in the global struggle against poverty. The achievement of developmental targets such as the millennium development goals[1] will require us to adapt existing models and patterns of socio-economic development to rapidly changing circumstances and technologies. Universities should be at the forefront of such creative thinking.

1.This people-centred solution is almost exclusively directed towards low income countries in the developing world].

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One example of this comes from the people-centred solutions to the provision of basic services and infrastructure developed by WEDC (Water Engineering Development Centre) at Loughborough University. Over recent years, WEDC has pioneered an approach to urban service delivery which has stressed the need to combine appropriate technological development and technical knowledge with an understanding of the social context within which services are delivered. Only through such methodologies, they argue, will we find sustainable solutions to the intractable problems of, for example, the low-coverage and poor sustainability of water and sanitation services in low-income communities in many developing countries.

Commentators the world over have stressed the key significance of education to the pursuit of sustainable development and yet the nature of our educational provision and dominant social and cultural attitudes towards education can present barriers to the spread and take-up of sustainable development thinking. These include structures which artificially divide our educational sectors from each other and frequently from the wider community. In the UK, for example, the educational environment is all too frequently fragmented into separate, isolated, communities in higher education, further education, schools, youth services or the voluntary and business sectors. Similarly, whilst slogans such as *'education, education, education'* may create the impression of a society that is driven by knowledge and skills acquisition, the reality is that in many ways the UK remains profoundly suspicious of intellectuals, science and knowledge creation. (See Furedi, 2006) It is crucial in this scenario that opportunities are created and used for 'informed conversations' across the demarcation and funding lines and that the absolute centrality of education to the achievement of sustainability goals is recognized and promoted.

For this reason, the network of United Nations Regional Centres for Expertise in Education for Sustainable Development (UNRCE) is especially significant. The network aims to create an innovative *'Global Learning Space'* as part of the UN Decade of Education for Sustainable Development (DESD, 2005-2014). We are delighted that the first such centre in the UK has been established in the East Midlands with a very wide range of University and other partners. An RCE is a network of formal and informal education organisations, mobilised to deliver education for sustainable development (ESD) to local and regional communities. The higher education working group of the East Midlands UNRCE has brought together representatives from the ten higher education institutions of the region to explore shared experiences and formulate collaborative project proposals. It has also initiated several cross-sectoral initiatives, including the inaugural conference of the centre which was held in Loughborough in September of this year, attracting 160 participants from an impressive range of educational sectors.

Communications must also be improved between those in industry, government and academia – although we must acknowledge that much is being done to overcome this situation. An important new initiative in the UK has been the establishment of the Energy Technologies Institute, a billion pound partnership of industrial partners and government, hosted by a consortium of leading Midlands Universities and with its HQ at Loughborough, to enable the development and commercial deployment of low-carbon technologies. One area of particular importance in Development Sustainability will be technologies for the distributed low carbon generation of power. These will be particularly important in parts of developing countries where the provision of distribution guides in unrealistically expensive.

We should not overlook the inclusion of the word 'commercial' in that purpose; it represents the harnessing of economics and business in the service of the achievement of sustainable development goals. For some this may seem to be a controversial area, for whilst it is right that universities recognise the great role that the

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commercial world can play in taking forward the sustainability agenda, it is also right that universities will ask challenging questions when commercial and sustainability objectives appear to clash.

This kind of critical thinking is something that Universities can do extremely well and connects directly into debates taking place within the business world about the viability of ideas of corporate social responsibility and the wider impacts of commercial organisations upon the myriad of communities who are affected by their activities as producers, consumers or perhaps even neighbours. There is a growing expectation that all organisations, whether public, private or 'third-sector', will act with integrity and to the highest ethical standards and that they will not only do so, but be able to demonstrate in robust ways their compliance with public expectation.

It is an imperative that the higher education sector 'puts its own house in order' in terms of embedding the principles of sustainable development. Bringing about the changes needed, both in the sector as a whole and in individual institutions, will require input from Senior Managers across the sector. Some aspects of this input will fall broadly within the range of the existing capabilities and proficiencies of sector managers. The rapidity of change in higher education over recent years shows that the managerial skills needed to bring about the necessary radical change to both curriculum and research already exist. Once the will is there, and this might be motivated by ethical/political belief, by market forces or by government incentive, the capacity to bring about some of the necessary changes already exists within our institutions.

More challenging, however, will be those changes requiring us to change not just the content of our teaching and research but also the way we undertake our many activities. If Universities are to be recognised as major players in the pursuit of sustainable development we must also demonstrate that we are placing these issues at the centre of how we ourselves operate as institutions. It is in this context that current efforts

to deepen Universities own commitment to the principles of corporate social responsibility and to respond to the challenges of the HE carbon management programme are very much to be welcomed. To deliver this effectively will require news skills and capabilities in our senior managers.

Some might say that Universities have for many years relied on their educational purpose to shield them from direct enquiry and examination; a growing number of institutions now recognise that this approach is no longer sufficient. Carrying out educational programmes of the highest standard is no defence if our cleaners are low-paid and exploited, if our campuses are wasteful and if our employment practices are discriminatory. In the UK there have been early studies, for example *'Universities that Count'* (available from the Business in the Community website: *www.bitc.org.uk/resources/ publications/universities_count.html)* evaluating the suitability of the well established Business in the Community CSR evaluation tools when applied to an HE setting. An element of that corporate responsibility will be the successful operation of sustainable campuses – substantial and dynamic communities where we are seen to be leaders not just in innovation and research, but also in environmental good practice. The changes needed are not easily won, but are increasingly expected by students and staff alike. A sustainable campus will need to address a wide range of issues:

• Energy consumption – and increasingly production as well (from renewable sources and CHP projects);
• Water utilisation;
• Waste and recycling;
• Green transport programmes; Bio-diversity and wildlife provision;
• The development of sustainable buildings.

Universities are well placed to fulfil a 'life-scale demonstrator role'. In the UK the pace of development on campus has been exceptional for the past 10 years and shows no sign of slowing. As we have noted above, sustainable

development is about *both* sustainability *and* development. By achieving both of these simultaneously within their own campus environments, in a setting that allows rigorous academic assessment and close engagement of a learning community, Universities will help shape future of thinking and practice about sustainable development.

Concepts of sustainable development are least useful when they are peripheral or marginal. Only when the become part of the mainstream do they begin to achieve the fundamental change required. The same is true of Universities. Around the world are institutions whose mission and modus operandi uniquely equip them to be a driving force in enabling society to achieve both its development and sustainability goals. It is now time for bold and innovative leaders in our Universities to respond to that challenge.

Shirley Pearce,
Vice-Chancellor and President,
Loughborough University

Professor Shirley Pearce CBE has been the Vice-Chancellor at Loughborough University since the beginning of 2006, having previously been Pro-Vice Chancellor at the University of East Anglia. She is a Clinical Psychologist and had worked in both academia and the Health Service. Since arriving at Loughborough Shirley has overseen the development of a new strategy "Towards 2016" which includes a significant focus on both Internationalisation and Sustainability. Loughborough University has significant activities in Sustainable Development and most recently strengthened this portfolio when it was chosen to be the host for the new Energy Technologies Institute, a £1 Billion initiative in low carbon technologies.

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The role of universities in sustainable development

The university's role in developing global citizens: a case study of the University of British Columbia

John R. Mallea

The university, as the word suggests, is an institution that is deeply committed to developing universalistic values. Over the centuries it has also occupied a major leadership role in defining civic society and citizenship. More recently, in responding to the cumulative forces of globalisation, its senior leaders have focused attention on the relevance, meaning and development of global civic society and citizenship.

There are five main reasons why this is the case: the urgent need to find solutions to the world's most pressing human and environmental problems, recognition of the increasing interdependence of nations, economies and cultures, widespread disenchantment with the limitations of purely economic forms of globalisation, the growing international dimensions of civic society and citizenship, and the university's interest in graduating students possessing globally oriented knowledge, perspectives, values and skills. All five reasons apply in Canada where the issue of citizenship is part of the national debate on the rights and responsibilities of citizens, their governments, and their institutions.[1]

The University of British Columbia (UBC)
UBC's[2] stated goals are to be ranked as one of the world's best universities, to promote the values of a civil and sustainable society, to conduct research that not only serves the people of British Columbia and Canada but also the world, and to prepare its students to become exceptional global citizens that value '…*diversity and strive to secure a sustainable and equitable future for all.*' www.ubc.ca/about/mission.html[3]

How are UBC's aspirations being translated into practice? What form is the global citizenship initiative taking? What timelines and resources are involved? What challenges remain to be addressed? And what role are senior administrators in the process?

Planning for planning
In translating the university's goals into practice the senior administration placed great emphasis on the importance of advanced preparation and planning characterised by transparency, consultation, sustained dialogue and the interactive use of communication technologies.

In 2003, the university leadership[4] sponsored a conference on global citizenship on its main campus (UBC, 2003). It published a Strategic Planning Discussion Paper in October of the same year and followed up with a Green Paper titled *'A Global Journey'* some months later. The latter was disseminated widely throughout the broader university community with feedback being solicited in a variety of innovative ways, including electronically. Taking this feedback into account, a White Paper was published in September, 2004.

Sustained dialogue with student and alumni groups was maintained via a 'Global Citizenship' project (UBC.2004a, b and c) in which students

1. Canadian citizens are generally supportive of Canada's traditional internationalist stance. Moreover, at the beginning of the 21st century, discussions of civic society and citizenship have taken on a more global flavour and character. Bricker and Greenspan (2001), for example, consider that Canadians are well on their way to developing a Can-global identity; and Welsh (2004) expresses the view that young Canadians — the most ethnically diverse generation in Canadian history — have developed a global identification that increasingly expresses itself in terms of participation in global society.

2. Founded in 1915, in Vancouver, UBC has four campuses, some 35,000 undergraduate, 8,000 graduate students and 4,000 faculty members. In academic year 2004/2005 it attracted $350 million (CDN) in external research funding. Over 4,000 international students from 120 countries are enrolled in its programs and its 212,000 alumni are to be found in 120 countries. The university has twelve faculties, thirty-two undergraduate programs, twenty-nine masters programs, and a wide range of doctoral programs. Its annual revenue in 2004 amounted to $1.13 billion (Cdn), it houses 115 spin-off companies and in 2003/2004 filed 268 new patents, licensed 380 technologies and earned $143 million (CDN.) in royalties (www.ubc.ca/).

3. UBC is well aware that the meaning of the term global citizenship, while frequently employed, remains a subject of debate (Byers, 2007). But it has perhaps unconsciously adopted the stance that, within the framework of its institutional plan (see below), meaning will be given to it in a variety of ways by academic and administrative units and that such diversity is an enriching rather than a problematic endeavour.

4. Professor Martha Piper, President and Vice Chancellor of UBC from 1997 to 2006, provided outstanding intellectual leadership in asserting the key role that Canadian universities and research should play in fostering civic society, citizenship, and the public good (Piper,2002). Under her dynamic leadership, UBC formally adopted global citizenship as a major institutional goal. Efforts to promote global awareness and citizenship were to be based on and around the university's already highly culturally diverse community; global leadership skills were to be developed utilizing critical thinking and problem-based approaches; and institutional priority was to be given to trans-national and trans-cultural research.

The Global University
The role of **senior managers**

and alumni participated in twenty discussion groups that addressed four key questions: What does global citizenship mean? What values and competencies are entailed in translating it into practice? What kind of programs might best contribute to the development of these values and competencies? And what, in this regard, should the university be doing or doing differently? Responses to these questions were analysed by the central administration and contributed to the development of the university's formally approved mission statement *Trek 2010: A Global Journey www.vision.ubc.ca/index.html* One concrete suggestion that has been adopted is the high profile Global Speakers Forum that has attracted considerable media attention both locally and nationally. More detailed information on student input and discussions can be found in the University of British Columbia sources (2004 a,b, and c) cited in the Bibliography.

Mission renewal and enhancement

The principles on which *Trek 2010: A Global Journey* was based were spelled out in five broad areas: People, Learning, Research, Community, and Internationalisation. Based on these principles, relevant goals, strategies, targets, individual and unit responsibilities, operational timetables, and annual forms of assessment were also identified.

People

Believing in the importance of an educated citizenry that contributes positively to the well-being and improvement of all, UBC will reflect the values of a civil society in the selection and recognition of faculty and staff, in the recruitment and retention of outstanding students who understand the value of civic engagement, in its relations with the Aboriginal communities of our region, and in the facilities we provide that will make it possible for everyone to live, work, and study in the most supportive environment possible. This will entail equity in employment practices, a respect for social diversity, attention to the conservation of resources, and ethical practices in the conduct of our professional and business affairs.

Goals and strategies:
- *Review our broad-based admission and student financial aid policies to ensure that qualified students with a variety of backgrounds and experiences have access to UBC.*

- *Review student recruitment, admissions, and scholarship policies and processes to ensure that UBC attracts and retains the best undergraduate and graduate students from across British Columbia, Canada and the world.*

- *Work towards a more diverse faculty ands staff complement, to reflect the increasing diversity in our student population.*

- *Review criteria for promotion and tenure to include greater recognition for outstanding teaching, co-operative education initiatives, the creative application of new learning technologies, civic and professional involvement, and community-based scholarship.*

- *Ensure that the principles of sustainability as expressed in the UBC Sustainable Development Policy are incorporated into all levels of strategic planning and university operations.*

Learning

By promoting excellence at every level, we shall help our students to become leaders in their chosen fields, achieve their personal and career goals, and contribute effectively to the well-being of society. The key is to provide UBC students with the best possible educational experience, founded on the principles outlined in our vision and mission statements. Our students will develop an understanding of their responsibilities as members of a global society, including the need to respect the natural environment and live in harmony with their fellow human beings. They will learn to push boundaries and take risks in search of new knowledge and unconventional ideas. They will acquire strong analytical and communication skills, and continue to develop their ideas beyond graduation through life-long learning.

Goals and Strategies:
- *Through the Faculty-directed creation of new courses, the augmentation of existing courses, modified promotion/graduation requirements, and expanded co-curricular opportunities, ensure that all students develop a greater awareness of their responsibilities as global citizens and of the issues surrounding social, environmental, and economic sustainability.*

- *Create new programs for both full-time and part-time students that address life-long learning needs of citizens in a knowledge-based society.*

- *Support innovative teaching and create new learning experiences through the application of leading-edge technology.*

Research

In the face of growing challenges such as global warming, poverty, human rights abuses, disease, and illiteracy, people everywhere have come to recognise the vital importance of securing a sustainable and equitable future, and striving for a just and tolerant society. With these goals before it, the University seeks to improve the condition of life for all through basic research and the discovery, dissemination and application of new knowledge. Through free and ethical inquiry in all disciplines and professions, UBC researchers will enlarge our understanding of the world, address its problems and seek to enhance the social and cultural aspects of human experience. At the same time, the University recognises the value and importance of pure research in all areas: that is, research that may not have any immediate application, yet ultimately contributes to the body of human knowledge.

Goals and Strategies:
- *Increase awareness of international sources of research funding.*

- *Collaborate with local, national and international communities on problems of global interest in such areas as sustainability, health care, law, transportation, alternate energies,*

education, immigration, culture, and social and economic development.

- *Encourage active involvement in international research networks.*

- *Develop and support co-operative research initiatives with Aboriginal scholars and communities in Canada and around the world.*

Community

While committed to its role as a global university, UBC recognises its responsibilities to the citizens of British Columbia and Canada. We are accountable to the society that supports us, and must seek ways of responding to its needs and concerns through research, through education outreach, and through partnerships that bring mutual benefit. We should also invite our alumni to participate more fully in our affairs, and to contribute their expertise and experience to career development, fundraising, advocacy, and new educational opportunities for current students.

UBC will expand its community presence by developing Community Service Learning courses and programs; by devising more joint programs with other provincial post-secondary institutions; and by offering new learning opportunities to meet the needs of communities and life-long learners throughout British Columbia. UBC will also develop more opportunities for local communities to make use of UBC facilities and contribute actively to learning and research.

Goals and Strategies:
- *Model UBC as a responsible, engaged, and sustainable community, dedicated to the principles of inclusiveness and global citizenship.*

- *Work with international alumni to create links with important groups or communities in other countries.*

Internationalisation

In a world where countries are increasingly interdependent, we share a common responsibility to protect and conserve natural

resources, promote global health and well-being, and foster international co-operation. UBC is already part of a growing network of learning that encompasses the globe; we must strengthen established links and develop new ones through enhanced student mobility and study abroad programs, faculty and staff exchange opportunities, and educational consortia.
We shall encourage research projects that link UBC faculty and students with their peers around the world, including projects that address global problems in health, safety, economic opportunity, human rights, and environmental integrity.

The University will seek to broaden global awareness both on and off the campus through innovative programs and educational outreach in a variety of formats. We shall also attempt to make the concept of global citizenship an integral part of undergraduate learning through its introduction into our core programs. We shall work to increase understanding of Aboriginal cultures in other parts of the world, and bring scholars from many different cultures to UBC.

Goals and Strategies
- *Strengthen Global Awareness Through Degree Programs, Public Lectures, and Conferences.*

- *Include 'global content' in programs, wherever possible and appropriate, to ensure students are presented with global issues, concerns, and solutions as part of their disciplinary or professional studies.*

- *Develop new programs on global citizenship, civil society, and related issues, intended for audiences both on and off campus.*

- *Establish and nurture mutually beneficial partnerships with international agencies and organisations based in British Columbia, to promote learning and research opportunities for students and faculty.*

- *Ensure that students have access to a range of courses and experiences that provide information and ideas about all parts of the world.*

A few examples serve to illustrate the types of

initiatives that put flesh on the bones of the aspirations expressed above. The university has put in place an International Student Orientation Program. It includes an intensive 3-day conference-style program, a reception service of two weeks duration at the airport and on campus, and a half-day program specifically designed for graduate students. A planning committee made up of students and faculty from across the campus organises the program. Large numbers of Canadian students serve as volunteers in the program that is seen as a significant learning opportunity for UBC students and a launching pad for the realisation of UBC's international goals. A second program, the International Peer Program, offers an opportunity to engage students in meaningful cross-cultural experiences. It matches new international students with experienced Canadian and International students known as senior peers. They are guided by trained student leaders who assume responsibility for between 5-8 pairs of students.

The China Programs of the Faculty of Commerce and Business, for instance, have been a major force for the internationalisation of the campus. This faculty is partnered with both academic and government institutions including Shanghai Jiao Tong University and the Ministry of Foreign Trade and Economic Development. Program activities include a distinguished visitors program and a United Nations/International Trade Centre Initiative with four Chinese foreign trade institutes. An economic development course for the Federation of Canadian Municipalities' China Open Cities program has been offered along with customised executive programs in Chinese for senior business and government officials.

Recent changes in the Faculty of Land and Food Systems (formerly the Faculty of Agriculture) serve to illustrate units are integrating global citizenship into their core activities. This Faculty has adopted an integrated, interdisciplinary and global approach in its core functions of teaching, research and service functions which emphasise the importance of problem-solving and group

work in addressing issues of global health and sustainable land and food systems. It has introduced an award winning undergraduate degree program called Global Resource Systems that integrates the sciences, regional studies, and languages. It has established partnerships that reflect the importance it places on strengthening linkages between the Faculty's global outreach and its local roots and its global outreach *(www.landfood.ubc.ca)* And, as an indicator of its intent, it has made a half-time appointment whose specific task is to locate funding for globally oriented research that has relevance for regional issues. Campus-wide efforts also are being made to integrate UBC's international students within service learning opportunities in the local community.

St.John's College at UBC is a residential graduate community that offers a 'Microcosm of the Global Community Program' aimed at fostering a better understanding of international relations and research on global issues. Through lectures, invited speakers, seminars, workshops, social activities and shared meals, the students create an intellectually and culturally diverse environment. And UBC has recently entered into an agreement with the Technological University of Monterrey resulting in the establishment of a Mexico House where students from this university share accommodation and integrated academic programs with UBC students. A similar and earlier arrangement was agreed with Ritsumeikan University, Kyoto, Japan.

Finally, at the formal launch of *Trek 2010: A Global Journey in 2005*, the university was at pains to emphasise that realising its goal of preparing global citizens was not an event but an ongoing process. Three respected members of faculty, therefore, were asked to prepare and present their views on the continuing challenges the university faced in achieving its declared mission. Boothroyd (2005) drew attention to the different ways the term 'global citizenship' is understood and the importance of the university conducting business as a responsible global citizen. Fryer (2005) asked how UBC could become a community of practice dedicated to the exploration and cultivation of the qualities of

global citizenship? And Robinson (2005) addressed the issue of how such a community of practice become sustainable.

A general idea of how UBC is tracking the implementation of its new institutional vision is offered in *'Without Borders'*, the university's annual report for 2005-06.

A second marker is the university's *'People Plan'* introduced in 2006 *(www.peopleplan.ubc.ca)* Its goals are to develop institutional leadership by implement best 'people practices' and making connections between the day-to-day work of faculty members and staff with the broader goals of *Trek 2010: A Global Journey.*

Four major challenges, however, will have to be addressed in the future if UBC is to successfully translate its goal of developing outstanding global citizens into sustainable practice. These are:

- To specify in much greater detail what it understands by the term global citizenship.
- To clarify what values, attitudes, perspectives, knowledge, competencies and skills a global citizen should ideally possess.
- To construct a range of performance indicators to demonstrate that these results are in fact being achieved.
- To introduce an institution-wide incentive and reward structure to profile and promote global citizenship.

Conclusion
The UBC experience suggests nine key issues in the management of change process that senior administrative leaders need to consider if they are to successfully establish global citizenship as a major institutional goal and ensure that it is achieved:

- There is a crucial need for an institution to act, and also be seen to be acting, as a responsible global citizen in areas such as purchasing and investments.

- A university's intellectual, moral and social mission in developing global citizenship

needs to be translated into concrete and sustainable policy and practice.

- The goal of global citizenship is embedded within each of the university's core functions: teaching, research, and service.

- The significance of employing communication, consultative, and dissemination processes (both internally and externally) that are demonstrably inclusive and transparent.

- It is fundamentally important to establish an appropriate balance between centralised and decentralised initiatives.

- There is a need to allocate sufficient and sustainable resources to support the imple mentation of these initiatives.

- Universities need to introduce annual assessment processes to determine whether or not specified targets and timelines are in fact being met.

- Emphasis must be placed on the creation of an incentive and reward structure that encourages and recognises successful performance.

- Senior university administrators must recognise that the preparation of global citizens is an ongoing process not an end state.

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Professor John Mallea is widely published in the area of cultural pluralism and education. Formerly President of the Comparative and International Education Society of Canada and Chair of the Board of the Canadian Bureau for International Education, he has also served on the Board of the World University Service of Canada. John is now Head of JRM and Associates (International Consultants) where his consultancies include chairing several OECD National Reviews of Education, work on the African Virtual University for the World Bank, and membership in an international team responsible for evaluating the new system of Technological Universities in Mexico. He has also chaired three Institutional Evaluations of Internationalisation and offered workshops on Internationalisation for senior leadership teams at a number of universities in Canada and Mexico. His interest in the idea of the 'global university' is longstanding and is reflected in his current three-year project 'Going Global: Innovations and Best Practices in Canadian Universities' based on site visits to more than ninety universities. His email address is malleaj@gmail.com

Are Latin American universities ready for internationalisation?

Jocelyne Gacel and Ricardo Ávila

A concise analysis of the state of higher education in Latin America

Beyond the variables stemming from their respective national context, Latin American universities experience common characteristics and problems. These stem from common historical backgrounds and determine, to a certain extent, the current state and capacity of Latin American universities to adapt and respond to the challenges of the 21st century. Tünnermann (1998) depicted the present Latin American universities as a *'heterogeneous number of institutions stemmed from a traditional scheme inherited from Spain in 18th century mixed with 20th century elements from European and North American universities'*.

The first relevant and common characteristic lies in the academic model and organizational structure. Both refer to the 19th century, when the so-called 'traditional' or 'professional' universities were established following the Napoleonic model, which was combined during the last decades with elements taken from North American universities. In 1966, González (Tünnermann, 1998) maintained that Latin American universities converged in more negative than positive aspects, and described them as dogmatic and book- and memorisation-based where no teaching of science or scientific research was taking place; lacking libraries and laboratories, made up of professional autonomous schools, in which a union spirit took precedence over a university one; with authorities elected for short periods of time with a political rather than academic profile. Furthermore, the faculty members were hired on a part-time basis with tenure held for life. Students were part-time, participated in a decisive manner in the academic and administrative governing bodies and were looking for a diploma more than knowledge. Today, little has changed. One could therefore argue that Latin American universities have entered the 21st century with problems unsolved since the 19th century.

But as the 'knowledge society' puts higher education in the center of the agenda to meet the the challenges of the 21st century, Latin American countries are striving to implement strategies to improve the quality and competitiveness of their higher education systems. Against this a rapid growth (an annual average growth rate of 2.3% since 1985) in student enrollment can be noted, rising to the present participation rate of 33%, which is a great progress but still lags behind the 56% of the OECD countries. Broader access to students with few resources has been possible thanks to increased rates of participation in public education. This expansion has been reached by different means, depending on the country. In Brazil, Chile, Colombia, and Peru, it is the result of a growing privatisation of the university sector. However, in Argentina, Costa Rica, Ecuador, and Mexico, granting accessibility to education for the less privileged groups in the public system has occurred. Despite such increases, dropout rates are very high: in Argentina 40% of the students leave the university during the first year and only one in four graduate; in Chile the rate is one in three, while in Colombia and Mexico the rate is one in two (Marquis, 2003). Similarly, the postgraduate level in general presents a limited offering and an average graduation rate of one in every two students. While the OECD countries have, on average, one doctoral program for every 5,000 inhabitants, in Brazil the average is one in every 70,000, in Chile one in every 140,000 and in Colombia one in every 700,000 (Holms – Nielsen, 2005:41).

Notwithstanding a certain rise in funding by the GDP dedicated to education, the average spending per student remains low. In Mexico $5,774 US dollars are allocated for every student compared with $11,254 US dollars in OECD countries. The largest part of this money goes to salaries and bureaucratic functions (OECD, 2006) leaving few resources for innovation, internationalisation or research. Major problems persist, such as student overpopulation, deteriorating facilities, scarcity of equipment and laboratories, obsolete materials, deficient learning, outdated curricula and lack of competence in teachers. In Latin America as a whole, less than 26% of professors hold master's degrees (García Guadilla, 1998). But great

progress is being made in this area, as an example, in Brazil 33% of university professors must have a master's or doctorate degree by law (Pereira, 2005), while in México thanks to PROMEP[1] in 2007, 27% of full time professors have doctorate degree and 52% have master degree (PROMEP, 2007). But on the whole, still 60% of professors in public universities are hired as part-time and in the private sector the percentage rises to 86% (Altbach, 2003).

The majority of Latin American universities have not yet adopted a pedagogical model to foster students' participation and 'learning to learn' methodologies. Recently, new pedagogical approaches have been adopted to improve teaching, but the results are not yet significant. In the OECD PISA[2] test (2007b), Mexican students obtained the best results in works of memorisation and the worst ones in those focused on data analysis. Half of the students could not solve simple problems of reading comprehension, mathematics and applied science. The relationship between academic departments is weak and lack trans- and multidisciplinary focuses. On average, 50% of university students are enrolled in fields such as economics, business administration and humanities (Levy, 2002), even though there is a lack of job opportunities in the economy. Students are required to specialise at the beginning of their studies, thus generating rigidities in the curricula. This goes against the international tendency towards more general and module-based undergraduate education permitting specialisation at the graduate level (Holms-Nielsen, 2005: 48) though the implementarion of common courses of general education during the first semesters, allowing mobility and flexibility is increasing.

Despite increased emphasis, research still lags behind OECD member states. In 1999, the region had 0.32% researchers for every 1,000 inhabitants, compared with 5.51% in OECD (OECD, 2002a). Conditions to retain researchers are lacking and brain drain persists (Mullin, 2000). To avoid brain drain, Latin America is now promoting more attractive employment packages to recruit and retain talent. Through higher salaries and repatriation expenditures, Mexico operated a program from 1991 to 2000 to attract over 2,000 researchers from 33 countries back into the country (Wodon, 2003 in Holm-Nielsen, 2005). Only 5% of students benefiting from overseas scholarships failed to return to Mexico after their foreign studies (Gacel, 2005) and in Brazil, 80% of its graduate students are returning (Pereira, 2005). In recognition of this problem, the World Bank assigned $ 1.5 billion in loans, over the last decade, to promote research, science and technologies in Brazil, Chile, México, and Venezuela (Gacel, 2005:357).

In university governing structures, there is a marked difference between the private and public sectors. The private sector favours centralised administration and is business-orientated, leaving few mechanisms for internal consulting and allowing little influence by academics over planning and institutional management. In the public sector, leadership belongs to elected authorities with a political profile, thus curbing professionalisation and institutionalisation in university management. There is also very little participation of stakeholders from industry or society in general so that universities are unable to benefit from the synergy of intersectorial coop-eration (World Bank, 2002). Against this back-drop the business sector does not show much interest in investing in research. In the year 2000, Latin American countries altogether assigned barely 0.54% of their GDP in research and devel-opment; while the OECD countries invested, on average, 2.24% (OECD, 2002a; Lundvall, 1992; De Ferranti *et al*, 2003).

A positive change has been the mental shift among universities regarding funding. Public universities are developing new ways of raising revenue. Contracting research, selling services, renting out facilities, providing counseling and training programs are some strategies that institutions are implementing to generate new sources of funding. Such innovations have encouraged entrepreneurship and brought universities closer to the community and its needs, locally and abroad. To satisfy the

1. PROMEP: *Programa para el Mejoramiento del Profesorado*, is a programme implemented by the Ministry of Education in order to support professors for postgraduate studies in Mexico or abroad.
2. OECD PISA: *Organisation for Economic Development and Cooperation Aptitudes para las ciencias para el mundo del mañana*

increased demand for tertiary education, non-university education institutions have been created. By the year 2005, there were 3,000 technical schools, teacher training colleges and postsecondary vocational training facilities, 60% of them being private (Holms-Nielsen, 2005:41). These new institutions also need to be supported by global cooperation projects. The quality and relevance of higher education in the region has become a priority. Independent national accreditation agencies and committees have been created to maintain academic standards. To measure quality Latin American institutions are using quantitative performance, student assessment, external peer review, and acquired student competencies. Some countries are also measuring performance against assigned funds (Holm-Nielsen, 2005). By following established standards, educational programs will eventually become certified, ensuring a certain level of quality and international recognition. Though few actions are being taken, all this adds up to there being an awareness of the need for serious reflection on the state of the university and its role within the national and global context, few actions are being taken. In summary, resistance to change is conditioned by historical and cultural factors which impact upon Latin American universities' adaptation to the demands of contemporary societies. Global tendencies are often perceived as threats and not as windows of opportunity that prevent the full potential of the liberalisation of economies and societies to br reaped (Malo, 2005). For all the above stated reasons, the Institute for Management Development (IMD, 2002) declared that higher education in Latin America does not meet the current demands of a competitive economy or knowledge society.

Advances and challenges in the process of internationalisation

The mid-1990s brought opportunities to Latin America. As a result of more open economies, new technologies came into the region, facilitating productivity, innovation and knowledge, not only in industry but also in education institutions. This caused considerable growth in international academic activities.

Universities embraced internationalisation as part of a strategy to improve the quality and relevance of education, in order to enable graduates to be more competitive in the global marketplace. The major universities, both public and private, established offices for carrying out international activities. These offices promote student mobility and scholarships for study abroad; foster the participation of academics and researchers in international networks; and are active members in associations promoting academic international collaboration. An increasing number of international activities have been reported among universities. Generally speaking, public universities tend to be involved in academic collaboration projects, while the private universities favor more student mobility. The preferred partners in both instances are European institutions, followed by the United States and Canada.

According to the OECD (2004) at 4%, Latin America has the lowest rate of student mobility in the world, compared with 45% in Asia, 11% in Africa and 6% in North America. Student mobility is hindered by such factors as the lack of curricular flexibility and credit transfer mechanisms and low linguistic and cultural competency levels among staff and students. Part-time study and low family income also have an impact. However increase shown in this area in the last decade is encouraging, as students are showing a growing interest in an international experience, especially in Europe and North America, but also in Asia and Oceania. Conversely, the region receives few international students. Most come from the US and Europe (Institute for International Education, 2003), though a growing number come from Asian countries, mainly to study Spanish and Latin American culture. Intraregional mobility pro-grams are still
scarce but slowly increasing, thanks to programs and networks such as the Network of Macro-universities of Latin American supported by the National Autonomous University of Mexico and Santander Bank.

Teaching staff and researchers are mainly without

international profile and experience. In consequence, there are an increasing number of Latin American scholars involved in international teaching and research activities. A recent study by the European Union[3] reports that the productivity of Mexican and Brazilian researchers has increased thanks to collaboration with European partners, especially HEIs in France and Germany. Cooperation for development has diminished to make way for new patterns of collaboration between Mexico, Brazil, Argentina, Chile and Cuba and such European partners as France, Germany, Spain, Italy, and the United Kingdom. Intraregional projects often involve development cooperation between richest countries and the poorest: for example Mexico with other Central American countries; Cuba with Bolivia, Colombia, Ecuador, and the Caribbean; Argentina and Chile with Bolivia, Ecuador and Peru. Both horizontal and vertical cooperation networks have become an important strategy for supporting the internationalisation of curricula and research. However, since such networks often respond to opportunities offered by donating organisations, rather than proactively identify educational development needs, post-funding sustainability tends to be reduced.

The concepts 'internationalisation of the curriculum' and 'internationalisation at home' are practically unknown, and rarely is an international perspective integrated into study plans or topics. Latin American undergraduate programmes, compared to those in Europe and Asia, do not have an international profile. Moreover, the transnational commerce of educational services has found fertile ground in Latin America due to the tardiness of universities to update their academic offerings. Foreign providers have increased such a climate.Though decreasing, the internationalisation process still encounters resistance . Some perceive globalisation as a threat rather than an opportunity. Yet as De Wit (1995) notes, internationalisation can help mitigate globalisation's negative influences.. If it is true

that internationalisation underpins the transformation and modernisation of educational systems, its achievement requires certain conditions. According to studies conducted by the OECD the effective implementation of internationalisation strategies largely depends on the establishment and consolidation of structures and functions that are both program-based[4] and organisational[5] in nature. Both structures are essential and interdependent. The existence of successful programs without an organisational structure to support and facilitate them is not feasible. It is the existence of both types of structure and function that ensure the viability of internationalisation strategies as has been shown by the experience of advanced institutions in Canada, in Europe and the Asian Pacific Rim (De Wit, *ibid*).

Conclusion

In order to participate in the globalisation of higher education and to reap the full benefits of internationalisation, Latin America needs to improve the quality and the competitiveness of its higher education systems. Important progress has been made. But many problems persist. Programs are often of low quality and relevance, talent is underused, and scarce resources are inefficiently managed. The region requires programs of study that are updated and linked to the needs of national and global markets; academics with higher levels of awaremess, education, linguistic and intercultural competences; increased postgraduate program quality; better work conditions for staff participating in international networks of knowledge; accreditation systems to ensure quality; the intensive use of technologies for information and communication; management more professional structures; transparency in the handling of resources. The internationalisation of higher education provides new opportunities for Latin America to improve all of these areas.Many reforms are in process but the slow pace of change means that efforts must be doubled,

3. Project called VALUE, supported by the European Union, with the objective to make recommendations for the conformation of a common academic space between Latin America and Europe.

4. A program-based structure refers to international programs, which may include: mobility of students and academics, internationalisation of the curriculum, subscribing to networks, etc.

5. Organisational structure refers to management, regulations, institutional policy-making and processes of planning, budgeting and evaluation, among others.

because other world regions are moving fast. Latin America must not only aim to improve its systems of education but to close the gap with high-income nations (Holms-Nielsen, 2005:65).

Sadly, the internationalisation of education has not yet achieved prominence on the political agenda. Unlike emergent regions in Asia, Latin America has not yet been able to develop adequate strategies for internationalisation. Educational decision-makers need to be aware that comprehensive internationalisation policies and strategies should be central to institutional and academic development. The Center for International Research of the OECD argues that a comprehensive definition of internationalisation, which stresses international cooperation and mobility is essential. 'Comprehensiveness' means that decision-makers need to recognise that internationalisation strategies have the capacity to contribute toward the improvement of quality, relevance, and support for the changes required provided such strategies encompass the: micro (class-room level and pedagogical methods), micro (curricular policy) and macro (design of educational policies), they will permeate all university sectors (Van der Wende, 1994).

It is recommended, therefore, that North-South collaboration be focused on training of advanced human capital through study abroad, on developing joint undergraduate and postgraduate programs (double-degree programs); and offering innovative and academic programs, in order to avoid brain drain in the long run. It is also necessary to promote intraregional excellence in teaching and research programs to maintain sustainable development. Decision-makers and senior staff both at the institutional and sector level must be trained in education management in general, and especially in the field of internationalisation. Latin America is definitely a region where the principles of the UNESCO (1998) World Declaration on Higher Education apply. Cooperation based on solidarity would enable Latin American higher education systems to change at a faster pace. However, it also needs to be commercial imperatives increase

competition render cooperation less important. This should be an area of great attention for the developed world in the near future.

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