



VOLUME 3

Characteristics of an Internationalised University

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**Nelson Mandela
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University**

for tomorrow

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**Characteristics of an
Internationalised University**



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PROLOGUE

By Dr DONALD DELLOW

As a result of the first Colloquium Series on Internationalisation in Higher Education in 2004, the Office for International Education of the Nelson Mandela Metropolitan University produced a publication entitled, *Internationalisation of Higher Education: A Policy Framework*, which contained the papers presented at the Colloquium. The Colloquium Series was established to "...debate holistically the characteristics of an internationalised higher education institution or system" (Jooste and Naude, 2005). In 2006, we continued the debate at a Colloquium entitled *Characteristics of an Internationalised University*, with presenters from the United States, Germany and South Africa. The presenters provided perspectives on internationalisation that ranged from theoretical to practical, providing a stimulating program for the audience of African, South African, German and American Colloquium attendees. The four presenters approached the topic of internationalisation from various perspectives, so there was no common definition of the term "internationalisation." For the sake of this introduction however, it may be useful to use a definition that suggests internationalisation is "...the process of integrating an international, inter-cultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2004).

Although the topic of internationalising the university is several decades old, there is still concern that there is more "lip service" given to the topic, than actual progress in implementation. It has been suggested that many (if not most) programs "...suffer from fragmentation, fiscal starvation, lack of integration..." and are based on conceptually weak approaches to the process (Mestenhauer, 2002). The papers included in this volume address many of the issues related to internationalisation and provide recommendations for a means of benchmarking an institution's efforts against what is considered good practice.

Professor Mestenhauer in: *Characteristics of an Internationalised University: Theoretical Perspective*, suggests that a systemic perspective is needed when thinking about internationalising the campus; globalisation is changing the way nations and people think every day, and simplistic thinking will not allow us to keep abreast of those changes and understand their meaning. He believes that a static view of the world is a terrible model on which to base an international program at a university. He





calls upon us to move toward more interdisciplinary thinking and use multiple frames of reference when trying to understand the world condition, and when trying to develop international programs and activities to help others understand the rapidly changing world in which we live. Although he understands the need for benchmarking activities, such as the number of students studying abroad and the number of international scholars on campuses, he warns against allowing these measures to lull us into thinking that we have truly internationalised the university.

Doctor Nico Jooste in: *Characteristics of an Internationalised University in South Africa*, agrees with Prof. Mestenhauser that a simplistic and fragmented approach to internationalisation is unacceptable. He introduces the work of Castells on the network society, and suggests that networks of universities are needed to effectively address internationalisation in the university. He notes that the challenge of transforming a higher education system from the shackles of Apartheid to a system with equal access to all, is both the motivation to intensify South African efforts, and a possible detractor of those efforts. He makes a convincing case for internationalisation efforts on the African continent, and at the same time forming networks with active partner institutions around the world.

Axel Markert in: *Characteristics of an Internationalised University: A European Perspective* provides a glimpse of the changing international scene in Germany. He urges greater care in defining internationalisation and then prioritising the activities for which there is adequate funding. He notes that change in universities is, and has been gradual, and that any change requires leadership continuity. He notes that his thirty plus years tenure at Tübingen University allowed him to see some significant international activities implemented. One in particular, which has since migrated to Nelson Mandela Metropolitan University, is a yearly networking activity for international partners where there is discussion on specific issues pertaining to the relationships, and an opportunity to explore more general topics of internationalisation.

Doctor Richard Wilcox in: *Characteristics of an International Education Leader*, focuses on the leadership qualities of one who would lead campus internationalisation efforts. In the activities prior to the Colloquium, a colleague was thinking aloud about some of the dangers of going into





the 'African wild'. The response from Dr. Wilcox and his colleagues was, "Africa isn't for sissies." He notes, in so many words that, "internationalisation isn't for sissies either." He notes the competencies that require one to be a champion of the international cause, with the proper courage to challenge the system, and conceptualise international efforts in meaningful and strategic ways.

The papers in this publication do not provide "how to do it" strategies, but rather provide much "food for thought" for those wishing to move forward with efforts to internationalise their institutions. The papers in this volume represent the collective wisdom and experience of seasoned international educators, who have studied best practice, fought many battles to make constructive change, and have emerged through it all as champions of internationalisation, hoping to share their insights and ideas.

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SESSION 1: Characteristics of an Internationalised University: A European Perspective

By Mr Axel Markert

It would be presumptuous to suggest that there is really something like a unified European perspective – on anything, whether it pertains to military engagement, financial policy, or educational matters. Of course, we Europeans have plans to achieve a unified perspective in higher education through what is called the Bologna process, but at present, this is indeed an ongoing process, the outcome of which is not yet quite as clear as many politicians would like to have it. Therefore, we can at this point only talk about European tendencies, and I can try to point out some similarities, but I will have to concentrate on the country in the middle of Europe, which I happen to know best, namely Germany. We are therefore talking not about the European perspective, but, as the topic of this presentation correctly propose, a European perspective, namely my own. Europe could on the one hand be seen as similar to the United States in that it is a grouping of political units with a comparable total number of inhabitants, countries that, however, unlike the American States, all have their marked cultural, political and linguistic identities. On the other hand, it might be seen as similar to South Africa because of the many different languages spoken within the borders of the Union, which would seem to make an internal academic exchange feasible such as it exists, for example, in Switzerland between the different linguistic regions. But both Europe and the US boast a similar number of higher education institutions which are not only distributed rather evenly, but of course also exceed the numbers in South Africa by far - to a much higher degree than even the difference in population might suggest.

The European Union does hold an interesting position in internationalisation – on the one hand, its member countries are sufficiently different to warrant a stimulation of cross-border mobility within the Union. On the other hand, it could be regarded as having a rather homogeneous system in higher education as our American friends regarded it in the early years of ERASMUS, even before the Bologna process had been triggered, when the threat of a “fortress Europe” was painted in vivid colours on the other side of the Atlantic. Meanwhile I think it has become clear that this threat has not materialised, and if the numbers of students exchanged across the Atlantic have levelled off, this is less a result of the intra-European mobility programs than of political developments in the US in the wake of 9/11. The higher educational system will, I am afraid, indeed become increasingly homogeneous as the Bologna process is implemented, and





similar degree structures are imposed. However, I doubt that this would have a negative effect on exchanges with other regions of the world – on the contrary, I think the experience of the past fifteen years or so has shown that growing internationalisation of the system and of individual institutions alike, leads to an increase in mobility in general, within the EU borders and without.

The European countries and their universities originally had rather different approaches to internationalisation after World War II, approaches that were mainly the result of historical facts, and I am of course talking of the times long before the term “internationalisation” had even been coined. In the United Kingdom, the Commonwealth played an important role, in France and the Netherlands, their colonies, producing consequences such as the influx of French immigrants from the Maghreb countries, and in Germany, losing the war and the consequent desire to become a well-integrated member of the democratic West (which was true at least for the western part of Germany).

This, politicians thought, would be achieved by providing places of study to international students free of charge in institutions that still had a good reputation, despite the ravages of the war, and by showing these students that Germany was back to normal. These traditions - which were different from country to country - played a role when it came to determining, what I see, as the earliest attempts to internationalise the university, precisely by admitting, or actively recruiting, foreign nationals. Early on, the percentage of foreign nationals among an institution’s student body became an accepted yardstick for measuring the degree of internationalisation, and for several decades, it remained the only measure. As an aside, it is interesting to note how the terminology has changed in the past twenty years or so. I think the term internationalisation came up only about 15 years ago and I remember an IEASA conference in Pretoria where we still tried to differentiate between globalisation and internationalisation; an issue that I believe has meanwhile been settled - one is the result of the other. Globalisation is upon us, and internationalising the university will help us to control its effects. In the professional lingo, the former “foreign” students have become international students, and this tendency is nicely exemplified by the name change undertaken by NAFSA not too long ago, a change that turned the National Association of Foreign Student Affairs





into an Association of International Educators, while all the same preserving the old acronym. Foreign Student Offices similarly have turned into International Offices, or Offices for International Education in most places, and the former foreign student advisers have usually metamorphosed into international student advisors. However, as we all know, changing the terminology in itself does not necessarily lead to a change of the product.

Everyone seems to agree then, that the number of international students is a valid indicator of a university's degree of internationalisation. The way the term international student is defined however, is handled differently from one country to the other, and these definitions are not always plausible. In Germany, everyone with a non-German passport is considered to be an international student. Thus, at my own university the hundreds of Turkish students are counted among the internationals, although nearly all of them were born, and grew up in Germany, went through the German educational system, and are completely fluent in German. That they have no German passport partially has to do with Turkish tradition, partially with outdated German legal stipulations. The Germans have come to call those international students "Bildungsinländer," students who are "educationally domestic." Including these students, international students comprise about 15% of the student body at my own university - Tübingen, up from 5% in the mid-seventies, and this seems to be typical for a mid-size "classical" German university. There are a number of technical institutions (such as the University of Stuttgart for example) and Fachschulen (technikons, as it were) which have reached 25% and more, including the "educationally domestic" group. I think there is widespread agreement that, in order to be considered "internationalised," an institution should count well over 10% internationals among its students. An internationalised university then, as I see it, will be characterised by somewhere between 10 and 20% of students from abroad in its student body.

The second indicator of an institution's degree of internationalisation, which to me personally has always been the most important one, is its involvement in study abroad programs and student exchanges. Until about thirty years ago, the promotion of Study Abroad in most European countries was left to public or quasi-public organisations such as the German Academic Exchange Service, the DAAD, and it was not until the advent of the European Union's ERASMUS program that universities in many Euro-





pean countries started to consider the phenomenon of internationalisation. What is truly remarkable about the ERASMUS scheme is the degree to which it has been subsidized with public money. Although the individual monthly subsidies have meanwhile shrunk to the size of pocket money in many cases, ERASMUS has produced an enormous boost of trans-border mobility of European students, extending well beyond the borders of the European Union as such. The aim, as you may have heard, is to send 10% of all students abroad for a term or two, and this (assuming a continuous flow of public subsidies) is by no means unattainable. In my own institution meanwhile, well over 40% of the graduating students' claim that they have participated in a study abroad experience of some kind.

There is of course, a substantial difference between what we old-timers would consider the "real" study abroad experience. That is to say a full academic year at an institution abroad where another language other than the student's native tongue is spoken, and where the student is fully integrated, academically as well as socially. Compared to the non-integrated two-week program in which the students are being taught by an accompanying faculty member in their own language, and never really gets involved in the host country's academic scene. There are institutions in the US which are considered to be leaders in study abroad and in which the bulk of their study abroad activities are based on such "island programs." Although my personal preference still lies with the former, the integrated model, I have come to accept the latter as a legitimate means of internationalisation. After all, studying a short course in European history in London taught by your, say, Iowa professor is certainly much better than never leaving Iowa at all. Following requests from our partner institutions, we in Tübingen have indeed begun offering non-integrated, or partially integrated courses as well, usually taught in English with a few hours of "survival German" attached.

The period ranging from ten days to two months, and it is gratifying to note that in quite a few cases this short sojourn has lead to an interest in longer and integrated periods, and some participating students have even continued to study German. Although the German universities' schedule does not normally include "Summer School" as this is customary in the United States, many institutions have traditionally been offering special summer courses for international students. This will bring international



students to the campuses during a time when most of the regular students have left for the summer break. The drawback, therefore, is a lack of integration, but this cannot be helped. On the positive side, these summer courses also offer an opportunity to international alumni to return and participate in continuing education, and they provide an ongoing international presence during the long German semester break.

Many of the integrated study abroad programs are based on bilateral agreements, which often also include a stipulation for the exchange of faculty members. Although a direct exchange of academic teachers, person-for-person, rarely works out, for a number of (mostly practical) reasons, as we have learned by experience, the inclusion of faculty members is not only a highly desirable supporting measure for successful student exchanges, but also an excellent means of internationalisation, on the receiving as well as the sending end. In this case my own preference lies with the incoming side – although outgoing faculty upon their return also make a valuable contribution by offering a fresh perspective, visiting faculty in my experience usually have more of a direct impact on the institution. They tend to offer a different teaching style and, I am talking about my own country again, often give our students more attention than they are used to from their professors – I think it's fair to say that German students are not spoiled in that respect. The visitors will normally also establish contacts among their colleagues which often lead to joint research projects and publications, and this frequently produces lasting personal and academic relationships. In Germany, another quasi-public institution, the Alexander von Humboldt Foundation, and other sponsors such as the DAAD and the Fulbright Commission, have traditionally sponsored a good number of the incoming international faculty. The SOCRATES/ERASMUS scheme, from its inception, has included provisions for visits of teaching staff between participating institutions.

More recently, the universities themselves, such as my own, have established funds which are used to help attract visiting international teaching staff and to send domestic faculty members abroad, usually but not exclusively within the framework of existing exchange agreements. Such activities need a well-functioning administrative infrastructure since the provision of adequate accommodations for the visitors alone tends to be a major challenge in overcrowded university towns. I will give this admin-





istrative aspect some more attention below.

It is important to mention that a growing number of the regular faculty at many European universities will be foreign nationals who are largely treated on an equal basis with their domestic colleagues. In places such as the United States and South Africa, this may be more commonplace, but the European countries are only gradually coming back to the kind of professorial mobility that had presumably existed in the Middle Ages. The German situation is characterised by the fact that even professors with a foreign nationality are provided with the civil servant status, as their German colleagues are, a status that signifies life-long tenure with a very comfortable built-in pension. I personally doubt that, generally speaking, this very privileged status is still appropriate today, but of course, the fact that non-German nationals are being treated equally remains a positive factor. In most European countries, and definitely so in Germany, when new faculty members are hired, increasing attention is given to teaching and research experience abroad. At Tübingen, especially in the sciences, hardly anybody is recruited to a chair without at least one-year's international teaching or research experience beyond the student level. It is understood that in the languages this is rather commonplace, but we can also see a growing tendency even in the social sciences of insisting on international experience. An internationalised university then, is one in which a majority of the teaching staff have experience abroad, and in which a substantial number of visiting faculty are teaching and doing research at any given time.

In this context, it should also be noted that, at least as an optional means of communication, the English language becomes increasingly important in European higher education. This may be more obvious in the northern and central European countries, but the others are rapidly following suit. English language degree courses are springing up all over Europe, often subsidized by the national governments with seed money. Mastering the idiom as a tool for teaching also becomes important, and my own university has recently started to offer training courses to teaching staff for "Teaching in English," a pilot project which has been supported by the DAAD. Courses taught in English by visiting and usually Anglophone faculty are meanwhile readily accepted by our students, most of whom have come to realise that a solid basis in spoken and written English is





rapidly becoming a *conditio sine qua non* in European university training. I have tried to convince the authorities at my own university to encourage schools and departments to teach a certain number of their basic courses in English, thus killing two birds with one stone. This would then improve the English of the domestic students while, at the same time, making these courses attractive to those international students whose mastery of German is not yet up to par. This proposal has been met with some resistance that I do find understandable when it comes to professors of the old school. However, my measure of the degree of internationalisation at a given institution would always include the number of courses taught in English to the student body in general.

This brings me to the inclusion of administrative staff in exchanges and to their continuing international education that has always been of paramount importance to me. Of course, I do believe that an international educator must have international experience to begin with. If today this should sound commonplace to you, let me tell you that in the seventies I was the only one of my International Office Director colleagues in the state of Baden-Württemberg with study abroad experience. In the old days, when the main activity in international offices was taking care of foreign students, there existed a curious attitude on both sides of the Atlantic that this was truly a national affair – NAFSA did not have its original name for nothing.

When I joined the AIEA, the (American) Association of International Education Administrators many years ago, there was definitely a resistance to including international members from some of the founding fathers who were not sure what an “international” could contribute to an American association, even to one which carries the word “international” in its name. Until, say, thirty years ago many did not consider the activity of advising and taking care of foreign students, as an international activity. It really was designed to integrate (“nationalise,” so to speak) the foreigners, amalgamate them with the local student body, often under the tacit assumption or at least acceptance of the fact that, at any rate, they would stay in the host country after graduation, which was all too often the case. The desired effect on students from Third World countries, namely providing them with expertise, which they could put to good use at home after graduation, was therefore often defeated. This situation only changed





with the advent of real exchanges, i.e. exchanges of students who would stay for only a short period without aspiring for a degree at the host institution. It is noteworthy that such a non-degree status, in legal terms, did not exist in Germany until the mid-seventies and had to be created and included in the state university laws.

After this clarifying deviation let me repeat that, the internationalisation of international office staff itself should have a very high priority, for a very simple reason: only someone who has once been at the receiving end can really appreciate the situation of the international visitor, be it professor, student or administrator. In my former office we have not only encouraged every staff member to partake in language courses, internships abroad and administrative exchanges, we have also tried to help finance these activities. We have had a rather regular flow of interns from abroad, young colleagues from the offices of our exchange partners who have been spending a few weeks in our office to learn the ropes, as it were, from the vantage point of a German university. This helps us because we help educate international colleagues who will be familiar with our office and our institution, and thereby greatly facilitate student and staff exchanges after their return, and it helps their home base as they will get back experts from a system and an institution abroad.

There is a direct link between the qualification of the international staff on the one hand, and the weight and role of the international setup at a given institution. Within Europe, there are again different models, depending on the different traditions in these countries. In some countries, particularly those bordering on the Mediterranean, the international side is usually represented by a Vice-Rector or Vice-President charged with that portfolio, sometimes with additional responsibilities. This now also exists in some of the German universities, which have an amazing diversity of governance and administrative models. However, typically, international affairs or relations are the responsibility of a senior administrator at German universities – and I do not need to stress that we have come a long way in this respect, too. Both models have their pros and cons and this is not the place to go into details here. I would like to stress, though, that continuity is a very important factor in internationalisation and that, as a rule, in my experience, this criterion is better met with the latter model. The longer the staff is active in a given institution, the more competent





they will become, especially if further education, such as mentioned above, and shifts of responsibility within the office are offered as an antidote to the monotony of the daily grind. I can assure you that my most successful exchange activities have all been with colleagues who had been around in their institutions for as long as I have in Tübingen, until recently.

Sometimes I am annoyed at the fact that there is no other aspect of higher education, which has received more blatant 'lip service' than the process of internationalisation. I have heard university presidents who claimed that this was the top item on their priority list – and who hardly seemed to know that their office responsible for its implementation was in cramped quarters somewhere in a subterranean office, with less than adequate equipment and staff in much-less-than-well-paid positions. An institution that takes internationalisation seriously first has to define what is specifically meant by this term, secondly has to draw up a list of priorities with an accompanying time frame – and above all has to provide adequately trained and paid staff in adequate numbers and with equally adequate quarters and up-to-date equipment. Without these prerequisites, the process of internationalisation is very difficult to achieve.

What we have learned ourselves in internationalising our institution is that we should also be willing to share, especially with colleagues whose countries and institutions are important for our own exchange programs. A number of governmental or quasi-governmental organisations in Germany do offer information programs for international educators and senior university executives, such as some of their counterparts in other European countries do. The drawback for the individual institution here is that at best we have a very limited influence on who will be selected for such programs – needless to say, we want our own exchange partners to benefit from such offerings. As someone once said, the best way of owning a Mercedes is to build one. I found it therefore best to design, to help finance and to organise such programs myself. My university has offered well over fifteen information programs under the name of Baden-Württemberg Seminars, together with our fellow higher education institutions in the State, and the financial support of our State Ministry, for American, South African and Latin American colleagues. Among other things, we have taken advantage of the fact that, contrary to other such programs, we felt under no obligation to "sell" the German system, as it were, to





our international colleagues, but rather could afford to try and present a realistic picture of our situation in the interest of furthering and improving our mutual exchange programs. Not only have these seminars helped to improve the quality of our exchanges through providing and sharing information, they have created a network of sorts, which in turn helps to enhance the effect of our bilateral activities. I know that by also sharing the expenses and using university owned low-cost facilities, we have been able to provide these programs at very reasonable cost, relatively speaking. Most of our staff has actively participated in these programs, which therefore serve as another means of internationalising the personnel and the institution.

Our seminar model, which goes back to the early eighties, was based on the regional cooperation between the universities in the State of Baden-Württemberg, and was a joint venture, although the University of Tübingen has played a leading role in it from the start. In the early nineties, I felt that we were ready to create a Tübingen-centred grouping of institutions, similar to the "Groups" and "Networks," sometimes content-oriented, which had sprung up in the context of ERASMUS and SOCRATES, such as the Coimbra Group or the Utrecht Network. I wanted it to be different in that it would not need any administrative setup, that it was mainly to be a network of practitioners in international affairs who should be provided an opportunity to meet them once a year, and I wanted it to be geared exclusively to the Tübingen exchange partners. After the first meeting of this kind the participants themselves, who felt very comfortable with the format and the venue, proposed to call it "Tübingen Family Meeting," and the name has stuck. I have myself overseen fifteen such gatherings and I believe that the Family Meetings may have done more to help internationalise my university than any other particular measure.

The meeting consists of an intensive three-and-a-half day mix of formal and social activities, first in the seclusion of a conference centre, then at the University of Tübingen itself. We always get other members of the university, outside of our office, involved in the meeting, and we place as much value on learning from our guests as we do on providing them with up-to-date information on Germany and our context. The Tübingen Family has become a rather close-meshed network since our colleagues from abroad have had a tendency to enter into exchange agreements among



each other, most of which have proven to be highly successful. Beyond the formal relationships, personal friendships have developed and I feel that the word “family” adequately addresses the spirit of these meetings. I am, incidentally, pleased to note that a number of our partners have followed our example, at least two of which are here in South Africa, and one the host institution for this Colloquium.

Let me come to the end by insisting on the aspect, which became obvious in my last example, the personal aspect. I think that personal relations are more important in international affairs than in any other area of higher education, administrative or academic. I found that in the end, well-intended programs would not succeed if personalities clash and even intensive communication will not be effective, especially not in the new electronic media if partners are not sending the same wave-length, so to speak.

To me, then, internationalisation above all needs continuity in the international office and a network of personal relationships with colleagues abroad – only then will our exchange programs come to fruition, only then can we provide satisfying experiences for teachers and students participating in them, and only then can we bring the process of internationalisation forward.

In summing up, to me an internationalised university in Europe is characterised by having between 10 and 20% international students in its student body - be it for degree courses or on an exchange basis.

- It will provide study abroad experiences to as many of its students as possible.
- It will give preference to teaching staff and researchers who have international experience.
- It will further actively encourage its academic teachers and researchers to spend periods abroad at regular intervals.
- It will recruit visiting professors who will offer a new perspective and present different teaching styles to the students.





- It will help in the acquisition of additional competence in mastering English to students and staff alike.
- It will provide a well-trained and adequately remunerated and housed international education staff and see to it, by making these positions attractive, that there is a maximum of continuity in the international office.
- It will assist the international office in offering further education experiences to their colleagues from abroad, and, finally, it will encourage the creation of networks and personal relationships of its teaching and administrative staff across the borders.



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THE CHALLENGES TO, AND CHARACTERISTICS OF, A PERSON THAT SHOULD LEAD INTERNATIONALISATION AT A UNIVERSITY

By Dr. RICHARD G. WILCOX

The author eagerly accepted the challenge of his dear friend, Dr. Nico Jooste, Director of the Office for International Education at NMMU, to develop a presentation with the above title for the NMMU Colloquium on Internationalisation in Higher Education on August 24, 2006. Primarily because much of its content had already been developed and firmly established to praise one of Nuertingen-Geislingen University's international partners, and heroes for outstanding achievements in international education and award him with its first such trophy. The criteria as such were developed in order to establish for the future, why someone would be worthy of this award that is regularly bestowed by our rector on behalf of the University. Granted, the author will be the first to admit that much written below tends to be subjective, and is certainly not comprehensive. Nevertheless, the author would humbly submit that since he has been managing –more or less successfully– the international programs and Office of Nuertingen-Geislingen University for over a decade, and was an executive in international business for nearly two decades before that, he could base his decisions and judgements on practical experience and not just theories. However, before he moves on to the characteristics and attributes of a successful internationalisor as such, the author must insist on clarifying some essential terms and concepts implied in this subject matter.

Definitions and Parameters

LEADER: MANAGER VS. ADMINISTRATOR

The first distinction needing addressing is the one between what is meant by 'leader' in this context: a manager or an administrator. The author does not believe this dichotomy to be purely semantic in nature, since he personally educates future international managers and executives as a professor of international management, he knows what they should be trained to do in certain business situations and how they are expected to go beyond the processes and responsibilities of typical administrators. Granted, the author does not want to stereotype all so-called administrators here, and must admit there is a bit of comic irony when one notices that many, if not most managers are educated in schools of business administration. Nevertheless, the major quality of educated managers, the author submits, is that strategic approaches to decision making lie in the forefront. They are trained, before making a





long-term decision, which would give the business organisation a sense of direction, and make major financial and other resource commitments to scan the societal, external environment and markets for opportunities and threats as well as the company's internal environment for strengths and weaknesses, core competencies and sources of competitive advantage, value-adding and destroying. Managers need to be schooled in strategy formulation, beginning by setting parameters of what the business is about, what they do make or provide, and do not do, and setting objectives and goals. However, just projecting targets and aims is not enough; they need to answer the question as to how these objectives will be attained. Often they will need to start by establishing broad guidelines for future behaviours, rewards and restrictions, usually called policies.

These policies are the first step of translating the strategy into action, of implementing the plans. This is probably the major difference between a narrow understanding of management in comparison to administration, whereas the manager includes the (ideally successful) implementation of a strategy and a decision into the respective process. The administrator may all too often wash her/his hands of the consequences of policies, laws, regulations, guidelines that were thrust upon them by, well, probably politicians and committees. Following the lead of the father of modern business strategy, Igor Ansoff (1965, 1979), business managers are trained to know the value of carrying out the strategic plans through programs, task forces and projects, and evaluating the success, merits, and short-comings of the implementation measures and facing the consequences, the latter often called 'being held accountable'. Strategy formulation, implementation and evaluation, and accountability, it can be argued, are not common in the vocabulary of administrators. Furthermore, it may also be suggested that this short-coming is the reason for many 'education politicians' and members of boards of governors in Higher Education (HE), to increasingly utilise the terms of management to instil a sense of modernity, sometimes internationally (even in Germany they are usually in English), and competition, that may indeed be purely semantic, and communicatively at best, ambiguous in nature within their respective protected realms of public HE.



INTERNATIONAL VS. INTERNATIONALISED

In the same vein as above, the author has noticed a difference in perceptions of the concepts internationalisation vs. internationalised between people in HE and those in international business. In the world of business a company becomes international once it commences exporting abroad (actually even importing should do). It becomes a multinational corporation (MNC) or enterprise (MNE) once it makes substantial foreign direct investments (FDI), which means it has set up a (major) production or service facility abroad, usually called a subsidiary. Just forming international alliances, contract manufacturing, joint ventures, or buying stock in a foreign company does not usually qualify as FDI's, and thus MNC status.

Nevertheless, a MNC or MNE is not necessarily internationalised. On the contrary, the parent company or headquarters (HQ) can remain ethnocentric in its approach to products, markets, and managers, by using parent country nationals (PCN) to run foreign subsidiaries because control, communicating directives from corporate HQ, in calculating the corporate/ business organisation's culture, attaining economies of scale, may be paramount to the MNC's top executives. As a rule one talks about a business enterprise becoming internationalised when it has a culturally diverse workforce and management, all the way to the top. As substantiation of this, the table below, translated from German by the author from the *Frankfurter Allgemeine Zeitung*, demonstrates that this definition of internationalised enterprises not only exists in the USA, but in Europe, and in fact in Germans' perceptions of it. They proudly show which major local companies traded on the German stock exchange (only a selected number of DAX companies have been listed here), have become more internationalised, and which less so according solely to the number of 'foreigners' they have on their executive boards (comparison: 2000 to 2006).¹





Name of Company	2000	2006
Adidas-Salomon	57 %	75 %
Allianz	0 %	45 %
Altana	0 %	0 %
BASF	13 %	11 %
Bayer	13 %	0 %
BMW	0 %	0 %
Commerzbank	9 %	13 %
Continental	0 %	14 %
DaimlerChrysler	31 %	33 %
Deutsche Bank	22 %	60 %
Deutsche Post	0 %	22 %
Deutsche Telekom	13 %	0 %
E.ON	0 %	0 %
Henkel	33 %	57 %
Linde	14 %	25 %
Infinion	0 %	0 %
Lufthansa	0 %	33 %
MAN Gruppe	0 %	25 %
Metro Group	20 %	25 %
RWE	0 %	40 %
SAP	0 %	14 %
Schering	20 %	33 %
Siemens	0 %	15 %
ThyssenKrupp	0 %	10 %
TUI	0 %	17 %
Volkswagen	40 %	33 %

Adapted from *Frankfurter Allgemeine Zeitung*. August 18, 2006, page 18.



TERTIARY OR HIGHER EDUCATION (HE) VS. BUSINESS/ COMMERCE

As mentioned above, there is considerable risk of ambivalence, and even confusion, if we make use of the terminology and concepts of business and management within the context of HE. Needless to say, HE is big business. However, we in HE are not really even sure whether our students are the customers or products of our services. Moreover, the rules of running successful companies internationally do not necessarily apply to universities. For example, arguably the most successful HE institution as a business is Harvard University. However, it has been demonstrated that its success lies in its competitive stance, ostensible independence from the government, and the extreme autonomy of its parts in the acquiring and usage of resources and distributing rewards, not to mention its enormous non-tuition fee related annuities and stock it can fall back on in need (*The Economist*, 2005).

The point here is that those who would like HE to adopt a more competitive stance, be more accountable, having more corporate governance, i.e. be more like a private corporation, do not, in all likelihood, want to take the business-world terminology to its logical consequences regarding the internationalisation of HE. Sure, having international partner universities and exchanging students with them, generally having a high percentage of foreign students on campus, encouraging the internationalisation of curricula, exchanging faculty and staff, and engaging in international research and other academic-development projects are all easily accepted as goals, objectives, or even pre-requisites of becoming internationalised. However, the criteria of business go further. Are we in HE willing to face the challenge of developing and maintaining, beyond these above aspects, an internationalised, culturally and internationally diverse or globally representative faculty, university senate, deans, president and vice-presidents (or respective vice-chancellor/ rector, CEO as the case may be), as is expected of MNC's who want to call themselves internationalised? It is the personal bet of the author that many will want to hedge –or fudge– on this challenge.





DEMANDS ON AN INTERNATIONALISOR AT A UNIVERSITY

Again, the following criteria were established by the author to award one of our university's international champions for his steadfast and exceptional accomplishments in international education on our behalf. The criteria may well be personal, biased, and is not necessarily comprehensive.

The list of criteria is as follows:

The Leader of Internationalisation needs to have project manager skills and techniques

- to be a champion and enabler
- to be comfortable with risk and ambiguity
- to have inter-cultural competence
- cross-cultural communication
- interpersonal relationships
- conflict management

To understand

- knowledge and
- learning management and
- differing styles of learning.

Now the author will proceed to explain what the criteria refer to in more detail, and perhaps justify having been selected for this list.





A PROJECT MANAGER (PM)

In general however, it should be mentioned that an internationaliser in HE, whether he/she be the director of international programs, or the head of the international office and student counselling,² a university president or vice-president, a member of the board of governors, a member of the ministry of HE, or an internationally dedicated member of faculty or staff, will be dealing with lots of projects. From a management perspective, many of the tasks involved in setting up a cross-border partnership with a written agreement, student/ faculty mobility and exchanges, research and curricula development, and intensive programs, imply several different kinds of projects. Therefore, above all, the internationaliser needs to have at his or her command, a host of relevant project management techniques and skills.

The techniques are easy to list:

the command of computer-aided project management (CAPM) tools to project, plan, sequence, and later control project implementation (e.g. critical path analysis, PERT & GANNT charts, risk management etc.), as well as possibly claims and contract management (Lock, Kerzner, Meredith & Mantel, Turner). Apart from these formal aids to project management, the PM needs to have an understanding of systems management (Meredith & Mantel, Kerzner). The functional or operations manager of a business enterprise, e.g. head of manufacturing, finance, HRM, logistics, and marketing, are responsible for a discipline that they have usually studied thoroughly at university, and know intimately as an expert, especially to be made head of such a department. The PM on the other hand, has to deal with projects that imply multidisciplinary tasks and sundry-typed problems that need to be addressed. Functional managers will usually 'stay at home' in their disciplines with their linear thinking and analytical logic, project managers need to approach problems more holistically. Analytical logic mainly consists of dissecting a problem by categorising the components and parts, and using deductive or inductive logic, ideally along with empirical evidence, to arrive at the best solution.

A systems approach usually concentrates on the interdependencies and interrelationships, prerequisites and causes, and getting a big picture of





the ‘whole’ (or *hol* in Greek), before working towards a resolution of the problem that all, or most, of the team members can live with. Apart from these two major differences, the author wants to emphasise that many other demands on a PM will apply to the internationalisation of HE as well. For instance, being a fire-fighter by avocation, being a facilitator and not ‘the boss’ regarding the preferred or desirable management style, having high self-esteem, i.e. having enough self-confidence to admit when one has made a mistake, political sensitivity, and outstanding communication and especially negotiation skills (Meredith & Mantel). Many of these indeed overlap to some extent with those that follow, as well as some listed below that would easily be added to the demands on internationally active PM’s.

A CHAMPION AND ENABLER

In project management, a ‘champion’ is on the one hand defined as someone with power, or directly ascribed power. For instance, a company vice-president (member of the board) or director empowered to make strategically significant, long-term, and costly decisions, e.g. a head of finance (CFO) or of HRM (CLO)³ who has a big say in allocating vast sums of money, or in who is hired and promoted. On the other hand, he/she is also someone with a cause. He or she needs to be someone who fervently promotes and drives a cause, a vision or mission, a program or lots of projects, e.g. international programs and cultural diversity. Therefore, the internationalisation is passionate about

- ‘changing’ students’ lives,
- and to some extent fellow educators’ souls predominantly by enabling
- international relationships
- missions abroad
- first-hand inter-cultural experiences



- cross-cultural interpersonal encounters
- cultivating international academic programs, curricula development, and research
- developing international and culturally diverse faculties and administration.

He/She has a passion to do ‘good’ on a big scale. He/She enables, i.e. gets things done, but nevertheless, often paves the way, because he/she is responsible for establishing smooth trans-national pathways. He/She is often driven by the quest to broaden horizons and scopes of perception, and is a fervent believer in the inherent good of international mindsets, understanding, and insight. The reasons for believing in the inherent good of being international in education and in one’s mindset, may range from: being successful in a globalised business world to working towards world peace, from approaching international marketing challenges to understanding current world history, from managing trans-national mergers to trans-national epidemics, from earning millions in multinational management to allocating billions at the World Bank or IMF.

INTERNATIONALISORS OF HIGHER EDUCATION CANNOT BE AVERSE TO RISK

An internationalisor must be comfortable with ambiguity. On the one hand maintaining some sense of political sensitivity, but at times, also be prepared to cast or toss care to the wind and ignore local political restraints and barriers. The internationalisor needs to be a risk taker, ‘damn-the-torpedoes’ hero to the core. At the August 2006 NMMU Colloquium, as a presenter, a life-long hero of internationalisation in HE, and as diplomatic as he could be, at times, he fulfilled what locals –from his part of Germany– would refer to as a Götz-von-Berlichingen character. One of J. W. von Goethe’s early heroes who were not afraid to tell the powers that be where they could, let’s say, kiss him! Moreover, Axel Markert serves as a living monument, not only as hero par excellence, but also as a champion and enabler of the internationalisation of HE that we can all look up to.





The internationaliser needs to have inter-cultural competence

- ▶ particularly in cross-cultural communication and
- ▶ interpersonal relationships as well as
- ▶ conflict management

Competencies imply understanding, sometimes insight, and skill. Inter-cultural competence has as pre-requisites of developing an awareness of what culture consists of, how it works and functions, and its impact upon us. This begins usually by becoming aware of one's own cultural standards, background, underpinnings, and culture-based behaviours, values, and cognitions. Moreover, shedding an ethnocentric mindset or attitude is also a prerequisite. This is expanded by experiencing, encountering, and becoming aware of other cultures and showing interest in their differences. To become inter-culturally competent, the internationaliser needs to become comfortable and eventually effective in interactions with members of other culture groups. However, to do this, he/she must develop competence in inter-cultural communication. Inter-cultural communication is plainly when two or more people from different culture groups communicate. When we think about it, being from different culture groups usually mean having different mother tongue languages, since most cultures have their own language, two people from different cultures trying to communicate will either be using a lingua-franca language,⁴ e.g. we used English as a lingua franca at the Colloquium or they will need to engage a translator. Otherwise, this is going to be a very awkward conversation. For example, in the award-winning Hollywood movie *Dances with Wolves* in which the US cavalry officer played by Kevin Costner strikes up a 'conversation' with the native inhabitants of the Sioux nation during the late 1860s in the mid-western USA. They used body language for quite some time to agree that neither had yet seen buffalo around. Had they not come upon a translator, the movie would have been even much longer than it was.

Therefore, Ting-Toomey (1999) defines inter-cultural communication as "the symbolic exchange process whereby individuals from two (or more) different cultural communities use" (verbal and non-verbal) symbols, "to





negotiate shared meanings in an interactive situation". The indigenous Americans and the US Army officer are not really communicating; at best they are trying to agree on what is meant by the gestures imitating a buffalo, whether a 'tan'ka' is the same thing, and whether anyone has seen them around there lately. Meanings even go much further than just identifying a 'referent' or object being referred to by sounds.

Meanings imply linguistic and social substance and content, but also status and relationships. For example in Germany, all full-time lecturers at universities are usually called professors. There are usually only two types, 'ordentliche' (orderly) and ... the rest. To be called an 'ordentlich' professor, one usually needs a post-doctoral degree, called a 'habilitation', which is the norm at the so-called pure research universities in Germany. At so-called universities of applied sciences, like the one the author works at in Nuertingen, a professor usually will have to have a doctorate and around six years of managerial or professional experience in what the author calls, 'the real world'.⁵ The point is that our partners in the UK, for example the University of Glamorgan, have very few professors as such.

The latter tend to be either what they call 'blue-sky' researchers of some fame, or deans and other senior leaders. So when we communicate with them using English as a lingua franca, not Welsh, we have to, at times, negotiate what we mean by professor, lecturer, senior lecturer, principal lecturer when discussing, e.g., faculty exchanges. These are simple linguistic and social categories that do not overlap well across cultures. Not that far away at Oxford, they have dons instead of professors; again a different sub-culture and different categories that need negotiating between the cultures. Afterwards, or actually simultaneously in the intercultural encounter come issues of relationship and status with these categories.

- Does a professor expect and receive special respect or even awe or reverence from, let's say a student?
- Moreover, what is their relationship, one of formality or informality, interdependence or independence, aloofness or even transcendence?





It will simply depend on the cultures involved, and will need to be negotiated, assuming the one party has not already terribly insulted the other before the differences in relationship and status are discovered.

For example, at American universities the author has always been referred to as Dr. Wilcox, Prof. Wilcox (but never Prof. Dr. Wilcox as would be common in Germany), but most commonly by faculty as Richard, but never Mr. Wilcox. In Germany, some faculty and most students refer to him as Mr. Wilcox.

➤ Is this out of disrespect?

Hardly; most students –and people in general– in Germany have (increasingly) developed as a key value when growing up,⁶ a low sense of outward respect and so-called power distance for the popular, rich, and powerful people, including, or perhaps especially, for instructors. Many would rather bite their tongues than address us instructors as Dr. or Prof. Actually the title Mr. is probably seen as a compliment by many since it implies the ‘really big deal’ for them to be conversing with, much less having as instructor, a non-German, maybe even a so-called native speaker of English. But it did, admittedly, take some time for the author to figure out this source of discomfort with this too common a title at universities when for decades he had always been referred to as Dr. Wilcox in German business and international project management. This process is called ‘developing inter-cultural communication competence’.

The goal of inter-cultural competence is maintaining flexibility, and yet structure in international encounters and relationships (Ting-Toomey & Chung). Perhaps above all, the internationaliser, just like any internationally active manager, needs to be aware of rules and layers of rules in interpersonal communication. These are generally the structures that all cultures and languages share. Such a structure would be, among others, communication styles: e.g. being more or less direct or indirect, self-enhancing or self-effacing, status or person-oriented when conversing in a dialogue across cultures. Ideally, the internationaliser should, moreover, be able to adapt and select the appropriate style of communication depending with whom he/she is communicating with, to make the person he/she is interacting with feel more comfortable, as well





as make the cross-cultural encounter more effective and satisfactory for all parties concerned. Another important structure the internationaliser should have a command of would be phrasing, what we talk about when.

- Do we first need to become better acquainted, exchange personal non-task orientated information and experiences, find mutual likes, dislikes and personality compatibilities and in general, slowly become friends and bond emotionally before getting down to business?
- Or the opposite: after closing the deal –perhaps even rather impersonally or with personal reservations– decide to try to become friends with the other side or not?

Then there are all the non-verbal communication aspects he/she would need to know exist –actually as structures– and how they vary from culture to culture. For example, simple greeting rituals - whom to shake hands with, when to bow and how low, whom to kiss where and how many times, whom to hug and whom not to touch at all. Then there are those hospitality rules and taboos - rejecting an Arab's offer of coffee, asking about his wife, showing him the soles of your shoes, handing him papers with your left hand and being so concerned with staying on schedule that he must assume you are either insane or irreligious (Copland and Griggs).

Beyond the cross- or inter-cultural encounters and communicative processes, the internationaliser needs to be aware of the structures of interpersonal relationships and again the variables from one culture to another (Gudykunst, Gudykunst & Ting-Toomey). He/She will need to understand the different standard roles in general and in HE and university administration in particular. Moreover, the internationaliser will need to appreciate how people are expected to behave in these roles in different ways and in different cultures. What is expected of an administrator, or manager for that matter, in one country, may be very different in another one. Whereas he/she may be expected to consult his/her staff, and to get them involved in the decision making process in, say, the USA or Germany, the staff in another country may feel very uncomfortable with discretionary decisions, and may well just want to please the boss and





carry out her/his orders (Copland and Griggs). These structures would include such concepts and cognitions as in-group/out-group formation and expected behaviours, various identities (personal, social, group membership, gender, ethnic/cultural), face work (Ting-Toomey, 1994), social perception, stereotyping, attribution, and thought patterns (Adler, Triandis, Ting-Toomey, 1999).

As mentioned above, the real world of HE means big business and increasing competition; there is lots of room for conflict. Thus, the internationaliser will need to appreciate different conflict sources and outcome expectation based on cultural differences (Ting-Toomey & Oetzel, Ting-Toomey, 1999).

Thus, the successful internationaliser of HE is going to need to be able to utilize strategic approaches towards developing flexible inter-cultural communication, conflict and interpersonal relationship expertise and skills (Ting-Toomey & Chung). Ideally, by studying 'comparative' subjects such as comparative religion, literature, law, communication, art, or anthropology,⁷ he/she will learn about lots of cultural general structures, so-called ethics. These structures are actually theoretical, and exist outside of a culture; they are only good for comparing cultures. The internationaliser is, therefore, going to need to immerse into a foreign culture to understand it, to get a feel for what some things (just a concept or term like closing ranks and keeping a stiff upper lip in Britain, a geisha in Japan, *Gemütlichkeit* in Germany, *umuntu ngumuntu ngabantu* in southern-most Africa) mean –cognitively as well as affectively. These are called 'emics' by experts in this field and comprise the immanent study, and usually first-hand, longish-term experience, of a (different, foreign) culture for its own sake and, which is necessary to understand and gain insight, ideally, into its core, and not just compare it (Triandis).

By no means is the author implying that the internationaliser is going to need to be an expert in all or even most of the countries and cultures of the world of HE, and for example, speak all their languages. Nevertheless, he/she will need to start with a couple, then a few, and with time and experience, become knowledgeable and feel more comfortable with many, many more. He/she will not only need to understand them, but develop skills to become an effective communicator who is both





adaptable and creative in developing interpersonal relationships and bonds across cultures.

LEARNING MANAGEMENT

Institutions of Higher Education, usually called universities, are, like sophisticated multinational corporations, learning organisations. They need to be concerned with managing knowledge and learning in the organisation (Senge, 2006, Maybey & Iles). Similar to multinational corporations, institutions of international education need to understand how one manages knowledge, but not just what can be collected in databanks, explicit knowledge, but what people know and can understand so-called tacit or implicit knowledge (Senge, 2000).



Explicit & Tacit Knowledge
<ul style="list-style-type: none"> • Patient's temperature: • 102 degrees Fahrenheit • Pulse 109 bpm • Age 75 <p>Information</p> <ul style="list-style-type: none"> • 'Fever' is a temperature greater than 100 degrees Fahrenheit • 'tachycardia' is a pulse higher than 100 bpm • 'elderly' is someone aged 75 or above. <p>The combination of fever and tachycardia in elderly can be life threatening</p> <p>Knowledge</p> <p>The patient suffers a serious flu and should be admitted to hospital as soon as possible.</p>
Explicit knowledge
<ul style="list-style-type: none"> • Intellectual (mind) • Sequential (there and before) • Digital (theory, correct or false)
Tacit knowledge
<ul style="list-style-type: none"> • Experience (body) • Simultaneous (here and now) • Analogue (practice)

(Adapted from Lehane, Chapter 2.4)



DIFFERING STYLES OF LEARNING

People tend to learn differently in different countries and cultures. There are different styles of learning and ways of eliciting feedback towards monitoring what someone has learned. The internationaliser needs to be a realist in this regard. This can easily be extended to creating degree programs in international education. The author was fascinated by the activities going on at NMMU towards international education. There Prof. Nonnie Botha, promotes researching and instructing varying styles of learning and successful instruction across the many, many cultures of Africa as well as elsewhere.

LEARNING MANAGEMENT

Moreover, knowledge-sharing tendencies across cultural borders, even within the internationalised organisation, can vary. Internationalisers must understand that knowledge sharing needs to be handled differently in different cultures. What motivates one to give up or pass on his/her knowledge -and what is expected in return- in one country, may not work or be successful in another.

END NOTES

1. Approximately 24% of German board members in 2006 are non-German. In 2000 this was only half this percentage on average: 13%. Moreover, 61% of present German board members have several years of experience working abroad: 4.5 years on average for about half of them. The author is certain that German universities do not come even close to this process of internationalisation that has helped make Germany the number one exporter in the world, albeit in products, not HE services.
2. The author emphasises that he has been both for about the past 13 years now in Nuertingen.
3. Chief Learning Officer



4. Humans acquire that language as mother tongue just after puberty, i.e. the languages one is fluent in at that age (almost magically) 'become' one's mother tongue(s). But after that cognitive developmental stage, all the languages one learns are 'foreign' ones and one usually acquires them –comparatively speaking– through blood, sweat and tears and they will never be the same to one as a mother tongue.
5. The author, by the way, has around 20 years experience managing a department, and many international projects at a German MNC before becoming an internationaliser of a German university.
6. Such values, even value systems, are fairly fully engrained and developed at pre-puberty, just as one has acquired very naturally and unconsciously (almost miraculously) a mother tongue at post-puberty. Similarly, one's values are very difficult, if possible, to change dramatically; much like it is impossible to acquire a new mother tongue after immediate post-puberty, i.e. around the age of 12 – 14.
7. The author took a class in the latter subject as a freshman and it, physical/comparative geography & geology similarly, quite simply changed his life

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SESSION 2: CHARACTER of an INTERNATIONALISED UNIVERSITY: THEORETICAL PERSPECTIVE

By Prof JOSEF A. MESTENHAUSER

This paper addresses the theme of this Colloquium, *Character of an Internationalised University*, and attempts to do so from a theoretical perspective. This is a formidable task because international education (IE) involves multiple constituencies, diverse systems of knowledge, is future-oriented, and calls for educational reform, for change of thinking, and for re-alignment of present educational practices. Consistent with research on educational reforms, international education needs to overcome resistance and outright opposition to the new. Facing barriers highlights the need for leadership and restructuring of educational institutions to match the new dimensions of learning. That in turn focuses on knowledge, the major business of educational institutions, and its internationalisation. Approaches to international education are paradoxical because international education is a small part of the system of higher education, but is much larger in scope because its subject is the entire world, and its outreach is global.

AMERICAN EXCEPTIONALISM

One special problem in writing this paper is that I depend a great deal on U.S. experiences where we do not have a system of education, but 50 plus systems without an apparent coordinating mechanism and systematic collection of data on which one could base comparisons. This uncoordinated system is what has become known as the American exceptionalism that is also one of the major barriers to international education. It reinforces ethnocentrism that makes it difficult to explain comparatively something that is exceptional and thus not comparable. In higher education, it has its own counterpart in academic ethnocentrism that has thus become the antecedent to this field. I approach my task with some trepidation because there is no common agreement what international education is, and how to institutionalise it. It should be stated at the outset, however, that ethnocentrism is not a cuss word or an insult, but according to Hanvey (1979), a common human condition that is a natural outcome of centuries of socialisation and education. Despite the fact that many universities market themselves as world-class institutions, Scott (1998) suggests that such claim is a myth, and that educational systems are national systems.





THREE OPTIONS HOW TO PRESENT THE TOPIC

Best practices

In thinking how to present my topic, I considered three alternatives. The first was to describe the projects that have received national attention as promising practices (sometimes called best, or good practices); these have become almost fads, and appear to be substitutes for measures of outcomes of international education, which the public increasingly demands. Many such practices are creative, but variations of these have been tried earlier in the history of international education. Unfortunately, we are an ahistorical race who is not always aware of what has been done in the past. However, these practices are not addressing the whole field, but only small projects, without connection to other parts and without conceptual foundation regarding learning and acquisition of intellectual skills. I rejected this approach, first because the idea of good practices was developed by sociologists of professions as standards of a “community of practice” not to celebrate individual projects.

Secondly, because we have no common agreement what these best practices should be, who decides, by what criteria, what goals, how we know whether they have been reached, whether they are sustained, and on what knowledge they were based. As interesting as these practices are, they encourage either imitation, which is the least effective method of knowledge transfer, or rejection on the ground that most learning is contextual, and thus an example of one institution may not be applicable to another. For an exception to this generalisation I refer the readers to two publications, one by ACE (2002) (available free on the webpage of the American Council on Education <www.acenet.edu/bookstore>) and the other Alsup and Eggington (2001).

Prescriptive approach: an ideal model

My second option was to let my imagination go and speculate philosophically and deductively how an international university might look. This alternative would be relatively simple, but ineffective, because my concepts would be perceived as, coming from a biased person whose ideas could be easily dismissed because they are idealistic dreams difficult to materi-





alise. Besides the literature is also saturated with such prescriptive works that tell others what to do. The point is that virtually everybody has an idea what international education is; these ideas vary greatly depending on people's life experiences, prior education, encounters with other cultures, and other variables such as watching media and reading papers. Most of these ideas use only one frame and often substitute one part of international education for the entire field, such as, for example, study abroad. In other words, most people have developed their own implicit theories of the world that have become deeply encoded in their brains where they have become part of their cognitive structures and are difficult to change. University administrators and teaching faculty, even students, domestic and international, hold these implicit theories that are part of their prior knowledge base. International educators must become aware of these mindsets and learn how to deal with them. Research on human cognition suggests that new ideas are processed only if there is a cognitive structure already existing in the brain. Thus, new ideas not consistent with pre-existing categories, are not allowed to enter into the brain, are discarded, or placed in the wrong categories. Most educators assume that only disciplinary content is the basis of international knowledge and neglect these mindsets. But they are part of knowledge that helps define the need for international education, how much of it is needed, for whom it is designed, who should teach it, how it should be taught and assessed, how useful it is in the job market, and why parts of it are often ignored or dismissed.

Ten assumptions based on the literature of international education

I chose a third alternative. In reflecting on the rich and almost exponentially growing literature from a variety of fields and several cultures, and on my own experiences as a teacher, researcher, consultant, administrator, manager of programs, fundraiser, and leader in several professional and academic societies, I chose to focus on the conceptual foundations of the field rather than on examples of selected projects. With proper training, the concepts can be more easily implemented and made relevant to the context in which they function. Learning is thus contextual, there is no one model of an internationalised university either in the US or elsewhere, so that each university must decide their own path – hopefully based on some of these conceptual foundations. I read the literature and reflect on



my experiences with the following assumptions all of which are theoretically grounded and have implications for practice:

- that international education is its own system, albeit different from others (Mestenhauser, 2002). If viewed as such, the present fragmentation of the field might be minimized because systems thinking contain a road map for development of connections between the parts of the system and between parts and the whole. Systems have sub-systems and are in turn parts of larger systems; systems thinking also enable people to see the entire landscape, not only the forest and the trees. Students would see more easily the whole of IEd and can compare what they know with what they need to know. Awareness of this gap is the basis of motivation to learn, and of knowledge transfer (Von Krogh et. al. 1998; Von Krogh et al. 1996). Transfer of knowledge occurs not only from expert to novice, but also from theory to practice, from one field to another, and from one culture to another. There are four conditions to meet in order for the transfer to happen. First, people begin with awareness that they lack the knowledge and then develop strategy how to obtain it. Thirdly, they develop a cognitive infrastructure to absorb the new knowledge, and finally they learn how to adopt and use it critically. Without awareness and intentionality, there is no learning and no transfer because people tend to think that what they do not know, does not exist.
- that the changes we are experiencing are so dramatic that simple changes that do not affect the system itself are inadequate. As Einstein was reputed to have stated, complex problems cannot be solved by the same mode of thinking that created them. A new paradigm for international education is needed. Research indicates that most Americans do not conceptualise the future well and thus might not recognise that it is discontinuous from the present; it is also disconnected from most peoples' personal lives. Educating people to think about the future that has not yet happened should be part of international education.

Future orientation is not only a cultural variable, but also an important point of departure for policy and development of strategic planning in which most businesses and universities are engaged. As somebody





remarked critically, strategic planning without the concepts of the future, is for most planners really about the present.

- that international education is exceptionally complex and cannot be reduced to a single frame of reference. Multiple frames are needed to explain it. I suggest a few of these frames: IEd is about:

- a) learning of both content and process
- b) acquisition, production, dissemination and transfer of knowledge
- c) cultural diplomacy
- d) foreign languages
- e) understanding of culture on several levels of abstraction and analysis
- f) international/global competitiveness
- g) business that produces income and finally
- h) transformation and change.

Cognitive complexity is a relatively recent cognitive skill that is needed in business and education in higher level jobs to which most of our graduates aspire. Complex people solve more problems more creatively and have a deeper understanding of the context in which decisions are made. Underestimating the complexity of the task could be fatal to any educational change and reform (Fullan, 1991).

- that universities have lost their monopoly on knowledge and knowledge production and that globalisation is not the only reason for IEd. Coombs (1985) called attention already in the early 70's that we are facing a "world crisis of education" and listed some seven sources of it, many of which are internal. For example, one of them is growth necessitated by the need to accommodate previously under-repre-





sented student populations and the need to educate more people on higher levels to fill most thinking jobs in the era of knowledge and innovation. Such growth is associated with increasing bureaucratisation, decreasing standards, and reduction of motivation of students who are no longer the “elites” (Trow, 1961). Another internal cause of the crisis is the exponential growth of knowledge and technology

- that pressure universities to deliver more than they are capable of doing (Coombs, 1985). Individuals often react to the complexity through more rules and bureaucracy, through shortcuts and exclusion of some knowledge on the ground that they can only do so much. Whether the forces of change come from internal or external sources is important to the social psychology of IEd because it determines whether the problems are ours, or whether somebody else is doing something to us.
- that major leadership role in international education is no longer provided by universities, but by a variety of privatised consulting companies and by educational and professional associations. The latter have saved the agenda of international education in the U.S. when educational institutions failed to institutionalise the field. That happened at a time when grants with rich overheads were given on assumption that these funds will be used as “seed” money to mainstream international education. While these national organisations (among which the most prominent are: the American Council on Education (ACE); the National Association of State Universities and Land Grant Colleges (NASULGC); the Institute of International Education (IIE); the Council on International Educational Exchange (CIEE); NAFFSA: Association of International Educators; and the Association of International Education Administrators (AIEA)), provide the most viable advocacy for international education, they often pre-empted the financial support that universities urgently need themselves.
- that virtually everything in international education must confront the concept of “culture” that is not just one of many variables, but the central concept that drives all formal and informal international programs. Culture does not only define relationships with other





people, but also determines what we know about them.

- that the common denominator of the field is knowledge. The academic disciplinary subject matter is only one part of the equation; we also need specialised knowledge about culture, leadership, pedagogy, change and communication. Time and space do not allow to explore some interesting ideas about knowledge production (viz Gibbons et al 1994; Marzano, 2001); and development of new intellectual skills. Unfortunately, for the US, international education is associated almost exclusively with undergraduate education, which is characterised by dissemination of knowledge already known. The changes from industrial to knowledge society require that educational institutions mainstream international knowledge into all levels and that they include knowledge production even in undergraduate education. There are presently about eight universities that offer graduate degrees in international education. Shortage of internationally competent administrators, staff and faculty make it difficult to fill positions of top administrators of international programs that have been created in response to an accelerated interest in this field. There is even a greater shortage of people to teach the faculty what and how to internationalise their courses.

- that the complexity of international education affects not only individuals, but also entire institutions of higher education. Presidents, Vice- Presidents, Provosts and Deans are supposed to function on the appropriate level of organisational complexity that they generally understand well for domestic issues, but not for international education. This raises the question about who should teach these top-level officials and who should see that a “requisite variety” of complexity (Ashby, 1952) has an international dimension on all levels of university administration. The requisite variety concept specifies that the complexity in the leader must be consistent with the complexity of the task. International education faces a paradox in that it is placed in a separate office as if it was something unconnected to the institution. Yet it is expected to internationalise the entire institution without the funds and authority to implement change.

- that the knowledge gap between what is known and what needs to





be known is not automatically recognised because of cognitive blocks that allow people to assume that they already know it. In the face of complexity, people often have a tendency to seek shortcuts, such as “liberal education system already includes this” or “the knowledge we convey is universally valid”. I am constantly amazed how even internationally active staff and faculty believe them to be true. These perceptions have two implications for IEd, on decision making and on cross-cultural training. Some research on decision-making suggests that when groups make decisions, all members of the committee must know the same things in order for new ideas to be approved. Concerning training, many scholars of inter-cultural communication believe that the major purpose of training is to change these mindsets on the assumption that cross-cultural sensitivity leads automatically to changes in behaviour and values. Many training programs are based on the theories of cognitive development initially described by Jean Piaget and later elaborated by Perry (1970) and Erickson (1968). Research in cognitive sciences is sceptical of such claims and questions whether cognitive development leads to knowledge; I have seen no research or clinical evidence that it does. While changing mindsets (viz Gardner, 2004) is very important, so is disciplinary and interdisciplinary knowledge.

- that IEd is a dynamic and constantly changing field that cannot be “fixed” at one time. The changes needed for an institution to become internationalised are so extensive, that they might require several years if not decades. The conditions of the world changes daily so that continual periodic assessment and monitoring of progress are essential. Developing sustainable strategies requires an unusual degree of educational leadership and cooperation among all segments of the university. In addition, students may need to be taught some new intellectual skills with which to integrate conflicting theories, learn to apply new knowledge to practical situations, learn to compare what is comparable, and develop self-regulation. Presently the mantra of liberal education is to focus on critical thinking, but few faculty people know how to teach it, and fewer yet realise that it is also culture-bound (Mestenhauser, 2002).





MORE ABOUT SYSTEMS THEORY AND SYSTEMS THINKING

It may be useful to elaborate on the first assumption that international education is a system of knowledge. This is the centrepiece of my approach to this field. Historically, international education in the US has been at home in international relations, area studies and foreign languages. As the concept grew and expanded, it now consists of seven domains. The first remains international relations, a predominantly undergraduate interdisciplinary major dominated by the theory of rational choice and political science perspectives. The second is the area studies that produced many area specialists up to the Ph.D. levels. This interdisciplinary field is based on history, languages, humanities, literature and arts. Languages and linguistics is the third domain. This area blossomed during the Cold war, and was heavily subsidized, only to fall into decline due to the predominance of English, and due to research findings that despite heavy subsidies did not produce competent language speakers. The fourth domain is academic disciplines that have provided key theories of international education, especially psychology and speech communication, where strong sub-fields of cross-cultural psychology and inter-cultural communication have developed.

The experiences of this process of internationalisation offer an interesting glimpse about the difficulties of internationalising entire academic disciplines (Bond, 1988; Ross, 2004; Bond, 1999; Groennings and Wiley, 1995). While these subfields have made a substantial contribution to IEd, they are still dominated by the mainstream disciplines that have nevertheless become almost immune to these internationalising streams. The rest of the seven domains are non-instructional programs, such as educational exchanges of students and scholars, administration of international education, and policies, both national and institutional (Mestenhauer, 2002, 2006). These domains are autonomous, reporting to different structures, subscribing to varied intellectual traditions, and orientations to knowledge





The literature reflects that among the many disciplines there are a few I call defining because they have provided some theoretical foundations for IEd:

- anthropology
- psychology
- cognitive sciences
- speech and communication
- education
- languages
- linguistics
- history
- political science
- economics
- geography
- journalism and communication

Some have resisted efforts to internationalise because they did not confront the concept of culture adequately. In a recent work (Ross, 2004), a cognitive scientist, addressed the question of how culture and cognition can be integrated, and concluded that it is extremely difficult. Cognitive psychology, for example, is orientated toward studying causes of behaviour, while anthropology is seeking to produce deep understanding of meanings, causes and behaviour. Similarly, psychology strives to establish universal laws, while anthropology focuses on unique character of cultures. To establish any kind of integration between them requires thorough knowledge of both fields and ability to translate a concept from one to the other, and back again. One of our graduate students (Atkins, 2006) devoted his Master's degree thesis to evaluating a special faculty development-training program designed to help faculty internationalise their courses. He concluded among other things, that the culture was both the most difficult to explain, and the most criticised when it was introduced.

How can a fragmented field be a system?

Systems theory is gaining popularity in business, industry and education. However, literature reveals that even with intensive training it is difficult to





change the perspectives of middle level managers who are deeply steeped in a single discipline. When these managers were asked at the end of their training to explain their functions in systemic terms, they proceeded to do so from the perspective of their own specialisation. Experiences with faculty confirm that this is also true in academia where true interdisciplinary involves concept sharing that is extremely difficult to accomplish especially in social sciences. No wonder some brain research indicates that the brain favours a modular approach based on a single domain. A composite definition states that the systems theory is a conceptual framework, and a body of knowledge and tools that help us understand the whole (Senge, 1990; Bertalanffy, 1968; Boulding, 1981 and Littlejohn, 1996). Senge (1990) has provided a more comprehensive definition:

“Systems thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static “snapshots.” It is a set of principles... It is also a set of specific tools and techniques.... that have been applied to understand a wide range of ...systems...” (pg. 68-69).

Littlejohn (1996) identified components of a system that can be applied to IEd.

They are:

- objects (stakeholders e.g. students, faculty, employers)
- attributes (education, learning, teaching)
- internal relations (context in which IEd happens, e.g. educational systems, traditions, environment)
- external relations (domestic, national, international, global) and
- which I added, the system’s own meta-quality, that every system generates, such as its history, politics, economics, social psychology, administration, philosophy, ethics etc.

The seven domains can be studied separately, or by the lens of these five





variables because all are interconnected. This framework is the only one I know that can integrate the otherwise unconnected parts of the field. One of the trends in the US often listed as the best practice is to integrate study abroad with the academic programs. Unfortunately, the framework being used is structural, how to get academic credits for study abroad. This reduces study abroad to a single discipline that gives the credits and misses the potential of a rich interdisciplinary and inter-cultural experience and learning. Integration of knowledge from a variety of disciplines and cultures is, however, only one of the reasons why IEd should be seen from the systems perspective (Mestenhauser, 2005).

The main issue of a systems theory is how the various parts are connected. Simply making a chart with lines connecting the components does not establish these connections. The systems theory suggests several criteria describing these relationships – and relationships of relationships as: a) correlational – when changes in one element cause changes in others, e.g. new laws, dynamics of local politics; b) parts are related by changes caused by a third element (e.g. emergence of competitiveness); c) chain relationships (parts of elements are parts of other systems, e.g. uneasy relationship between international and multi-cultural education); d) networks of chains of complex relationships (e.g. emergence of technology in instruction, terrorism); and e) failing to establish relationships by these criteria, Wittgenstein (cited in Littlejohn, 1996, pg. 86) suggested that the relationship does not have to be perfect, as long as there is “connecting likeness.” I believe that international education satisfies all these criteria to be a system.

Usefulness of systems perspective for international education

I already suggested four main reasons for embracing the systems theory and applying it to IEd. The first was integration of education. Although many universities offer integrated seminars, these are usually extensions of traditional research papers and do not touch on the elements of becoming integrated. I have seen no evidence that integration of a complex and multi-dimensional field is possible without the systemic frame of reference. The second reason is the knowledge gap that helps students and faculty understand what is there to know. Every discipline has its own borders that clearly delineate the boundaries of knowledge and its in-





creasing complexity from introductory to advanced. International education also has such frontiers, only the level of complexity is not determined by studying the smaller, and smaller units of analysis, but by adding more and more elements. The third reason is the applicability of the systems theory to the learning process; it provides people new categories through multiple frames of reference for new information processing and for acquisition of new cognitive skills (creative, comparative and meta-thinking; Mestenhauser 2002). The fourth reason is also pedagogical. Infusion of new ideas and perspectives is difficult for most people as the brain screens ideas that have not been already coded. What international education does is to, metaphorically, enlarge the door to the mind so that more ideas can be processed, and to enlarge the space in it that allows more knowledge to be stored. The rich get richer - cognitively – when people are able to create new categories for disconnected information and make room for more.

Finally, I want to mention the economics of IEd. Many university presidents hold a vision that IEd could easily consume the entire budget of a university, and the funds for that would need to be taken away from established programs. Indeed, IEd is costly but international ignorance is even more costly. In addition, the fragmentation of international education into different parts is also very expensive, only the costs are hidden. In a university where everybody does just one thing, no matter how well, there is a great deal of duplication, jurisdictional disputes, even conflicts, and little if any synergy of learning. The cost of missed learning opportunities resulting from cooperative, synergistic and multi-dimensional learning may not be possible to calculate, but if it were, would be enormous. Funds are important, but much could be accomplished with little, if the ethos of universities was orientated toward the whole. Altbach (2006) revealed startling and shocking results of his research indicating that there is globally, widespread mistrust on part of faculty, of administrators. This finding is especially troublesome because international education is leadership driven, and globalisation started counting trust as an economic capital.

AFTERWORD

International education has been on a rollercoaster ride in the US for the



past fifty years, riding from euphoria when an omnibus international education act was passed, to a downslide when that act was not funded and when international crises (Iranian hostage, OPEC Oil crises and recently the 9/11 tragedy) pushed it from the radar screens of public attention. The tide seems to be turning, however, if I read the pulse and the literature correctly. The ACE published a brilliant guideline on internationalisation; NASULGC is in the process of approving a landmark appeal to university presidents about the need to internationalise along the lines suggested by this paper; and Congress is debating major legislation, the Lincoln Act, in massive support of study abroad. Virtually all the best practices projects promoted by NAFSA and AIEA stress the need for cooperative systems-wide approaches. There is new energy that gives hope that the trend is here to stay. Without major change of thinking about IEd, everybody will continue to do just one thing, and we would end-up with a proliferation of bits and pieces of uncoordinated, theory poor and duplicated knowledge on the lowest level of complexity, that will leave the students confused and universities impoverished. I hope this paper contributes to the theoretical and practical foundation of the field, which I believe is more important than a list of best practices. Such foundational approach may also encourage the discourse about the field and about how to internationalise international education itself, because international education is global and has the potential to save higher education from dangerous privatisation and academic disciplines from conceptual starvation.

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HANDOUTS FOR PARTICIPANTS OF THE THIRD INTERNATIONAL COLLOQUIUM 2006 ON THE INTERNATIONAL CHARACTER OF A UNIVERSITY



By Prof **JOSEF A. MESTENHAUSER**

Ten most common assumptions on which traditional, international education programs are based:

Abstracted Appendix 1. in Mestenhauser, Josef (2002) IN SEARCH OF A COMPREHENSIVE APPROACH IN INTERNATIONAL EDUCATION: A SYSTEMS PERSPECTIVE. In Gruenzweig, Walter and Reinhart Nana. Rockin' in Red Square. Critical Approaches to International Education on the Age of Cyberculture. Muenster, Germany: Lit Verlag

- Degree requirements prepare students for future careers in their fields of specialisation. Knowledge, skills and technical competencies from these requirements are most important and are universally valid.
- For those who desire additional knowledge and experiences, such as international competencies, other units of our institutions provide sufficient supplemental information about possible deviations from the above principle of universality (better something than nothing).
- Most institutions also offer a field of specialisation or sub-specialisation for the few who wish to pursue specific international careers, such as in international business or in diplomatic service.
- Adequate curriculum and enrichment opportunities are available to students who wish to pursue even more specialised international or inter-cultural careers. Students can utilize their "elective" course options to find more courses closest to their interests.
- International education is a function of undergraduate education, typically located in "general" and "liberal" - "breadth of knowledge" requirements offered to students in the first two years of college.
- Many academic disciplines offer specialised elective courses, usually under the headings of sub-specialty, with some international content.
- Institutions consider that these programs have been developed in response to external influences of growing trends toward globalisation. There is little internal incentive to internationalise.





- Principal method of imparting knowledge about other countries and cultures and developing intellectual skills needed to evaluate such knowledge is through teaching academic content (“expert” as compared to “novice”) through infusion (addition). It is the students’ responsibility to integrate it with the mainstream knowledge.
- Demands for international components are relatively small in relationship to overall degree requirements. The institution can thus offer only a limited number of options.
- Most international education programs adapt existing frames, concepts and paradigms, and expand and extend them into new situations beyond national borders.

Ten most common assumptions on which systems orientated internationalisation is based:

Abstracted from Appendix 2 in Mestenhauser, Josef (2002) IN SEARCH OF A COMPREHENSIVE APPROACH IN INTERNATIONAL EDUCATION: A SYSTEMS PERSPECTIVE. In Gruenzweig, Walter and Reinhart Nana. Rockin’ in Red Square. Critical Approaches to International Education on the Age of Cyberculture. Muenster, Germany: Lit Verlag

- There is a recognised gap between knowledge available and knowledge needed. Given the fact that knowledge is produced globally, the gap can be bridged only through cooperative efforts of all local and global networks.
- Locally available international resources need to be identified and utilized in the effort to bridge this knowledge gap. This might require a shift of thinking about who is qualified to teach others.
- Institution has taken structural and conceptual steps to institutionalise and integrate international education in its governance, policies, and administration on all levels so that the international dimension is infused laterally and vertically through entire institution.
- Institution has developed long-term strategies to implement gradually



needed changes, and to evaluate and sustain them.

- Institution establishes realistic long and short-term goals for a systemic, comprehensive, integrated, multi-dimensional and interdisciplinary program that affects every part of the system.
- Consumers of knowledge, (students and other users) acquire well-defined intellectual skills needed to function globally and to evaluate international knowledge when it contains competing paradigms and different orientations to knowledge.
- Graduates understand that they may practice their professions anywhere in the world, on short notice, and in inter-relationships with people of complex national, cultural, linguistic, racial, ethnic, religious, tribal, socio-economic and educational backgrounds.
- Students understand the entire scope of international education and are aware of the consequences of neglecting or rejecting parts of it.
- Institutions develop skills to deal with the dynamics of change and find ways of removing or reducing potential barriers in the way of affecting reforms through appropriate policies, encouragement and motivational strategies.
- International education is larger than preparing individuals for future careers are. It addresses larger goals of contributing to the creation of a sustained peaceful, cooperative, democratic, respectful and mutually understanding world. While accomplishing these larger goals, institutions enhance their overall standing and facilitate the renewal and relevance of all its academic departments.

Twenty barriers and resistance factors inhibiting internationalisation of universities

Abstracted from Ellingboe Brenda (1996) DIVISIONAL STRATEGIES ON INTERNATIONALIZING THE CURRICULUM. Master of Arts degree thesis, University of Minnesota and Mestenhauser Josef (2000) **MISSING IN ACTION: LEADERSHIP IN INTERNATIONAL EDUCATION.** In Barrows, Leland





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Published as Appendix 3 in Mestenhauser, Josef (2002) IN SEARCH OF A COMPREHENSIVE APPROACH IN INTERNATIONAL EDUCATION: A SYSTEMS PERSPECTIVE. In Gruenzweig, Walter and Reinhart Nana. Rockin' in Red Square. Critical Approaches to International Education on the Age of Cyberculture. Muenster, Germany: Lit Verlag

- Positivist intellectual and research tradition. It dissects issues and problems into smaller units of analysis, and inhibits understanding of how pieces are connected, and what impact-cumulated factors have on problem solving.
- Disconnect between the “machine” metaphors of knowledge systems. Parts can be isolated, disassembled and re-assembled. Absence of “mental models” (Bolman and Deal, 1997) for understanding non-linear and paradoxical knowledge about the world.
- Conceptual confusion about what is national, international, regional, global and multicultural education. Key questions needing clarification:

“What, how much, with what focus, and how should students acquire international knowledge?

- who should teach it
- at what level of sophistication
- what intellectual skills accompany it
- what scope
- what foreign language is essential
- to what degree of competence are technical knowledge and skills from professional fields sufficient to function in a global setting





- how does knowledge of one's own country and culture determine the learning about others
- is knowledge universal
- could the 'culture-specific' knowledge be acquired only when it is needed
- must it be stored in already overcrowded memory in case it is needed
- is such knowledge sequenced and graduated from simple to more advanced
- is such knowledge readily available in a university
- how does transfer of knowledge from one culture to another work
- how does it work from one discipline to another
- are there essential concepts in the social sciences and humanities that need to be transferred to "hard" sciences and technology
- which are the defining disciplines and are they already 'internationalised'

Whose responsibility is it to acquire international/global knowledge?"

- Academic freedom. Does it guarantee faculty the choice of teaching and doing research on issues of interest to them. Key questions are:
 - how to persuade faculty to approve and pass policies, mandating, mainstreaming, and internationalising their disciplines
 - how to teach the teachers new knowledge
 - whose responsibility it is





- how global and international knowledge is to be integrated with the disciplinary knowledge.

- Student consumerism, and market driven choices they make in selecting courses, academic programs, and non-curricular experiences. Key questions are related to motivation of students to enrol in international courses, take up foreign languages and study and travel abroad.

Does an institution have a motivational policy; what does it say or do?

- Fragmentation of knowledge by academic disciplines.

What disciplines provide knowledge about other countries and cultures?

Which parts of these disciplines, and are they themselves internationalised?

Are both “product” learning and “process” learning included?

- Distorted view about the “converging” affect of globalisation that gives the idea that cultural differences no longer matter. Related key barrier is neglect of comparative thinking as intellectual competence.
- The role our own culture plays in influencing how we know and what we know about other countries and people. Everybody’s culture imposes cognitive limits on how we perceive the environment around us, but the mindset operates below the level of consciousness.
- Lack of fiscal and psychological incentives and rewards for participation in international education and programs. Reward structure for faculty typically does not respect international knowledge, and peer pressure among students, works to discourage participation in foreign student programs or study abroad.
- Gap between rhetoric and reality. Goals and policies about international education are typically formulated in terms of such generality that are difficult to implement, and if efforts are being made to imple-





ment them, the vagueness of these goals give various institutional units the opportunity to redefine them.

- Competitiveness paradigm that emerged recently as dominant driving force for international education. As Kohn (1992) suggested, economic and political competitiveness are antecedents for prejudice.
- Associated with competitiveness are the short-term vision and the need for quick fix and demonstrable results. Competitiveness is not a conceptual and educational goal; rather it is an instrumental goal that measures outcomes differently. Global education is by definition a long-term affair.
- Perceptions people hold about themselves and about the world around them. Although these perceptions provide conceptual maps by which many people in higher education see the world, they are not seen as being “academic” knowledge, and are thus discarded. Yet they determine what “real” knowledge is, how resources are allocated, and who has legitimacy for claiming these resources. One such perception is that international education is a pressure group and that support for it is at the expense of other “worthier” educational programs.
- Gap between what faculty members know about international knowledge, and what they expect students to know. Major question is why international education has been fixed into an undergraduate curriculum as part of general education requirements with the result that the higher degree one pursue, the less emphasis there is on international education.
- Frequent turnover of personnel in higher education administration, including officials to whom international education professionals report. Administrators are selected on grounds other than international competencies. Universities that have not institutionalised international education have difficulties to sustain programs and maintain continuity. Associated with this barrier is lack of institutional memory about international education that is not its own “department” and thus many new administrators “discover the wheel” all over again.





- Academic ethnocentrism that we are the best, and do not need to import knowledge from other sources. Associated with this barrier is the lack of conceptualisation about how international knowledge is produced, disseminated, utilized and transferred.
- Learning “disability” of universities due to the fact that international knowledge and learning approaches on which it is based, are not applied to the highest levels of institutional administrations and governing boards. This learning barrier tends to limit discussion about international education, how it should be administered and what role it should play across the institution.
- Absence of common language and concepts for international education as an exceptionally complex field. To use Senge’s distinction between “detailed” and “dynamic” complexity (1990), administrative practices of universities look toward convergent patterns of management.
- The gap between top administrators and international educators regarding the complexity of international education. Organisational theorists suggest that complex thinking is required at higher levels of institutional structures, which lack the concepts about the complexity of international education. On the other hand, the international education professionals function at levels lower than those at which complexity is employed.
- Lack of conceptualisation about educational change and reform. Although internationalisation of universities is not a major educational reform program, literature about the field nor the practice appears to be driven by any ideas about change, what produces it, why it is necessary, what causes it, and whether it is being imposed by external rather than internal conditions?

HOW AN INTERNATIONALISED UNIVERSITY MIGHT LOOK

Based on Appendix 5 in Mestenhauser, Josef (2002) IN SEARCH OF A COMPREHENSIVE APPROACH IN INTERNATIONAL EDUCATION: A SYS-



TEMS PERSPECTIVE. In Gruenzweig, Walter and Reinhart Nana. Rockin' in Red Square. Critical Approaches to International Education on the Age of Cyberculture. Muenster, Germany: Lit Verlag

AN INTERNATIONALISED UNIVERSITY WOULD:

- regard international education not as an enrichment project that extends the existing way of thinking into new situations, but as an integral part of education for all students who look at these new situations in order to find new ways of thinking about them.
- have comprehensive policy, mandating that international education be institutionalised so that all units incorporate international education in their programs.
- include in that policy implementing and monitoring mechanisms to insure that international dimension of learning, administration and services are incorporated in all programs, such as in annual reports, publications, promotion and tenure, hiring practices, budget allocations, etc.
- have on-going evaluation and assessment method in place based on centrally gathered data regarding the state of internationalisation.
- develop periodically strategic plans regarding the gradual process of internationalisation and phasing in new dimensions.
- institutionalise international education in its internal and external governance, including access to decision making and budget allocation.
- initiate faculty development programs in order to insure that those individual faculty members and their governing structures (e.g. faculty senate, curricular committees, departmental leadership) have the conceptual insight and practical knowledge about international education.





- strive to ensure that the curriculum reflects adequate levels of complexity from introductory to advanced levels and provide students with integrative experiences.
- develop a motivational policy for students to attend international courses, study foreign languages, involve themselves in the lives of international students, study abroad, and participate in international programs.

feature elements of international education, in line with the motivational policy, in all publications and official pronouncements of institutions' leaders. Such methods of promoting a higher level of motivation should respond to the need of students to know the consequences of global ignorance in their future careers.
- encourage faculty to develop interdisciplinary, inter-cultural and multi-cultural teams that would help conceptualise international education and translate important concepts for application to other disciplines.
- encourage all its constituencies to accept their own responsibility to support these international education goals and practices through voluntary services, participation in governance, and exercise of leadership.
- insure that internationalisation remains on the agenda of the institution in a sustained fashion and encourage an on-going discourse about it.
- recognise that the job of internationalisation is never done in one swoop or passage of a single policy statement.

Suggested Programmatic Priorities

Based on Appendix 6 in Mestenhauser, Josef (2002) IN SEARCH OF A COMPREHENSIVE APPROACH IN INTERNATIONAL EDUCATION: A SYSTEMS PERSPECTIVE. In Gruenzweig, Walter and Reinhart Nana. Rockin' in Red Square. Critical Approaches to International Education on the Age of Cyberculture. Muenster, Germany: Lit Verlag



- **Mega strategy 1**
make internationalisation an all -institutional priority and institution-
alise this goal.
- **Mega strategy 2**
the strength of the faculty and the strength of staff are interde-
pendent; continuing staff and faculty development is essential.
- **Mega strategy 3**
convert all international activities into learning activities, including
committee assignments and campus programs, housing of students
etc.
- **Mega strategy 4**
put priority on development of programs that produce more pro-
grams and are sustained over time.
- **Mega strategy 5**
conceptualise programs in a way that they encourage metalearning.
- **Mega strategy 6**
instead of traditional prioritising, develop a plan over time for phasing
in new programs. Institute “contingent strategy” which is the opposite
of typical strategic planning: people begin implementing activities first
which create a foundation for policy later. This encourages people to
take advantage of opportunities resulting from their networking
activities.
- **Mega strategy 7**
encourage curricular and programmatic experimentation with new
ideas about content and process of learning.
- **Mega strategy 8**
encourage multiple innovations.
- **Mega strategy 9**
employ second order change strategy: change in fundamental ways,





not just improvement of existing programs.

- **Mega strategy 10**
employ “holographic” model of structure and organisation: neither “centralised” nor “decentralised” leadership, but one that flows vertically as well as horizontally.

RANDOM SUGGESTIONS FOR SPECIFIC PROGRAMS:

Based on Appendix 6 in Mestenhauser, Josef (2002) IN SEARCH OF A COMPREHENSIVE APPROACH IN INTERNATIONAL EDUCATION: A SYSTEMS PERSPECTIVE. In Gruenzweig, Walter and Reinhart Nana. Rockin' in Red Square. Critical Approaches to International Education on the Age of Cyberculture. Muenster, Germany: Lit Verlag

- Develop capacity to deliver consulting services to variety of clients, e.g. media, local businesses and industry; involve students in these activities on internship basis; develop other ways of multiplying the affects of such programs.
- Develop strategy to publicise international achievements of faculty and staff.
- If international education is to be the centrepiece of the institutional character, it should be reflected in all publications, bulletins etc.
- Rethink curricular requirements to reflect the international dimension:
 - re-evaluate the present “liberal” and “general” education requirements, and consider increasing number of courses/credits and raising level of complexity to upper class levels.
 - identify required courses attended by most students on all levels, and gradually internationalise them.
 - consider such innovations as “professional development credits” (eventually convertible into limited number of academic credits),





for attendance of selected approved programs, e.g. speakers, convocations, conferences etc.

- consider such curricular innovations as “study dyads”, “study circles” and “focus groups” composed of diversified students.
- encourage educational approaches that have multiple objectives: e.g. learning the subject matter and cooperative skills (service learning); cross-cultural communication skills; understanding experiences of diverse students; integrating these diverse students in campus life.
- deputise selected staff of academic and student affairs units to monitor these dyads or study circles.
- consider offering interdisciplinary courses about foreign languages as alternative to language requirements. Students who are not motivated or have no aptitude would gain an understanding about the psychology and culture of languages.
- consider offering first year students diagnostic tests to assess their “aptitude” for the acquisition of these languages
- encourage departments to accept ownership of study abroad programs and broaden the method of evaluation. Deputise staff of international offices to monitor learning objectives.
- augment traditional academic “project” oriented requirements by making study abroad an active learning experience with synergistic outcomes. For example, assign tasks that students will perform abroad, e.g. learn how their major field of study is taught and studied in other countries; how the syllabi are constructed; what theories these disciplines are based; how they are taught; get personally acquainted with foreign nationals to learning new concepts, e.g. how professional groups work; what puzzles them about the US; what trends they visualise in their countries; in the relationships to the US.





- some foreign experiences can be centred completely on “cultural diplomacy”, i. e. interpreting US life and culture, learning about nature and sources of anti-Americanism, etc.
- integrate international students into the study abroad programs where possible, e.g. joint orientation sessions, use of international students as cultural resources; explore possibilities that international students make referrals to people and agencies in their home countries; explore possibilities of establishing lasting personal knowledge of people in other countries.
- international students are excellent resources for not only learning about their countries, but about the social psychology of international education (whether they think they are “insiders” or “outsiders”; and what difference it makes) and about the development of meta-learning competencies. They have to develop skills of adapting to a different educational system and often overcome learning problems in a different culture and do so by focusing on how to learn, how to study, how to understand the logic of another system, in short meta-learning. This is a skill that is also urgently needed by domestic students.
- innovate short courses (one credit – one theme - one weekend of an intensive experience) taught by visiting foreign faculty, foreign students, or faculty and students returning from stay abroad on selected topics and issues

➤ **Develop “motivation policy” for international education :**

- no curricular innovation will succeed if students do not enrol in these courses or if they do not study abroad. Motivation of students is changing in turbulent times. Accept partial responsibility for encouraging students to participate in international educational programs.
- faculty can enhance student motivation by making their courses and programs challenging, interesting, stimulating, and the learning, rewarding.





- as part of motivational policy faculty, should help students understand how international material relates to previous knowledge.
 - where international students are involved in instructional or semi-instructional roles, both US and international students must accept responsibility for the positive outcomes of these experiences.
 - based on the knowledge gap concepts, develop manuals about the entire system of international education so that students understand what they know, what there is to know, and what consequences there are for maintaining a large gap.
- ➔ **Develop faculty competencies in international education:**
- create faculty fellowships on time-release rotating basis to work in international offices to acquire experiences with administration of international education.
 - if the structure for international education requires establishment of new task-forces or ad-hoc committees, these faculty fellows can be given the responsibility for coordinating the work of these committees.
 - sponsor periodically, significant invitational international conference on selected topics in order to:
 - a) produce publications,
 - b) encourage wide participation,
 - c) place the institution on the map as leader in a given field and
 - d) utilize the publicity leading to that conference to educate larger public about the international character of the institution
 - fund and organise regular faculty development seminars.





- fund and organise regular annual meetings of chairs of curriculum committees from all major departments and colleges of the university to coordinate the curriculum and prevent duplications.
- organise an ad hoc policy advisory committee on international dimension of university governance to consider such issues as the governance itself, access to funding, impact of international education on faculty satisfaction, tenure rules, degree requirements etc.
- internationalise student life (housing, student government, student organisations) as part of the motivational policy; as part of efforts to integrate diverse populations in the student life, and as part of enhancing training in international and intercultural leadership.



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SESSION 3: CHARACTERISTICS OF AN INTERNATIONALISED UNIVERSITY IN SOUTH AFRICA

By Dr NICO JOOSTE

Introduction

This paper focuses on South African Higher Education and Internationalisation, knowing that this topic cannot be discussed from a local perspective only. This will be a discussion of the local and global influences that shape the internationalisation of a South African Higher Education Institution. It is important when institutional characteristics of internationalisation are discussed, to understand the interplay between the systemic and institutional influences that determine the shape of the practice.

The influence of the South African Higher Education system on institutional internationalisation can be described as enabling or minimalist. This statement is clarified when the level of international practices of South African higher education institutions is analysed. The level of internationalisation is characterised by extremes. Ranging from fully internationalised enterprises to those engaged in an early implementation phase of institutional internationalisation. It would be unfair to be excessively critical of the South African system as a whole, as the circumstances within which they operate were not conducive to the implementation of a comprehensive process of internationalisation given the South African Higher Education past.

The South African situation is in stark contrast to that of the Higher Education Institutions in the developed world, in particular what was previously known as the West. The level of maturity of their internationalisation practises allows them the luxury to be philosophical and theoretical about internationalisation. They are not only practicing internationalisation, but is also involved in the practice of theorising about this subject that results in the further development and sophistication of the system.

Theoretical discussions with a practical orientation on this topic are needed within the South African Higher Education setting not only to develop a common understanding amongst International Higher Education professionals but also to inform those who are in senior management and institutional policy formation positions. To locate a detailed discussion on the characteristics of an internationalised South African University, an analysis of the external environment within which it operates, is required as well as an identification of the elements that up to now, have shaped





institutional internationalisation practices.

➤ **External factors influencing internationalisation in South Africa.**

Transformation of the South African system, internationalisation challenges and influences. The significant transformation of the South African Higher Education sector since 1990 was one of the most dramatic series of changes implemented by any higher education system in the recent history of higher education. Not only was it necessary to create a single system on the ruins of an Apartheid system that consisted of at least seven higher education fragments, but it also had to pay attention to matters related to new policy development, equity, and institutional re-dress. This not only influenced the racial composition of the student body, but also changed the higher education landscape completely. Saleem Badat, very eloquently describes the changes that took place, and the affects they had on the system, when he says: "...the transformation agenda in higher education, as in South Africa more generally, is riveted with paradoxes, Government and progressive social forces are impelled to pursue simultaneously a number of goals and strategies that stand in severe tension with one another. policy-making and efforts to build a new society are conditioned by not just visions and goals but equally also by paradoxes, ambiguities, contradictions, possibilities and constraints of structural and conjectural conditions. What can be achieved and can be won is not simply a matter of will; it is also shaped by what is possible, even as progressive actors may seek to maintain an adherence to particular values and principles and push the bounds of possibilities to the limits."¹

As indicated above the comprehensiveness of the South African Higher Education transformation, required a process that saw simultaneous changes at institutional, as well as at the systems level.² The danger of this strategy was that transformation fatigue might set in resulting in the absence of real reflection about the changes taking place. This was the case in many instances. In this process, a critically important component of the University of the 21st Century, namely the comprehensive internationalisation of the University, did not receive the necessary attention from the majority of institutions.

As part of institutional transformation the system as a whole has been,





and still is, challenged by numerous external role players to be responsive to the developmental needs of the South African society in particular and Africa in general. For a system that was largely focussed on its links with the West, this new paradigm required new thinking and refocusing during the time of major change. Again, the focus was not on the systemic internationalisation of an institution but rather on politically correct responses. Very little real institutionalised international activities are taking place with other African universities not because the will is not their, but because the capacity and knowledge about other African Higher Education systems is still inadequate.

The dramatic change in the composition of the student body of South African universities saw the change from a mono-cultural student body at institutions, to a multicultural and economically diverse student body. This not only challenged the institutional management capabilities but also the class room situation. Adding an international component to this new South African reality challenged institutional capacities. This resulted, in many instances, in a simplistic view that international students' main value is that of contributors to the financial well being of an institution.

In the process of transformation, most South African higher education institutions re-focused themselves, and in the process developed new institutional missions and visions. In most cases, the vision to be international is in some way articulated in the institutional strategic planning documents. Closer evaluation of the application of those in the management processes will indicate that it still needs to be operationalised. A factor that further lead to the slow process of real internationalisation at the institutional level, is the fact that many institutions introduced a new cadre of higher education managers that focused mainly on the local transformation challenges and did not apply a strategy of simultaneous change by focussing on the local and the global. In this process the lack of management support and understanding of the challenges in creating an internationalised university, contributed to unequal levels of internationalisation of South African Universities. For those that applied the strategy of simultaneous change processes, it was a rewarding exercise that assisted them in becoming part of the global higher education world in a comprehensive manner.





A factor at the systems level that is also inhibiting the process of internationalisation of the Institutions, as well as the system, is the absence of a policy on internationalisation for the system. The development of such a policy should not be the sole responsibility of the Department of Education nor should it be the responsibility of Higher Education South Africa or the International Education Association of South Africa, but ideally a policy jointly developed by all the role players. Such a policy should be an enabling instrument that would see an equal development of institutional internationalisation. All role players have over the past two years agreed with one another that it is now time to develop such a policy.³

➤ **Higher Education and the challenges and influences of globalisation.**

Managing the internal comprehensive transformation process took place at the same time that South African Higher Education was re-introduced to the global higher education family. Global higher education was during this time, and still is, characterised by the unpredictable nature of the external environment in which it operates. Higher education is challenged to re-think the nature of its enterprise with increasing demands on its overall capacity.

The demand of a changing external environment that is shaping higher education clearly marks the introduction of a transitional phase for higher education globally. This has been the focus of higher education debates over the past decade and would probably be the focus of similar debates for another decade. James Dunderstadt describe the University of the 21st Century as not necessarily representing a specific type of institution, but representing the new paradigm, linking higher education to the global knowledge society that is part of the global network society. The question for higher education is thus not whether they should become part of it, and thus make the paradigm shift, but rather how to be relevant and active participants. Higher education practitioners at all levels should thus be engaged in developing new theories on how to manage and practice higher education within the paradigm of being connected.⁴

The ‘Castellian’ concept of the network society is the closest to setting the boundaries for the operation of the University of the 21st century. Manuel



Castells's definition of networks describes very closely the developing relationships between higher education systems and institutions. He defines these networks as: " ... open structures, able to expand without limits, integrating new nodes as long as they are able to communicate within the network, namely as long as they share the same communication codes. A network-based social structure is a highly dynamic, open system, susceptible to innovation without threatening its balance."⁵

Given the nature of the network knowledge society, one of the most important but also most demanding challenges that is facing the effective connection and participation of both higher education systems and institutions to this new knowledge society, is the nature of its effective connection to it. To be part of the higher education network society differs from the nature of higher education linkages and partnerships, which formed the backbone of international relations characterising higher education international activities since the 1950s. Developing this new paradigm requires new thinking about institutional international engagement in the network society. It cannot be business as usual, and be viewed and managed as an informal activity that is practised amongst friends. It is obvious that being an active player within the new higher education society requires new rules for higher education institutions to remain relevant.

It is not only Castells that identified the networked nature of Higher Education Institutions as one of the characteristics that will separate them from the 19th and 20th century institutions. Michael Gibbons is of the opinion that what would become the driving force of the knowledge society would be Mode 2 knowledge. He defines Mode 2 knowledge as applied, trans-disciplinary, requiring heterogeneity of skills.⁶ Gibbons suggests that Mode 2 knowledge can only be accomplished through alliances and partnerships. These alliances and partnerships can also be defined as networks of complex problem solving sites. Solutions are pursued collaboratively involving many participants and paradoxically they often involve competitors. The University of the 21st Century becomes thus a problem solving site, not on its own, but through its network of connections. In the University of the 21st Century, the most likely production of new knowledge will not be because of individual brilliance but because of the joint production of knowledge within the network.⁷





Universities are not only the creators of new knowledge, but their main task is to educate students that can work in a globalised environment. Castells describes the worker of the 21st century as a self-programmable person, who can re-program themselves throughout their life. The skill all workers need to acquire is to have the capacity to know what information to ask for, to be able to retrieve this information and to re-combine it.⁸ This clearly refers to the ability of flexibility and the ability to be re-trained in an environment where specific skills become rapidly obsolete.

The critical outcomes of internationalised higher education experience, are that it provides the necessary interaction with an environment that exposes the student to:

- ▶ knowing how to relate new knowledge to what is already known
- ▶ being able to read the signals of an unfamiliar situation, interpret its elements and relate them to each other
- ▶ understanding the process of cultural interaction and being able to discern differences and similarities between cultures, including differences within similarities and vice versa
- ▶ being able to communicate with diverse groups
- ▶ being able to adjust to an environment without losing one's identity and compromising one's values.⁹

The global challenges are further complicated in the South African situation where the need to operate in a first and second economy, in a developed and developing environment, as well as in a multi-cultural environment, is a given. It is thus necessary for South African Higher Education institutions to connect to networks that would enable them to produce knowledge needed in the global world but also to be able to focus on the needs of a developmentally focussed local environment. This cannot happen without a planned and focussed management paradigm that will create the necessary institutional capacity to respond to this multiplicity of external demands. The internationalisation of the institutional environment will create the platform for relevant and effective responses to all





these challenges.

- **Characteristics of an Internationalised South African University - a comprehensive approach.**

The current South African Higher Education landscape. South African Universities can be classified in three categories when identifying the characteristics of an internationalised university.

These institutional categories can be described as:

- Comprehensive internationalisation.
- Minimalist internationalisation.
- Early implementation of internationalisation activities.

To understand the characteristics of an internationalised South African University more fully, it is necessary to shortly discuss the main activities of each of these categories of institutions before a discussion on the detailed characteristics of an internationalised university in the South African context is proceeded with.

- **Comprehensive internationalisation**

Twenty five percent of South African universities practice some form of internationalisation that can be defined as comprehensive internationalisation. This is reflected in their institutional strategic plans and policies, as well as the infrastructure provided to support the implementation of comprehensive internationalisation plans. The activities, capacity and expertise of these institutions are comparable with the best similar institutions globally.

- **Minimalist internationalisation**

Forty percent are involved in minimalist internationalisation practices. They mainly manage international linkages with a focus on receiving





exchange students through inter-institutional partnerships. Most of the internationalisation activities are incidental and individually linked, and not institutional. The institutional capacity is normally located within small Offices with one or two staff members.

➤ **Early implementation of internationalisation activities.**

The rest of the institutions are still in an early implementation phase of their internationalisation activities, and the extent of their internationalisation activities is limited to activities around the management of exchange agreements. Given the demands of the network knowledge society on the University of the 21st century, as well as the necessity for South African universities to be fully connected and to produce knowledge that is relevant in a developmental environment, this paper will further focus on the characteristics of a university practising a comprehensive internationalisation strategy. The premise of this paper is that this is the only strategy that will successfully assist the University of the 21st century to be fully integrated in the network knowledge society.

➤ **Developing a comprehensive internationalisation strategy.**

The challenges of the network knowledge society largely dictate to higher education institutions the type of response needed in order to be included in the network. The first characteristic that is needed in order to participate is to be pro-active and academically innovative. Joining this network is not a right, no institution is entitled to join, but needs, instead, to take an active step to be included and then to participate actively. Castells is very clear in his studies on the network society that it is not only the capacity to join that is needed, but also the capacity to participate.

Comprehensive internationalisation of a South African Higher Education Institution is however needed to facilitate teaching, new knowledge creation through research and community service, through active community engagement, to link not only the university, but also the society it serves to the network society. In a developmental environment, this function is much more challenging than in a developed environment. Comprehensive internationalisation is thus the internationalisation of the institutional being and not only the academic enterprise, but also its societal engagement





activities.

Detailed characteristics of an internationalised institution will include institutional activities linked to:

- Internationalisation of the curriculum
- Research and new knowledge creation by the establishment of research networks that are not only international, but also interdisciplinary
- Community involvement that will provide society with links to the international community through active involvement of research and student activities linked to developmental matters. This does not only provide the local society with added capacity to deal with societal matters, but provides the necessary link of societal and developmental matters such as HIV, mal-nutrition and skills shortages to the global network.

The link between the knowledge practitioners within universities and business, also forms part of a comprehensive internationalisation strategy. Internationalised Higher Education institutions provide the vehicle that links multi-national corporations operating in a developed and developing environment, not only for the benefit of the society, but also the institution and students. Thus, Internationalised Institutions become global enablers through their own networks.

To do all of this, Higher Education Institutions need to invest:

- Time
- Capacity
- Funding and
- Create an enabling environment for internationalisation.

The following is an illustration of what is involved in the development of





a centralised model of an internationalised university. This model is not only supportive, but is also a model that is steering the process of internationalisation.

CHARACTERISTICS OF AN INTERNATIONALISED SOUTH AFRICAN UNIVERSITY.

➤ General Institutional Characteristics.

The internationalisation of a Higher Education Institution must be managed as a process and not a single event. Such a process should involve the institution as a whole, and not only some sub-sections. The institutional Mission, Vision and Values should lay the foundation for the development of an institutional policy on internationalisation. Institutions should, through their policies, address the following matters that would develop a comprehensive internationalised environment:

GOVERNANCE

The internationalisation of the University should be overseen at a senior management level under the guidance of an Internationalisation Committee. A comprehensive internationalisation approach requires the frequent attention of the Vice – Chancellor and other senior line managers to set the broad parameters. The activities of the Vice-Chancellor and Deputy Vice –Chancellors, needs to give a signal to the broader university community that they actively support the effort towards internationalisation. “...The institution has to understand that this is a strategic priority to which the Vice-Chancellor and Deputy Vice-Chancellor are willing to give time and effort.”¹⁰

The terms of reference of the Internationalisation Committee should include:

- to exercise governance over the internationalisation thrust
- to assist, monitor, steer and ensure the process of internationalisation





- is integrated in all spheres of the institution
- approve institutional student and staff exchange agreements
- recommend institutional agreements for the approval of Senate.

Regular reporting to the University Senate and Council will be through the Internationalisation Committee. Institutional Capacity to implement and manage comprehensive internationalisation. A University that will be practising the model of comprehensive internationalisation should comply with most of the following criteria:

➤ **Internal Management**

The internationalisation activities should be managed and coordinated through a well established Office, managed by a Senior Manager and an appropriate staff complement. The underlying management philosophy of this office should be to provide a complete service to international students, and to provide the necessary strategic support to academic structures to enable the internationalisation of the Institution in its totality. Services rendered by this Office should comply with all the legal requirements for immigration purposes as well as academic admissions. The necessary expertise should be available to advise the University on all matters related to international student admissions at under- and post- graduate level. The creation of a home away from home for international students should be the ultimate aim.

➤ **Funding**

The lack of specific or earmarked funding from Government sources compel South African universities to fund the internationalisation process through its international activities, or any other funding system that would not require the excessive top slicing of its budget that is provided for through Government subsidies. International student fees could be levied to fund this process. The funds generated through international education activities should then be earmarked to cover the annual operating budget of the Office, as well as all the internationalisation activities and any other activities, which may be approved, by the Internationalisa-





tion Committee or any other structure, which is authorised to do so. If financial capacity is not provided to drive the process, very few activities will take place. The competition for funding for other institutional activities in a developing environment does not allow universities the luxury to provide for internationalisation from its annual budget.

➤ Internationalisation of the local student body

The exposure of students to different cultures is an integral part of internationalisation. It should not be seen as a luxury, but a necessary component of every student's academic experience. The university needs to create opportunities through institutional exchange programs to allow South African students to participate for at least one semester in study abroad programs. As a matter of policy, the selection of the students to participate in study abroad programs should be on academic merit, and should take into account the diversity of the student body. Only students in the second semester of their second year or first semester of the third year for students doing a four-year degree may be nominated for study abroad programs. Honours students would also be eligible for one semester of study abroad. The selection of students for the study abroad programs should be a joint process between Faculties and the International Office. The awarding of credits will be the responsibility of the Faculty concerned. The financial and other arrangements will be the responsibility of the International Office. The success of this strategy, of exposing the South African student to international education, should be measured by actively measuring the benefits of these activities through institutional research projects managed through the International Office.

➤ International Students

General Principle.

The Office should manage the growth of international student numbers in such a way that a diverse international student body is created. The broader University community should be informed about the cultural diversity of international students, and on a regular basis be exposed to the cultural diversity of the international students. The integration of international students outside the class situation is of critical importance in exposing both South African and international students to the benefits





of multicultural activities. This should provide all students with the opportunity to be part of an international multi-cultural environment. The real value of international education will be found in the experiences that will prepare the students for a multi-national work situation.

➤ Students from SADC Countries

Students from SADC countries should be recruited and administered within the policy framework of the SADC Protocol of 2000. The Office for International Education should charge an international administration and registration fee to cover the additional administrative responsibility for the management of SADC students. It should be noted that in accordance with the SADC Protocol, 5% of institutional student places should be available to students from these countries by the year 2007.

➤ Other International Students

The internationalisation of the student body is of critical importance for the successful creation of a networked university, operating in the international global society. South African students who will not be afforded the opportunity to participate in study abroad programs also need the ability to interact with international students on the campus. This will not only have an impact on the academic experience of students, but will also develop their multi-cultural skills. It is generally accepted that to achieve this goal, the number of international students on campus should constitute at least 15% of the student body. The international student body needs to be utilised in an active way to develop a study abroad at home atmosphere on the South African campus. This should not only be linked to the multi-cultural experiences of students but should be closely linked to the academic activities. The necessary capacity within the Office for International Education should be created to actively manage this process.

➤ Linkages and Agreements

Development of links with other universities from Africa, and the developing world. The demands of globalisation require a more planned and focused development of relationships and networks. For any institution to survive and remain competitive in the global market, strategic partner-





ships need to be formed that will assist institutions in being innovative and entrepreneurial in the higher education industry.

A study of linkages and agreements of the majority of South African institutions reveal that most of these links are either with US or European institutions. Very little, if any institutional linkages, exist with African universities or universities from the developing world. The establishment of new linkages and strategic partnerships with African universities should dominate the institutional agendas for the near future. The African Renaissance should be driven by the African knowledge society of which the universities are major players. The University should thus focus its attention on the establishment of linkages with other institutions from Africa. Linkages with institutions from other developing countries should also be promoted. The new knowledge needed to address the developmental needs of the developing world should also be generated by the knowledge societies of these countries. In line with the working of the network society, these links are absolutely necessary to produce new knowledge that is relevant.

RELATIONSHIPS WITH THE DEVELOPED WORLD

The modern knowledge society requires that institutional links with Higher Education systems of the developed world are maintained, notwithstanding the future focus on the development of new links with Africa and other parts of the developing world. All existing partnerships should be evaluated on an ongoing basis with a view to strengthening and expanding when required. The focus of existing, and new linkages, should be to develop and enhance the institutional areas of excellence. These should be informed by the Institutional Strategic Plan.

➤ **Internationalisation of Academic Activities**

- **Staff Exchanges**

It is of the utmost importance that opportunities be created for staff to be part of global developments within their discipline. Affordable exchange programs should be developed within existing strategic partnerships that





will create the opportunity for staff to exercise their teaching and research activities. These activities should inform the development of a strategy to internationalise the curriculum.

- **Internationalising the Curriculum.**

The internationalisation of the curriculum should be seen as the cornerstone of Institutional internationalisation. The internationalisation of the curriculum should be actively driven by the appropriate institutional structures. Research on curriculum change has shown that if it is not focussed driven within the institution, no change will take place.

- **Membership of National and International Bodies**

One of the characteristics of the knowledge society is its reliance on networking, and the establishment of strategic linkages through such networks. The most efficient way to build and maintain such linkages is through membership and active participation in the activities of national and international higher education organisations.

- **Marketing strategies**

Marketing of South African Higher Education as a functional, relevant and quality driven system of Higher Education to be recognised as a worthy competitor and participant in the International Higher Education industry, with the emphasis on excellence, is mainly the function of South African Institutions. Unlike most of the well funded systems, South African universities are responsible for their own marketing. This needs to be focussed and strategic, as it clearly demonstrates the institutional connection to the knowledge network society. It is of strategic importance not only to recruit students, but to showcase the institution internationally to create awareness amongst the other world players. The main emphasis for international marketing of institutions should be:

- To project the university as a provider of knowledge through teaching and research relevant to the requirements of the global labour markets, and that it prepares students for entry into global labour markets.





- Promote the interrelatedness of International Higher education with the economic development of a country, including the recognition of the export of knowledge as a commodity.
- Development of an identifiable global brand for the institution within the South African system that will demonstrate diversity and its importance in global higher education.

The characteristics of an Internationalised University discussed above are not a complete list, but merely an indication of what is needed to manage an internationalised university. Implementing such a model would require a clear commitment to internationalising a university. It requires a visionary long term institutional commitment backed by the necessary institutional infrastructure and capacity.

CONCLUSION

Developing an Internationalised University any where in the world, is not a natural process. It requires vision, effort and above all dedication. If a university wants to join the global higher education network society, it needs to take the necessary action to do so. It is an institutional decision to fully internationalise the university, which requires the necessary capacity to be created. For a South African university, the challenge is even more compelling. Africa needs new solutions to old problems. Albert Einstein once said 'the problems that exist in the world today cannot be solved by the level of thinking that created them.' South African Higher Education needs to link with the knowledge network society to become the 'houses of intellect' that should provide the necessary answers for a developing society. It can not be done if institutions are not connected to the knowledge highway. The only way to connect to the knowledge society is through comprehensive internationalisation strategies.

Comprehensive institutional internationalisation needs to be driven by strong institutional leadership informed by the latest practices in internationalisation. President Thabo Mbeki challenged South African and African universities to again become the 'houses of intellect' when he referred to the University of Sankore in Mali. It was a University that attracted





students from all over the world to study Law and Medicine. Medieval Europe sent emissaries to the University to witness its excellent libraries with manuscripts, and to consult with learned mathematicians, astronomers, physicians and jurists. It was a site for new knowledge creation.¹¹ This can only be repeated if South African Higher Education Institutions fully connect to the global higher education network society. Times have changed, and higher education needs to accept this, as so aptly described by the Nigerian proverb: 'The ceiling won't stay when the room is no longer there'. Universities should stop dreaming of ceilings whose rooms have long disappeared. The new room is the networked room, linked to the networked knowledge society. Universities need to create the capacity to connect to this society if they do not want to be accused of addressing an audience that is not in the room.

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EPILOGUE

By Dr DONALD DELLOW

The purpose of this year's Colloquium was to focus discussion on the characteristics of an internationalised university, and to do so from the perspective of international educators from three different countries, and four different universities.

- How similar or dissimilar would their perspectives be?
- Would there be common agreement about the basic characteristics of internationalisation that serve as points of reference for measuring our progress?
- Would there be something in the presentations that will be practical and useful for attendees to take home and do something with?

The four international educators did find common ground in describing what they thought were key elements, or characteristics, of an internationalised university. They did offer recommendations that were concrete and practical. In addition, there was conceptual agreement that although there are general characteristics of internationalisation, there are also unique perspectives that shape each institution's internationalisation vision and strategy. In Europe, one must consider the impact of the Bologna process, in South Africa one must take into consideration the extraordinary demands of transforming higher education from an Apartheid system to a unified system, in the United States one must take into consideration the impact of September 11, 2001. Although we will have a lot in common, as we move toward internationalisation, we will also have some unique dimensions to our efforts. In summarising the Colloquium, there seemed to be general agreement about the following characteristics of an internationalised university:

- **Strong leadership:**

Perhaps the strongest agreement between our presenters was the belief that strong leadership was needed at the highest administrative levels of the University and in the International Office. Internationalisation must be a priority that is articulated clearly, boldly, and frequently by the administration of the university. It was noted that there are still too many administrators who give 'lip service' to internationalising their campuses, but





do not provide the resources, or the backing needed to make it a reality. Wilcox noted that, as with any significant change in higher education, internationalisation requires a champion, one who is confident, competent and knowledgeable about the field. In his paper, he offered numerous suggestions for the kinds of characteristics one would look for in hiring an international office director.

All presenters agreed that the leadership of the international office required an additional element, previous experience in international travel and/or international living, hopefully with an understanding of the academic value of that experience for others. Markert noted that continuity of leadership and staff in the international office was also essential for long-term progress in internationalising a campus. Jooste emphasised the need for a leader/manager who knew how to manage both human and financial resources and effectively market the international office.

A topic of discussion after the presentation focused on how one could motivate top administrators to be more supportive of internationalisation. All acknowledged the difficulty of that challenge. Some suggestions offered were: find ways to encourage international travel by your administrators, find a rationale for internationalisation that relates to the bottom line and above all, be persistent in encouraging support of international activities.

➤ **Internationalised curriculum:**

There was common agreement that internationalising the curriculum was a major characteristic of a truly internationalised university. In addition, these curriculum efforts go well beyond adding a course or two in “international 101.” Virtually all subject matter has an international perspective, so the challenge is to find ways to assist faculty members to incorporate international elements into their thinking, and into their courses.

In order to assist faculty in their efforts, there must be support for faculty development. Faculty will need financial resources for travel to conferences, for collaboration, for student exchanges, and for research projects with colleagues abroad. It is also likely that faculty will need in-service workshops on campus to help them find creative and successful ways of





internationalising their curricula.

➤ **Research and collegial networks:**

The continuing purpose of universities is the creation of new knowledge, and the dissemination of that knowledge. As a result of globalisation, almost all problems require solutions that are beyond the capability of one person or one institution. The creation of new knowledge to solve the most challenging problems, like the elimination of HIV/AIDS, requires the creation of stronger research and collegial networks.

In the field of international studies, Markert and Jooste both describe the value of networks of colleagues who collaborate on international exchanges or other international projects. Coming together on a regular basis, as a network, builds further trust and focus for each new stage of growth and development. From those networks, emerge additional networks, which help to share the dissemination of new knowledge.

➤ **International exchange, international students, and study abroad programs:**

Almost all universities have implemented some form of student exchange programs; have international student enrolments on campus and offer study abroad programs. These are the backbone of most international programs, and will continue to be one of the most visible characteristics of an internationalised university.

It was suggested by Markert that an international student body of 10% to 20% would be ideal for most campuses. The international students provide a kind of “study abroad at home” for native students who will not have the opportunity to study abroad in another country.

There is little hope that the majority of South African students will ever be able to study abroad, so the presenters agreed we must find ways to bring international students to campus, and more effectively find ways for them to interact with local students, both in the classroom and outside the classroom. Jooste acknowledged a special challenge to bring students from other African countries to South Africa, to assist those countries





where resources are minimal, and to help Africanise the curriculum in South Africa. He noted that a special challenge for South Africa is to continue with transformation, Africanisation of the curriculum, and internationalisation that includes exchanges and collaborations with African colleagues and others from around the world.

➤ **Programs that had a conceptual/theoretical and research basis:**

Mestenhauser offered an over-riding characteristic of the internationalised university that all participants could agree upon, and that was the need for a conceptual or theoretical base to guide our future efforts. He suggests that internationalisation is more than an assortment of international activities; rather, it is a mindset that seeks to understand how the world is changing and provides appropriate new responses.

He encourages international educators to think in terms of a systems approach as they attempt to internationalise their campuses. He also believes that interdisciplinary thinking will be required to fully understand other cultures and the problems of the world. Curricular silos will need to give way to more fluid theory, research and practice. As globalisation changes our world, international education programs must keep pace with new ways to provide curricula and services that are incorporating new knowledge from around the world.

The internationalised university will have a strategic plan that is not only comprehensive, but is also based upon the most current new knowledge in the field. As Mestenhauser reminded us, an internationalised university will need to change as the world changes, and new knowledge sharpens our perspective.

CONCLUSION

The Colloquium presenters and their papers provided a plethora of ideas, best practices and stimulating suggestions for international educators. They uniformly believe we have made progress in the last decade, but we have a long way to go to achieve an international mindset and an internationalised campus for the majority of our students. The enthusiasm of the





presenters for their topics was evidence that they were deeply committed to this goal of internationalising universities, and was optimistic their colleagues would make progress in doing so.



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Josef A. Mestenhauser is Distinguished International Emeritus Professor in the Department of Educational Policy and Administration of the University of Minnesota. His fifty-year long career included being a teacher, researcher, administrator, counselor and consultant. He published more than 120 books, monographs, articles and book chapters on international education, educational exchanges, international studies, and transfer of knowledge, cross-cultural relations, leadership development, cultural change, educational reform and professionalism. He is a three-time holder of senior Fulbright grants in the Philippines, Japan and Czechoslovakia. He was President of NAFSA: Association of International Educators, ISECSI (International Society for Educational, Cultural and Scientific Interchanges), and the Fulbright Association of Minnesota, and held offices in several professional associations. On June 1, 1999 he became Honorary Consul of the Czech Republic for Minnesota, North and South Dakota and Iowa.

Axel Markert was the Vice Provost (Dezement) of International Relations at the University of Tübingen in Germany until recently this year. He started his career at the University of Tübingen as the Director of the International Office after which he held the position of Vice Prevost of Student and International affairs. He has over 34 years experience in International Higher Education and has served on many International Education committees over the years. He was the founding president of





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Richard G. Wilcox is Professor of International Management and Intercultural Communication at Nuertingen University. He also served as the Co-ordinator for Foreign Languages, the Director of International Programs and also the Co-ordinator and lecturer in the in-depth program: International Business Management. Apart from his experience in Higher Education, he has held several positions in industry.

Nico Jooste is the Director of the Office for International Education at the Nelson Mandela Metropolitan University since 2000. He was responsible for the development of the Office for International Education at the University, as a self-funding entity. During this time, International Student numbers grew from 130 in 2000, to 2300 in July 2006. The comprehensive Internationalisation of the University was implemented during this period as a strategic imperative of the NMMU to be the premier New Generation University for the 21st Century. Prior to his appointment at the NMMU (initially at UPE before the merger), he was the Executive Director of Eastern Cape Higher Education Association from June 1998 to June 2000. He was also the Deputy Acting University Registrar from 1996, Deputy Registrar Academic from 1993 and Lecturer/Senior Lecturer in the Department of History and Economic History.

