

Submission Seven

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STRATEGIC LEADERSHIP OF CHANGE IN HIGHER EDUCATION

What's new?

Strategic Leadership of Change in Higher Education

What's new?

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Chapter 13

Developing and embedding global perspectives across the university

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The project addresses directly, sustainable development and global perspectives and is enabling Bournemouth University to progress the sustainability agenda by developing awareness of the complexity of these issues (through staff development and a range of new activities). An inclusive approach to change is resulting in a plan of action that will secure the commitment and participation of staff and students. Approaches that seek to embed these issues across the students' experience are important, indeed necessary, if we are to produce graduates who are equipped to face the contradictions and uncertainties of this increasingly globalised world.

Professor Paul Curran, Vice Chancellor,
Bournemouth University, 2005

Context

As the 'Decade of Education for Sustainable Development' (UNESCO 2005–15) gets underway and with the emphasis placed by UK government on global citizenship and sustainability, the project described in this chapter seems particularly timely. The chapter presents an initiative at Bournemouth University (BU), to achieve a step-change in institutional commitment to the development of global perspectives and global citizens (who understand the need for sustainable development).

The Leadership Foundation Fellowship Programme (LFFP) award in 2005 enabled research to be undertaken, to develop a strategy and action plan with the aim, that by 2010, all graduates of BU will be aware of and confident in dealing with issues relating to equity, justice, diversity and sustainable development. The Fellowship provided an opportunity to build upon the foundations of work initiated, to embed global perspectives and sustainable development across curricula.

Background to global perspectives

BU has been developing 'global perspectives' (GP) since 1999, when a group of staff volunteers came together with a colleague from Development Education in Dorset (a local non-governmental organisation) to discuss how GP might be developed and how graduates might be equipped to be responsible global citizens, in a context where diversity and complexity are increasingly apparent. The group formulated a 'Global Vision for BU' which was endorsed by Senate in 2000. Subsequently the work of the group became formalised within the institutional committee structures, reporting directly to the Learning and Teaching Committee. The group was expanded to include broader representation (see Box 13.1) and the status of the group was elevated significantly when the PVC (Academic) became the Chair.

The aims of the GP group are to encourage global awareness amongst staff and students and to promote the development of:

- curricula that acknowledge the importance of global perspectives and sustainable development;
- opportunities for students and staff to develop knowledge skills and

Box 13.1 Composition of the global perspectives (GP) group

Pro-Vice Chancellor Academic (chair)
 Head of Programmes, Institute of Business and Law
 Education Manager, Development Education in East Dorset
 President of Students' Union
 Students' Union Member
 Student Representatives
 Head of Learning and Teaching, Services Management
 Associate Head of Academic Services
 Head of International Programmes
 University Chaplain
 Head of Bournemouth Media School (BMS)
 BMS Senior Lecturer
 Design, Engineering and Computing Academic Senior Lecturer
 Head of Marketing, International and Corporate Relations
 Head of Learning and Teaching, Institute of Business and Law
 International Office, International Student Support Manager
 Institute of Health and Community Studies, Senior Lecturer
 Head of International and Corporate Relations
 Conservation Sciences, Senior Lecturer

understanding to allow them to make an effective contribution to a global society;

- a culture where diversity is respected and individuals feel empowered to bring about change;
- an enhanced understanding of the concept of 'citizenship' and what this means, both in the local community and at an international level.

Although substantial progress had been made at BU, a more strategic thrust was seen as necessary to secure a step-change in institutional commitment.

Planning

The project planning stage highlighted the importance of developing a persuasive and compelling rationale for change, coupled with a consultation process that would facilitate maximum 'buy-in' from staff and a tangible 'output', in the form of a strategy document and action plan. A benchmark of achievements to date was required and an analysis of the 'push' and 'pull' factors (drivers for change), such as the political, economic, environmental, employability contexts. A 'SWOT' analysis and language that would enable a business case to be put forward would support the change agenda and address criticism that these issues are too much about 'ideology' and constitute a 'political agenda'.

The planning stage mapped out the data collection process, identified the need to include the perspectives of 'stakeholders' – particularly students, staff and employers – and provided a framework for development and target dates.

It would have been easy (and simpler) to have adopted an approach that involved largely desk-based research, resulting in a strategy document, but influencing stakeholders was seen as critical to implementation. The data gathering process was thus seen as serving a dual function: collecting information while at the same time engaging in a variety of conversations to educate, communicate and raise ideas in a way that was non-threatening. The outcomes of these conversations and the ideas that surfaced would feed directly into an action plan.

In the early stages of planning it was decided that rather than focus solely on curricula, the action plan had to cover all aspects of the University business: it was felt inappropriate to advocate one thing for students, if the University did not 'walk the talk' with regard to sustainable development. The plan was thus broadened to encompass issues relating to estates, finance, purchasing, etc. A schedule of meetings was drawn up to include consultation with the range of stakeholders.

In preparation for these meetings a number of early papers and presentations were put together to articulate terminology. These early 'summaries of the concepts' served as a starting point for discussion. They were sometimes tailored to particular audiences, sometimes emphasised links with other

strategies (or 'hot' issues) and became enhanced and developed as the schedule of meetings progressed. One example included highlighting the link to the diversity agenda (Box 13.2) and explaining the implications of the approach for teaching and learning.

Box 13.2 What is the link to diversity?

The global citizen values cultural diversity and will be able to manage sensitively across cultures. The global perspectives agenda has developed at BU to support the ethos that:

We live in one world. What we do affects others and what others do affects us, as never before. To recognise that we are all members of a world community and that we all have responsibilities to each other is not romantic rhetoric, but modern economic and social reality.

(DfES 2004: 5)

The global citizen is someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally
- challenges social injustice
- participates in and contributes to the community at a range of levels from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions.

(Oxfam 1997)

It is suggested that examining a subject or issue through a global perspective is essentially about taking a broader approach to that subject that:

- values methodologies, techniques and academic analysis from other cultures
- challenges and discards prejudice
- considers with sensitivity the effect of our actions on others locally and globally, both now and in the future
- questions Eurocentric, rich-world, restricted perspectives and takes into account viewpoints and circumstances from all regions of the world
- presents learners with the capacity to calculate the risks of decision-making

- acknowledges the global forces that affect us all and promotes justice and equality
- empowers learners to bring about change
- provides an international curriculum and seeks opportunities to develop students' international awareness and competence.

Developing such specific examples provided an opportunity to persuade different audiences that the project aligned with their interests. They also served to ascertain whether individuals, or particular groups, had concerns with language and terminology. In most instances these examples triggered conversations which then resulted in positive suggestions and new ideas; in some instances the language used was changed and developed to reflect the most widely accepted terms.

Leading and managing the project: an inclusive approach to change

The nature of the project called for 'participative evolution' (Dunphy and Stace 1993) involving a collaborative, consultative process. An organisational development (OD) approach to change was adopted in the belief that 'the primary motivator for how change is accomplished resides with the people in the organisation' (Benjamin and Mabey 1993: 181). A further factor in selecting the approach was that a focus on 'process' aligned well with the academic background, experience and value system of the change facilitator and is more appropriate in a context where the goals are unclear and the concepts are ambiguous.

The work of Quinn (1980) provided a useful 'organising framework' that was loosely and philosophically adopted. Different activities are undertaken in what might seem like a three-stage approach (although these are not intended to be neatly sequential):

- create awareness and commitment incrementally
- solidify progress incrementally
- integrate processes and interests.

In practical terms this involved:

- meetings, presentations, conversations and more meetings with stakeholders;
- surveys of staff and students (to understand the starting point of the learner), focus groups and a series of development workshops;
- desk-based research to develop the 'persuasive rationale for change', and the 'trigger layer' (Buchanan and McCalman 1989) by examining

- environmental opportunities and threats, including the policy context, business case and other key agendas;
- populating an action plan and developing strategy during the process of change;
- implementing small changes during the process;
- sharing, refining and amending the action plan, as data emerged and improvements were suggested.

The variety and order of meetings and presentations that took place is presented in Table 13.1. Some of these events were formal presentations, others were one to one conversations.

The early meetings were largely about 'need sensing' (in the sense used by Quinn) through conversations with stakeholders. These served a multiple purpose: 'amplifying understanding' (of the concepts and strategy and considering alternatives), collecting data and 'building credibility' (laying the way for future strategy). 'Legitimising viewpoints' meant that sometimes things would surface that were negative and often surprising (in terms of what they revealed about individual's world views (e.g. 'I think the solution is imperialism') but with experience, these were often quickly countered with logic and

Table 13.1 Dissemination and data gathering

<i>Activity led by Fellow</i>	<i>Parallel activity led by Project Assistant</i>
Heads of School (6)	International Office
Head of Marketing and Corporate Communication	Chaplaincy
Centre for Research and Knowledge Transfer	Students' Union
School Executive Groups (6)	Head of Purchasing
Professional Services Exec.	Environmental Strategy GP
Equality and Diversity Officer	Purchasing Team
Head of Estates	SU Volunteering Office
Sport and Recreation	Desk-based research ongoing
Student/staff workshop	Staff survey
Academic Development and Quality	Student Focus Groups
PVCs (Academic, Finance)	Student survey
Director of Human Resources	Student workshops (4)
Partnerships, Access and Community	Equality and Diversity Officer
Staff development in three Schools	
Two University wide staff development workshops	
Presentation to show link to employability at BU	
Employability conference	
Major conference: 'Education for Sustainable Development: Graduates as Global Citizens'	
Presentation to Learning and Teaching Development Committee	
Presentation to Senior Management Team	
Completed Report and Action Plan to Senate	

persuasion. 'Building political support' was critical to ensure momentum and a number of informal meetings were useful to establish alliances, create pockets of commitment and implement smaller changes that would eventually contribute to the whole.

While meetings with senior stakeholders were in progress the Project Assistant undertook two focus groups with students to gather their views on global perspectives. This was followed up by a survey of a wider group of students. An electronic staff survey was also undertaken to find out more about the perceptions of a broader group of staff, to gather ideas as to how global perspectives could be introduced more widely and to identify inhibitors to change.

What helped

Critical to the success of the project was the appointment of two Project Assistants, who in the early stages 'job-shared' the role. Their backgrounds (one in international development with experience of research but also in campaigning, the other with an environmental background, excellent administrative skills and a passionate activist for change) provided considerable synergy, enabled excellent teamwork and brought a sense of excitement to the work.

The approach to change worked well and secured greater commitment than could have been imagined, enabling the widest possible contribution to policy development. The process of sometimes relentless meetings and conversations ensured that by the time the strategy document was produced and went to the Senior Management Team (SMT), there was very little in its content that was a surprise and nothing that was opposed. SMT suggested a few more items for the Action Plan and the report passed on through Senate, with full endorsement.

Visible 'outputs' along the way (e.g. a bi-annual publication; launch of Global Cinema; introducing Fair Trade, etc.) and high-profile activities, including an international conference, increased awareness of activities. These in turn created a snowball effect widening stakeholder engagement with the issues.

Ensuring that the project work was aligned to parallel developments being championed by others (for example, 'enhancing employability' (Shiel *et al.* 2005) and 'internationalisation') strengthened the push for change. Such alignment resulted in GP work being incorporated into a broader set of activities, where others developed the GP perspective within their own project plans and agendas.

Collecting data directly from students and staff provided a useful 'reality check' on achievements, surfacing their concerns and allowing for the identification of areas for future development. Comments from students such as: 'Bournemouth is international because of the numbers of overseas students –

pity I never got to talk to any of them' (UK student) and; 'the tutor asked us to get into groups. I looked around and everyone had groups. I felt bad but then realised that three other Asian students were also left standing. We had to work together because UK students do not want us in their group', serve as harsh reminders that things should change.

Similarly staff comments such as 'Well they [international students] come here to do a UK degree so why should we adapt what we do?' and 'I teach students to shaft the competition – it's incompatible with caring about diversity' revealed the challenge of changing perspectives and the need for staff development.

The process of widening out one-to-one interviews with staff continued to reveal new insights. For example, an interview with the Diversity Officer about his experience raised several interesting points about student perceptions of diversity and led to immediate changes. His experience confirmed that there is a tendency for UK students to avoid events that include the words 'global', 'international', or 'diversity' because they do not think that these terms apply to them. The Diversity Officer's recommendations were:

- To think carefully about how we phrase events or news when communicating with students.
- To try to change attitudes through raising awareness and working with the student societies more, to encourage inclusion and mixing of international and UK students.

Continuing to develop and refine ways to show what is meant by a 'global perspective' and articulating the links between GP, sustainable development and internationalisation, solidified understanding of what were sometimes perceived as 'vague concepts' and 'not related to my agenda'. A number of models and diagrams were used along the way, to explain to staff that these are not separate and therefore competing agendas. Continuing to develop and refine diagrams and text contributed to broader understanding and support. Figure 13.1 represents a model that evolved to enhance understanding of what is meant by a global perspective and the factors that contribute to global citizenship.

This was accompanied by sets of text to support further understanding of the link between GP and the component parts, as illustrated in Box 13.3.

Resources booklets were also developed to 'educate' and explain Fair Trade and Globalisation. Ensuring that the former were located at all catering outlets provided visible symbols of the institution's commitment to change.

What hindered

There was very little that hindered taking this initiative forward, apart from the time it took to mobilise resources initially. Quinn (1980) highlights the

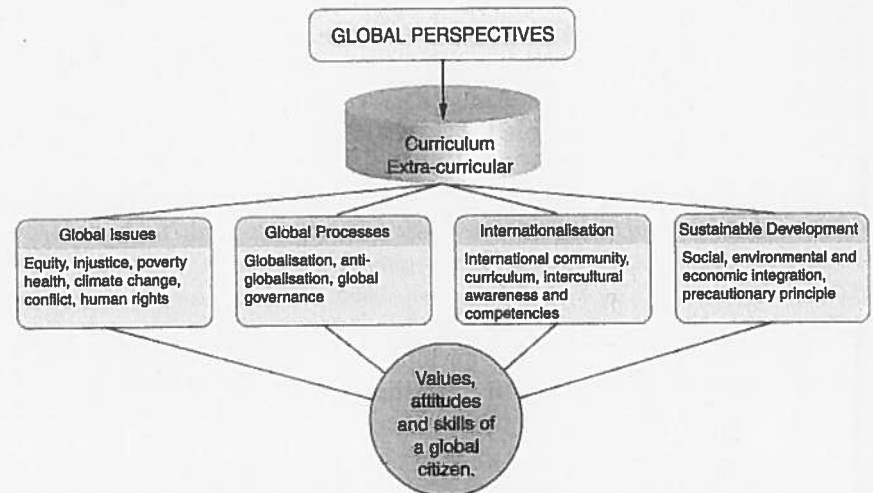


Figure 13.1 Aspects that contribute to the development of global citizens in a higher education setting.

Source: Shiel and Mann 2006

Box 13.3 Example of set text used to show relationship between SD and GP

The relationship between sustainable development and a global perspective

A global perspective emphasises 'human values' but not at the expense of ignoring the need for sustainable development and environmental issues. An understanding of sustainable development is part of the knowledge required of the global citizen who will also comprehend the potential impact of local activity on the global, and vice versa, with regard to such things as pollution and climate change, exploiting natural resources, etc. Adopting a global perspective requires that actions that secure more sustainable development are pursued; actions that are not sustainable are challenged and change is sought to ensure that development does not compromise the quality of life for future generations.

(Extract from BU document)

importance of 'buffers' and the need to build in 'slack'. The project timeframe was tight and was eventually extended, to provide the slack to capitalise on new opportunities, including the arrival of a new Vice-Chancellor.

In the early stages some staff found it difficult to get to grips with the concepts but developing explanations and resources to educate helped overcome this.

Results

The final outcome of the project was a strategic report and action plan for change: *A Global Perspective at Bournemouth University: Education for Global Citizens and Sustainable Development*. The report presents an analysis of the compelling drivers for change in terms of the external environment, policy context and the links to the employability agenda and includes a summary of activity being undertaken by other institutions across the sector.

The report culminates in a series of recommendations for governance, finance, leadership, estates, energy, waste, purchasing, staff, curriculum and pedagogy, extra curricula and research, organised around three categories:

- corporate responsibility and behaviour – the University as a global citizen;
- curricula and pedagogy – embedding GP into curricula;
- extra-curricular activities to support citizenship and international awareness.

The action plan identifies approximately 80 actions, areas of responsibility and timeframes. Table 13.2 provides a sample of just a few.

'Small wins' along the way

The advantage of Quinn's approach to change, is that by the time 'strategies begin to crystallise, pieces of them were already being implemented' (1980: 86). This brought a sense of excitement to the project and reduced some of the anxiety that might have been caused by such a huge action plan.

'Deliverables' before the strategy and action plan passed through Senate included:

- curriculum change;
- launch of a bi-annual publication the 'BUGLE' (Bournemouth University Global Local Education);
- launch of the 'Global Cinema';
- links to the 'employability' strategy with GP being audited as part of Annual Reports on Programme Monitoring;
- GP included as part of the Personal Development and Planning website;
- a major conference on Education for Sustainable Development: Graduates as Global Citizens;

Table 13.2 Action plan (extract)

Theme: category	Aim	Action
Institutional level: waste	Promote waste minimisation both within the university and with suppliers Extend recycling initiatives to recycle additional items	Communications campaign to raise awareness Broaden focus to include initiatives for students based on existing recycling initiatives focused on staff
Fair-trade	Achieve 'fair-trade' status	Set up steering group; formulate policy; develop agenda with Students' Union and plan education programme; submit application
Curriculum level: internationalising	Enhance the international experience of all students Ensure that pedagogy is appropriate to diversity of learners and encourage 'active' approaches to learning that empower learners	Develop international opportunities for industrial placements in other countries and provide a 'one-stop shop' approach Develop pedagogic approaches that enable students to learn from international students (walk in my shoes/storytelling) Staff development to share activities such as Bafabafa and development education approaches

- the development of a Fair-trade University;
- a staff development programme and the provision of resource material to facilitate the inclusion of global perspectives in learning and teaching;
- collaboration with the International Office and closer alignment with 'internationalisation' strategy;
- developments with the Students' Union to extend community activities and the development of the GP website.

Learning from the survey of students and staff

The data obtained from the student focus groups and the student survey (answered by 268 students) informed the action plan but triggered a range of workshop initiatives and suggestions for curriculum change, implemented during the course of the project.

The data collected from students highlighted:

- *Defining terms:* generally students did not know the meaning of terminology that relates to basic global issues. This included the meaning of sustainable development (most thought the term meant continuous economic growth); fair-trade; the WTO and the G8.

- *Students' main concerns:* the environment, poverty, equality, terrorism were listed as the main concerns of students (irrespective of nationality).
- *How international/global is BU?:* students generally considered that BU is international 'because of the number of international students'. Discussion suggested however, that there is limited integration with home students and international students felt that activities targeted at international students reinforced a sense of separateness and created 'ghettos'. (Evidence of this sense of isolation, was indicated by speakers at the UKCOSA Conference 2005.)
- *GP in the curriculum:* overall students suggested that there was not enough coverage in their curriculum and supported the idea of a separate GP unit. They felt that GP could be integrated into the curriculum better if staff had more expertise in the relevant fields, such as sustainable development. Tutors could support learning more effectively if they ensured that group work encouraged diversity. Proactive management of group formation might break down barriers to integration. Case studies from other countries would also be useful, as well as compulsory studies in global issues and cultural awareness studies.
- *Extra-curricular activities:* students suggested that more events should be organised to encourage home and international students to mix whilst avoiding words such as diversity, global or international. 'Home' students feel that such events are exclusively for international students and do not attend. Students are keen to engage in 'volunteering' and 'fundraising'; courses however, do not often incorporate these learning experiences.

The 59 staff who responded to the staff survey revealed that while some good work had already been achieved, many staff did not fully appreciate the importance of the 'international dimension', or the extent to which an international curriculum and experience including cross-cultural learning might enrich the learning process. A summary of the data collected through the staff survey showed:

- the inclusion of global processes (social, economic, political and environmental) in course content is quite high although there is scope for further inclusion; coverage of global cultures and case studies could be improved; opportunities for students to volunteer and engage with the community are low.
- Levels of undergraduate and postgraduate understanding of global, cultural and ethical issues are generally not as high as one might expect. Students are more likely to appreciate 'multiple perspectives and interpretations', be aware of 'cultural assumptions and biases' and 'ethical issues': they are less likely to understand 'global issues', 'international trade' or 'reflect on global perspectives issues in relation to their own lives'.

- Most staff see the relevance of global perspectives to their subject areas (81 per cent) and 63 per cent think students will understand the relevance, only 7 per cent of staff suggested that the curriculum was too crowded to cope and/or the requirements of professional bodies made change impossible.
- Approximately one third of respondents indicated that there is a 'lack of staff expertise and 'awareness'; only 20 per cent indicated a 'lack of academic interest' and 20 per cent a 'lack of institutional drive'. A similar proportion of staff were unsure how to respond.
- In terms of international influence/activities such as international field trips, exchange programmes and language learning, the results found that these influences were low in both undergraduate and postgraduate programmes and staff generally perceived international activities as being of 'low importance'.
- Regarding the main challenges to introducing GP, encouragingly, a large proportion (47 per cent) responded that there are no challenges; time (12 per cent) and funding (9 per cent) are seen as important by some staff.
- The majority of staff are interested in staff development or are already engaging with GP, or consider it as a possibility; only 20 per cent are not interested.
- Twenty-five per cent of staff are already broadening their subjects to include global perspectives. Others suggested that the introduction of case studies, more time, conference opportunities and extra funding would help.
- Views towards introducing GP as a 'separate unit' or as part of existing units were varied. There was an almost equal divide between those that favour the idea of a separate unit to those that favoured integration into units.
- The top three responses to how the University could do more to develop GP identified: through teaching, providing staff development and providing resources.

The lack of importance that staff placed on international influences, international experience and activities such as international exchange and opportunities for language learning was the most disturbing feature of the results. 'Internationalising' staff will be one aspect of the developing HR strategy in the future. Staff development workshops will be provided to show that learning should harness the opportunities that diversity and 'multicultural interaction provide' (De Vita and Case 2003) and to develop 'cross-cultural' awareness in the belief that 'only systematic development of staff's cross-cultural skills will enable them to bring out the potential of students' contributions in the classroom and facilitate them working together as members of multi-national work groups' (Black 2005: 15). Developing assessment

strategies that require the students to learn from other cultural viewpoints will contribute to breaking down the 'ghettos' to which the data collected from students referred.

Fortunately, staff were generally very positive about engaging with activities to broaden the curriculum, provided that they are supported through workshops and resources.

Recommendations

We need to look at sustainable development as a whole – how to use our resources without wasting them; how to teach and learn about sustainable development; how to generate the skills, knowledge and understanding to allow us to fulfil our duty as global citizens.

(Rt Hon Charles Clarke, Sustainable Development Action Plan for Education and Skills)

The work undertaken for this project addressed directly, concerns raised by policy makers that education must address sustainable development and prepare students for a global society. Some institutions have undertaken some excellent work on the environmental side of sustainability (HEPS 2004; Copernicus members); some have developed the global perspectives agenda, with less attention to sustainability in an environmental sense and others have focused considerably on 'internationalisation'. Very few universities have sought to address the agenda in an integrative and holistic way. The main recommendation from this project is that institutions should seek to embed global perspectives and sustainable development throughout curricula, while at the same time addressing sustainable development in the way that the institutional business is discharged.

If we do not promote change then we are responsible for delivering an education that supports the maintenance of the status quo. In the words of Boyer (1994):

In the end, educating for a global community has to do with attitude – the attitude that we relate to one another. That attitude amongst graduates will produce a more literate and thoughtful population. This will not occur, however, through special courses, but rather by changing the way academics think about their work.

Further recommendations relate to the process of change.

The nature of the project involved dealing with ambiguous concepts and the need to win 'hearts and minds' in the context of unclear outcomes. The approach to change was successful and is thus, recommended, with the caution that it is time-consuming and requires considerable energy and enthusiasm on the part of the change champion.

The approach involves 'implementing' at the same time as 'formulating' strategy: implementing actions along the way is recommended ('small wins' contribute to momentum).

Sometimes the most challenging people to persuade can turn into the most powerful allies. On the other hand those who 'buy in' to an idea too easily have not always fully understood and can be 'off-message' later. Do not be put off by 'difficult' people or dismiss their potential.

Ensuring alignment and integration with other strategies is critical if a project such as this is to succeed and not become a 'fad' that evaporates with time.

Where to next?

BU is implementing the actions that arose from the project and this will continue over the next five years, achieving 'Fairtrade' status for example, was an action that was achieved in June 2006.

A new Vice-Chancellor has inspired a shift in institutional direction, the development of a new corporate plan and further institutional change. As new institutional strategies emerge, and the staff base changes, it will be important to ensure that support for the development of global perspectives continues and is reflected in new strategy documents. As BU develops to become a 'world-class' university, it will be important to ensure that an essential aspect of a world-class reputation, is the development of graduates who are empowered to contribute to a better world.

Concomitant with developing a 'world-class' university, will be extending 'global reach'. This will enhance bringing the 'global into the local' and will serve to enrich the international experience of UK students and staff. In parallel, consideration will be given to strategies for 'internationalisation at home' (Shiel 2006) and to the development of more inclusive learning, teaching and assessment practices, appropriate to multi-cultural learners as well as securing greater participation of UK students in local and global initiatives.

Research to contribute to the theoretical foundations of the concepts will be ongoing: funded doctoral research will explore the contribution of development education approaches in a higher education context. Funding has also been secured from the Department for International Development (DfID), for a 'Skills for Life' project that will involve working with development education in Dorset. The project will extend opportunities to create and share learning practice to build development education capacity within higher education, to enable staff and students to develop the skills to participate effectively in decision-making in their local and global community and to become agents of change. It is hoped that with time, BU will become a 'hub' of a variety of community networks to extend sustainable development and the notion of global citizenship.

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