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IMHE

Approaches to Internationalisation and Their Implications for Strategic Management and Institutional Practice

A Guide for Higher Education Institutions

Fabrice Hénard
Leslie Diamond
Deborah Roseveare

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Foreword

The OECD's Higher Education Programme (IMHE) launched a project in April 2011, entitled *Managing Internationalisation*, to explore the interwoven relationships between the internationalisation strategies of governments and higher education institutions so as to help them face the range of challenges associated with internationalisation.

The project was based on existing research and built on the accumulated knowledge and experience of volunteer members of the OECD Higher Education Programme. A series of online focus groups were held over 2011 and 2012 to share perspectives across institutions, governments and international organisations. The findings of these focus groups were examined at two international conferences held at Lund University in December 2011 and at the State University of New York in April 2012. In addition, the project took into account activities of other international associations, such as the European Association for International Education (EAIE), the Institute for International Education (IIE), the International Association of Universities (IAU), the Observatory of Borderless Education (OBE), and the World Bank.

The project identified factors, instruments, approaches and reference points that have an impact on, or are affected by, internationalisation. Internationalisation is clearly here to stay and this report concludes with some pointers for what governments can do to promote and support internationalisation and what higher education institutions can do to manage internationalisation more effectively.

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Why focus on internationalisation?

Internationalisation of higher education is not new. Many of the earliest scholars travelled widely in Europe, but in the early modern era the focus on national development and internationalisation became marginalised. Nonetheless, initiatives such as the Fulbright Scholars Program in the United States and the *Erasmus Mundus* Programme in Europe have aimed to promote mutual understanding and encourage collaboration among higher education institutions. Today, however, the accelerating rate of globalisation has focussed attention once again on student mobility, international research collaboration and education as an export industry.

In today's age of global knowledge and technology, an interconnected network and global awareness are increasingly viewed as major and sought-after assets. With the current labour market requiring graduates to have international, foreign language and intercultural skills to be able to interact in a global setting, institutions are placing more importance on internationalisation. The number of students enrolled in higher education outside their country of citizenship practically doubled from 2000 to 2010 (OECD, 2012a) and this trend is likely to continue.

However, student mobility is simply the most visible part of a greater topic, namely internationalisation, which is more complex and multifaceted. One aspect, sometimes referred to as internationalisation at home, consists of incorporating intercultural and international dimensions into the curriculum, teaching, research and extracurricular activities and hence helps students develop international and intercultural skills without ever leaving their country (OECD, 2004; Wächter, 2003). Other fast-growing forms of internationalisation are emerging (e.g. transnational education sometimes delivered through off-shore campuses, joint programmes, distance learning, etc.) and suggest a more far-reaching approach, especially where higher education is now seen as an integral part of the global knowledge economy.

Globalisation has major implications for the higher education sector, notably on the physical and virtual mobility of students and faculty, information and knowledge, virtual access, and sharing of policies and practices. In many OECD countries, the transition from elite to mass participation in higher education is virtually complete. As the size of the 18 to 25 year-old age group declines, some of these countries are facing a decrease in domestic enrolments and attracting foreign students is increasingly seen as a way to compensate. Simultaneously, in emerging economies – especially China, India and in Southeast Asia – there is an ever growing demand for higher education and internationalisation may be regarded as a cost-effective alternative to national provision (OECD, 2008).

The landscape of internationalised higher education is rapidly evolving. New countries and institutions are entering the global talent pool and challenging the established position of the traditional champions of international education. The English language is dominating new programmes and campuses are being built to welcome an increasing number of students from emerging economies. New forms of institutions, programmes and teaching methods are being set up. In addition, the effects of the economic and financial crises are far-reaching and long-lasting, changing the flows of students and faculty across continents as well as brain circulation.

Expected benefits of internationalisation

One of the main goals of internationalised higher education is to provide the most relevant education to students, who will be the citizens, entrepreneurs and scientists of tomorrow. Internationalisation is not an end in itself, but a driver for change and improvement – it should help generate the skills required in the 21st century, spur on innovation and create alternatives while, ultimately, fostering job creation. Yet the current economic climate calls for a closer examination of the tangible benefits of internationalisation for the economies and societies of, and beyond, the OECD.

Today, internationalisation functions as a two way street. It can help students achieve their goals to obtain a quality education and pursue research. It gives students an opportunity for "real world, real time" experiential learning in areas that cannot simply be taught. Institutions, on the other hand, may gain a worldwide reputation, as well as a foothold in the international higher education community, and rise to meet the challenges associated with globalisation.

The top five reasons for internationalising an institution (Marmolejo, 2012) are, in order of importance, to:

- improve student preparedness
- internationalise the curriculum
- enhance the international profile of the institution
- strengthen research and knowledge production
- diversify its faculty and staff

Despite dramatic variations between countries and institutions, there is a general consensus that internationalisation can – when part of a broader strategy – offer students, faculty and institutions valuable benefits. It can spur on strategic thinking leading to innovation, offer advantages in modernising pedagogy, encourage student and faculty collaboration and stimulate new approaches to learning assessments. With the infusion of internationalisation into the culture of higher education, students and educators can gain a greater awareness of the global issues and how educational systems operate across countries, cultures and languages. Research is inherently internationalised through collaborations and partnerships amongst teams, and most scientific projects can no longer remain nationally-bound.

The many aspects and complexity of internationalisation raise various challenges for policy makers (e.g. on optimising mobility flows, equal access to international education, protecting students and quality assurance [OECD, 2008]). Likewise, institutions must be responsive and orchestrate all of these various aspects consistently in order to reap the benefits of internationalisation as well as manage the risks. For example, internationalisation of programmes entails refining support for students and paying closer attention to students with ever more demanding expectations in terms of quality of pedagogy, student assessments and the learning environment.

Internationalisation brings with it many challenges to the *status quo*. It introduces alternative ways of thinking, it questions the education model, and it impacts on governance and management. It will raise unexpected issues and likely benefits. All of these have a different impact, meaning and import for institutions in countries of varying degrees of social or political development. Key concerns of internationalisation include ways to sustain and enhance the quality of learning and ensure the credibility of credentials in a global world.

The key role of governments in internationalisation

Government policy might be motivated by the desire to attract skilled workers, to export education services, to promote development or to exercise "soft-power". Governments also know that the nation's credibility will be affected if its higher education institutions are abusing their international trust. The involvement of governments in internationalisation is therefore twofold: supporting the expansion of internationalisation and safeguarding its quality.

At the same time, whilst institutions are gaining more autonomy, their expansion beyond national borders can be fostered or hampered by government policy. Thus, the synergies and inconsistencies of institutional strategies and national policies on internationalisation should be better understood. Investigating the interconnecting relationships between the various actors, first between institutions and their governments, is of utmost importance to grasp the complexity of internationalised higher education.

Why internationalisation matters for higher education institutions

Internationalisation enables higher education institutions to:

- increase national and international visibility;
- leverage institutional strengths through strategic partnerships;
- enlarge the academic community within which to benchmark their activities;
- mobilise internal intellectual resources;
- add important, contemporary learning outcomes to student experience;
- develop stronger research groups.

Why internationalisation matters for governments

Internationalisation enables governments to:

- develop national university systems within a broader, global framework;
- produce a skilled workforce with global awareness and multi-cultural competencies;
- use public higher education funds to promote national participation in the global knowledge economy;
- benefit from trade in education services.

Government policy and international strategies

Government policy plays a key role as it can facilitate or hinder the internationalisation of higher education. National higher education internationalisation strategies can impact national competitiveness through attracting international research initiatives, corporate partnerships and facilitating the mobility of student and faculty talent. Governments can leverage the latent strengths dispersed across their own systems and local economies through facilitating international partnerships. Foreign students contribute financially, as often expected by governments, but are also likely to enrich the education provided by institutions. All partners to a national internationalisation strategy are likely to benefit by the articulation of clear and measurable outcomes.

Countries have taken different approaches to internationalisation ranging from market reliance (higher education competition) to centralised intervention (binding government regulations). Countries often combine both approaches, gradually implicating governments in institutional strategies. Although internationalisation-related issues and policies vary among countries, typical issues include visas, security, employment opportunities for international students during and/or following their studies, as well as career opportunities.

Some countries have well-established internationalisation policies while others have no national policies or frameworks, or are still at an early stage of policy development. Some higher education institutions have developed their own internationalisation strategies regardless of government policies, often focussing on international student recruitment. As a result, mismatches can arise between national and institutional objectives, for example, national policies regarding visas and immigration may thwart institutional efforts to recruit international students.

A distinction should be made between the national educational policies with an international dimension (e.g. regulations on joint degrees) and government policies that are not directly focused on the internationalisation of higher education, but nevertheless have a significant impact (e.g. visa regulations).

Fostering synergies between government and institutions' policies

In order to help institutions define effective internationalisation strategies, national policies and country-specific goals for internationalisation should be well-aligned within a comprehensive policy framework. For instance:

- Consistency is needed between policy directions and educational objectives with regard to internationalisation and those of related policy areas. For instance, a national fellowship programme for foreign students that also meets national policy objectives illustrates synergy between governmental and institutional policies.
- Sustainable internationalisation through diversification of internationalisation activities or partners can provide strategic benefits beyond individual institutions and promoted through governments' international relations.
- Institutions' policies and strategies are closely linked to national policies on university autonomy. Autonomous and responsive institutions can simultaneously foster student mobility, develop internationalisation at home, and support internationalisation of research.

- Countries and institutions both gain when they align the promotion of their higher education system to convey a consistent message on the goals of internationalisation.
- Governments may be able to help institutions better understand the global landscape in which they operate, for instance by identifying the objectives and priorities of countries fostering outgoing mobility.
- Quality assurance (internal and external) needs to be a priority so as to ensure the quality of education either received or delivered internationally. This is a shared responsibility of governments and institutions.
- Time sensitivity differs between institutions and governments and synchronising actions can prevent conflicts between the longer-term horizons of higher education institutions and relatively short-term priorities driven by the political agenda of decision-makers and government authorities.

Making the national framework for internationalisation explicit

- Governments need to have a clear view on global higher education and whether or not they want to participate in a more globalised approach to higher education, informed through dialogue between governments, institutions and other stakeholders. Institutions need to take care to use language accessible to decision-makers in describing their own internationalisation strategies and ambitions.
- Governments that analyse both the supply and demand sides of internationalisation will be better placed to understand the driving forces (e.g. dynamic demographics in one country may inflate outgoing student mobility) and to examine the range of responses to be provided.
- Making the internationalisation strategy clear and transparent is important for both the academic community and the stakeholders. Yet gathering information on which governments base their internationalisation strategy may prove difficult for stakeholders.

Aligning internationalisation with funding challenges

- Funding is crucial to the internationalisation of higher education and needs to be aligned with the national strategy. Internationalisation's sustainability, requiring constant commitment to succeed, emerges at a time with fewer financial resources.
- Investment is needed in advanced internet networks that enable collaboration in research, provide access to specialised instrumentation and encourage collaboration for teaching and learning.

Linking internationalisation with economic growth

- Institutions integrating internationalisation issues into their fields of operation and administration are likely to contribute to country-wide growth and innovation. They may be able to influence key areas of the world and global development. Innovation, priorities and best practices need to come from both institutions and governments so that they can find ways to enhance and fund this process.

- Institutions should be supported in developing policies that focus on research exchange and long-term relationships. Institutions will be able to inform governments better in this perspective.
- Corporations should also be involved, especially multi-national companies operating globally, into the strategic thinking and implementation of internationalisation strategies of institutions.
- A strategy with clear guidelines and a shared direction can improve the effectiveness of internationalisation of institutions. Comparing learning outcomes is likely to provide tools to governments and institutions to work more closely to support internationalisation and identify its effects on the job markets.

Evaluating internationalisation-related impacts

- Governments should explore how to measure the effectiveness of internationalisation. Student mobility is a visible and measurable effect, although it overshadows the other important aspects.
- Institutions also need support in exploring appropriate evaluation methods to capture the impacts of internationalisation both on aspects related to their missions (and specific to them) and the country-wide strategic goals, such as economic growth, job creation, and social inclusiveness.
- Attention needs to be paid to qualitative indicators and improve the interpretation of quantitative indicators ("more is not always better in internationalisation") and longitudinal series developed where possible, to make the evaluation results more meaningful.
- Other partners need to be involved in the evaluation process, including alumni students, employers, international students employed in their host or home country, regional authorities and innovation centres, local communities who may benefit from the internationalisation of the campus.

Actions for institutions to consider

- Examine how your institution's international strategy aligns most effectively with national policies.
- Involve stakeholders in the design of your institution's internationalisation strategy.
- Set an evaluation framework and define a wider range of evaluation instruments so as to assess the impacts of your institution's internationalisation strategy.

Did you know?

In Canada, Ontario's Early Researcher Awards (ERA) programme is one of the provisions set out by the Ministry of Economic Development and Innovation to support innovation with a view to moving increasingly towards a knowledge-based economy.

To achieve this, Ontario must attract the best and brightest innovators and researchers from around the world, keep home-grown talent within the country and seize opportunities for global leadership. These goals are on the top of the Government of Ontario's Innovation Agenda.

The ERA programme encourages applications from all disciplines taught at universities, colleges, research hospitals and research institutes, including the Social Sciences, Arts and Humanities, which are essential components of a creative, knowledge-based economy.

The ERA programme helps promising, recently-appointed Ontario-based researchers build their research teams of undergraduates, graduate students, post-doctoral fellows, research assistants, associates, and technicians. The award to each leading researcher is a maximum of CAD 100 000 and must be matched by an additional CAD 50 000 from the researcher's institution and/or a partner organisation.
www.mri.gov.on.ca/english/programs/era/program.asp

Internationalisation and off-shore campuses

History has proven that setting up off-shore campuses can be a risky business. In the 1980s, over 35 US colleges and universities rushed to set up off-shore campuses in Japan hoping to take advantage of the growing Japanese economy and academic market (Chambers and Cummings, 1999). Recognition issues, coupled with the economic downturn, led all but two (Temple and Lakeland College) to withdraw. However, some of the oldest off-shore campuses – Johns Hopkins in Italy and Florida State in Panama – continue to operate more than fifty years after their opening.

Yet over the last few years, many universities from different countries have been establishing off-shore campuses all over the world. There are relative success stories, as well as failures. The reasons behind setting up an off-shore campus, the pitfalls, incentives and motivations, as raised in focus group discussions among institutional leaders, are set out below.

Launching an off-shore campus

- There are several motivators in deciding whether to set up and operate an off-shore campus, including:
  - revenue generation;
  - increased international prestige;
  - recruiting excellent students for the home campuses' programmes;
  - genuine desire to serve the community in which an off-shore campus is being established;
  - desire to improve the internationalisation of the home campus;
  - building on a prior relationship;
  - cultural diplomacy.
- Decisions about where to set up an off-shore campus are made based on various factors such as:
  - formal or informal contact between a country and an institution;
  - personal connections, research collaboration or partnerships resulting in a joint programme or a nation-to-nation relationship.
- In starting up and operating an off-shore campus, experience has shown that it is better to start small and expand incrementally. For example, offering specific programmes in fields with high demand like engineering, science, business, etc. may help in building local brand recognition and a solid enrolment base.
- It is essential to have a well-articulated business plan from the outset when establishing an off-shore campus, especially to maintain sustainability. The business plan needs to take into account the complex nature of the business (i.e. cost recovery to revenue generating) and be based on a comprehensive environmental scan, including an assessment of demand, price points, and competition. A contingency plan is recommended to avoid bankruptcy.
- The business plan and financial aspects of establishing an off-shore campus are crucial, but not sufficient to ensure quality. Relevance of programmes, alignment with local needs and ways of proceeding (e.g. faculty and student recruitment), and

appropriateness of teaching and learning practices are some of the key constituents of a sustained educational enterprise.

- Widespread buy-in from institutional stakeholders (e.g. faculty, students, and staff) is an important component to creating and maintaining an off-shore campus. Aligning the development of the off-shore campus with an institutional internationalisation strategy can assist in fostering such support.

Off-shore campuses and government relations

- Off-shore campuses can be established as enterprises wholly owned by the university, as joint-ventures with private partners that retain partial ownership, or as strategic alliances with governments or other entities that provide financial support, but do not participate as owners. The type of arrangement varies, depending on a combination of government requirements and institutional preferences.
- Some host governments (e.g. Qatar) are heavily involved in the development of the off-shore campuses within their borders; others (e.g. Malaysia) are less so. There should be clear agreement regarding the rights and responsibilities of both the host government and the home campus. Likewise, the *modus operandi* of both parties should be known in advance.
- A global reputation does not always translate into local recognition. The off-shore campus should develop a marketing plan designed to build its legitimacy and credibility among local stakeholders (Lane, 2010).
- Before launching an off-shore campus, the perspective and desired outcomes of the host government as well as that of the home institution have to be clearly articulated. These agreed desired outcomes for off-shore campuses should be carefully and frequently monitored.
- The political, legal, and cultural environment of the off-shore campus will not be the same as that of the home campus. Many institutional leaders have tended to believe that the policies and practices of the home campus will work at the branch campus, but, often, they do not. Leaders of both the home and host governments need to be willing to make decisions quickly and to respond to environments that are often different from what they are accustomed to.
- National competitiveness leads to increased interest in international off-shore campuses among some developing countries for a combination of economic development and soft power reasons. Yet key linkages between industry and government policy for fostering innovation are often lacking.

Recruiting and assisting faculty

- The hiring and supervision of faculty is central to the success and viability of the off-shore campus and relates directly to the maintenance of quality standards. Institutions should therefore make sure that compensation is not the unique attractive factor to bring overseas faculty in.
- The faculty for off-shore campuses tend to be recruited in different ways, leading to cross-fertilisation among faculty including those:
  - seconded temporarily from the home campus;

- hired from the local market pool;
- attracted from an international market pool.

- The career expectations of faculty vary markedly around the world. When hiring local faculty, the institution should be careful to assimilate those faculty into the organisational culture of the institution.
- It is often not easy to entice home campus faculty to teach at an off-shore campus, particularly after the first couple of years when the initial excitement of the endeavour has waned. However, depending on the location, it can also be difficult to find qualified academic staff locally.
- In constructing the curriculum at the off shore campus, leaders need to consider the extent to which content and delivery can vary from that on the home campus. There is often an expectation for the curriculum to be similar, but adaptations are sometimes necessary to respond to local considerations.
- Seeking comparability and equivalency, some institutions are undertaking a massive professional development programme in which faculty of both campuses interact regularly through video conferences and/or site visits, to facilitate knowledge transfer. Faculty in host countries can assimilate very important knowledge and resources leading to greater biculturalism in off-shore campuses. In this respect, monetary incentives should be offered, so as to attract professors to teach and to help them improve teaching quality.
- There are lifestyle benefits for faculty members (broader than the compensation package) to teach at the off-shore campus.

Did you know?

The University of Nottingham has created a model on how to think about faculty, content and culture by examining the constraints and content so that content is culturally adapted, as should be the teaching and learning styles (Hughes, 2011).

Sustainability and quality issues

- How an off-shore campus is organised and financed can directly affect the sustainability of the endeavour. Institutions relying on subsidies from the outset and on partners and host governments may only be able to remain in the host country for as long as the host government is willing to host them. However, for campuses that are not subsidised, it may be difficult in the early years to obtain the necessary resources to be successful.
- No matter how altruistic and enlightened the motivation, financial aspects of setting up an off-shore campus are likely to prevail. Other considerations, first and foremost, those associated with quality, are essential. Institutions have to keep in mind oversight mechanisms as the home campus is often not necessarily aware of that which is taking place on the off-shore campus.
- Quality assurance, accreditation and oversight models and criteria vary greatly in assessing the quality of programmes provided on off-shore campuses. Accrediting

agencies should not accredit without appropriate framework, contextualisation and on-site professional observation.

- Home institutions often want to offer the same degree at the off-shore campus as that offered at the home institution. Host institutions want the same degree too and quality assurance regimes may require this as well. The challenge is to safeguard quality, irrespective of the location.
- Off-shore campuses are often granted limited autonomy from the home campus to create their own programmes. Home campuses have demonstrated little trust in the off-shore campuses to uphold quality of programmes that are not approved or consistent with the home campuses. There are some fears that off-shore campuses will lower the quality and reputation of the home campus. Moreover, some host governments require the off-shore campus to only offer the same programmes as available on the home campus.
- However, it may be difficult to make a programme in another country exactly equivalent to the home country. Cultural and environmental adaptation is important. The actual degree might seem the same, but cultural and pedagogical differences, or stronger self-censorship, may result in some issues not being discussed at the off-shore campus. Faculty should therefore be prompted to talk about the ways in which they think, research, discover and express themselves.
- There remains a great variability in the learning outcomes of secondary schools in different nations. Faculty cannot expect the host country students to have had the same educational background or learning expectations as students in the home nation.

Did You Know?

The report on international branch campuses (IBCs) from the Observatory on Borderless Higher Education is based primarily on data collected from IBCs throughout the world. As of end 2011, there were 200 degree-awarding IBCs in operation worldwide and 37 more will open over the next two years. New trends include a shift in activity to the Far East, intra-regional "south-to-south" IBCs, niche campuses, and the link between IBCs and the desire of governments to establish "education hubs" for national economic goals. www.obhe.ac.uk

In the past two decades, governments have lowered trade barriers, leading to a greater global flow of goods and services with education being a viable tradable service. Education is one of the top 10 of US service exports grossing almost USD 20 million in 2009. Australia's Department of Foreign Affairs and Trade reports that education is the leading service export at almost AUD 19 million in 2009 (Lane and Kinser, 2011).

Actions for institutions to consider

- Identify the genuine interests of the stakeholders of the higher education insitution and those of the host country.
- Thoroughly evaluate the regulatory and legal environment in the host country in order to calculate the costs of compliance.

- Ensure that the business model is sustainable, taking into account the main drivers (e.g. rapidly evolving technoogy) of developments in higher education domestically and internationally.
- Develop a viable plan for identifying, recruiting and sustaining the quality of the academic workforce.
- Pay constant attention to quality.

Internationalisation through dual and joint programmes

A dual degree programme consists of two separate approved degree programmes. A candidate will earn one degree that will be approved and recognised by two different institutions. A joint degree programme is agreed upon by two institutions for which two diplomas are issued, one by each institution.

In the mid-to-late 1970s, dual or joint degree programmes began to be developed in Europe to overcome the many obstacles hindering student mobility and align curricula among and between institutions. The original model focused on undergraduate degrees often in applied fields, such as business, to ensure that curricula in both institutions were comparable or complementary. European engineering institutions found that, in addition to student mobility, these types of programmes attracted highly motivated students. Many new and innovative institutions began to use joint and dual degrees to build their brand, offering only targeted joint and dual degree programmes, first with traditional partners and then branching out to the rest of the world, especially through Asia.

There are two scenarios among partners offering dual/joint degrees:

- Equal partners having similar interests in the programme(s);
- Each entity having different interests, whereby one entity is learning and using the partnership to enhance their visibility, brand and expertise, and also to raise incomes. The other is developing a long-standing partnership with a country that is up and coming, with a long-term perspective to bringing the brand into a market to be perceived as critical for global relationship building.

Expected benefits associated with dual/joint degrees

- Dual/joint degree graduates are more employable, benefitting from working with students of another nationality and from cultural exchange.
- Students have high expectations of the career impact of dual/joint degrees and this is a key driver in student motivation.
- Dual/joint degree programmes can generate revenue and enable higher education institutions to gain access to another differentiated revenue stream.
- In some countries, institutions are seeking dual/joint degree programmes to use for their own institutional learning and quality improvement. They want to learn how to run programmes and courses.

Quality and recognition concerns

- The language of instruction is a key issue in (lack of) student demand. It can be difficult to find students who feel comfortable in another language (other than English) to study in a dual/joint degree programme. The language issue in a dual/joint degree programme should not be underestimated.
- Some countries set certain requirements that have to be fulfilled in offering dual/joint degree programmes. These may not take into account the decisions or accreditation processes in other countries.

- Some countries require partnerships for quality assurance purposes, particularly for new or private institutions.
- From the internal institutional perspective, it is difficult to sustain or validate quality. Neither is it easy to establish institutional oversight to maintain quality levels. Sometimes cultural differences can hinder quality assessment.
- There is significant ethical debate in some countries about whether dual degrees allow students to "double dip", receiving two separate degrees for essentially the same work.
- Joint degree programmes require much greater collaboration in the process of design, development and accreditation. Dual degrees are separate in delivery and in their presentation.
- There are significant issues around the complexity and practicality, length and expense as dual degrees can be costly and take longer.

Potential risks and imbalances

- In countries attracting streams of international students and faculty, institutions have been slow in taking up the advantages offered by dual/joint degree programmes. Paradoxically, they see themselves as frontrunners and may fear diluting their brand by partnering with lesser internationally-recognised institutions.
- Student demand can be very imbalanced especially depending on the partners. In a partnership between two institutions in very different countries and economic situations, the mobility flows could be very imbalanced.
- The key question for faculty is to explore to what extent dual/joint degrees really internationalise the university. This depends on whether the international experience is offered to a broad cross-section of students or only a select group. It also depends on the extent to which faculty benefit from exposure to new case studies, programme development or pedagogical models.
- Faculty face specific issues as part of the dual/joint degree programme, for instance:
  - Do the teaching hours they put in at the other campus count towards their teaching load, their evaluation, and career progression on their home campus?
  - What are the legal and salary issues?
  - How are the service obligations of the home campus faculty being covered by the members that remain?

Did you know?

Dual degrees are more common than joint degrees.

Although many institutions worldwide are developing joint and dual degree programmes at Master's level, the United States has more institutions offering collaborative degrees at the undergraduate level, often as part of their efforts to attract international students.

Five countries – France, China, Germany, Spain, and the United States – are most frequently cited as the home country for current partner institutions. However, India was in the top five countries noted as being of interest for future collaborative degree programmes.

Business and Management is the most popular academic discipline among the collaborative degree programmes followed by Engineering.

(Institute of International Education/Freie Univesität Berlin, 2011 report, www.iie.org/)

Actions for institutions to consider

- Tailor quality assurance mechanisms to the specialties of dual/joint programmes.
- Explore the international supply and demand for dual/joint programmes.
- Detect the underpinning concerns of dual/joint programmes (e.g. linguistic barriers).
- Assess the impacts of dual/joint programmes on the global mindset of the institution's faculty.

Internationalisation and international networks

Higher education is becoming more internationalised and increasingly involves intensive networking among institutions, scholars, students and with other actors such as industry. International collaborative research has been strengthened by the dense networking between institutions and cross-border funding of research activities (OECD, 2008).

Institutions are keen to participate in networks, which offer them the ability to focus on particular issues and gain various perspectives on said issues. Networks also provide exposure and interaction opportunities, especially with countries and institutions that they might not otherwise encounter. They facilitate student exchange and research collaboration, and they enable institutions to tap into experts around the world; review and appoint colleagues as reviewers; benchmark; and recommend practices.

Networks provide space for institutions to support one another to continue the conversation on internationalisation issues, even in difficult financial times. Globalisation puts more pressure on institutions facing budget cutbacks at the same time as they seek to extend the capacity of staff, researchers and students. In large areas of the world, institutions do not have the resources to contribute to international development. Networks may compensate for the shortage of financing and capacities, provide key benchmarks and spur strategic thinking on how to tackle the challenges facing global higher education.

Networks also participate in the trust-building efforts of institutions operating internationally and sending or enrolling international students. Mutual recognition of degrees, collaborative learning and research partnerships are some the major long-term impacts resulting from good international networking.

However, drawbacks are frequent when networks do not meet expectations. Institutions complain about the time invested to get things moving. There is usually great enthusiasm in particular networks in the beginning and then interest wanes with fewer participants involved. In some cases, joining networks has been a pretext for university administrators not to take greater measures to internationalise. In the absence of a strategic view on internationalisation, the choice of networks joined is unlikely to be coherent or bring the expected benefits.

A membership association may not constitute a network and mission-driven networks should be distinct from representative or advocacy networks. Many networks seek to attract elite or distinctive institutions and promote a brand or self-recognition of quality. Institutions located in low income countries might not have the financial capacity or the quality standards to join a network of well-established members. Indeed, the “global” nature of some networks may be called into question by the limits of their geographical coverage.

Mission statements and scoping of networks

- Networks can be defined by geography or other criteria. They may focus on a single issue, such as collaborative research or a range of issues of shared interest. These might include:
  - networking opportunities;
  - facilitating exchanges between staff, student exchanges, joint graduate programmes;
  - exchanging best practice and materials;
  - participating in one another’s conferences;
  - inviting one another to participate in major initiatives.

- A truly international network requires a clearer definition of the goals and value-added of being international. Some networks claim to be international while covering only one part of the world or dominant culture and overlooking other aspects.
- International networks that do not have their own specificity tend to be too inclusive, ineffective and shallow. Width and breadth should hence be carefully balanced.

Making networks function effectively

- Networks typically function well when there is a synergy between practical interests and benefits for day-to-day activities of academics (research and/or education) and the wider policy aims of institutional representatives. They work best when they have clear criteria for belonging and clear objectives. Networks usually fail when the wider policy aims are not linked to ground level benefits.
- International networks often work best when they maintain open and constant communication, enable both vertical and horizontal exchanges between departments, student and faculty, and strengthen the links between institutions and best practices.
- Belonging to networks is rewarding when a two-way process is in place whereby institutions contribute and expect returns. Effective networks promote equitable access and treatment among members and prevent any group from being unduly advantaged.
- Continuity and commitment of those who represent the institutions in the networks enhance the sustainability and added value of the networks. Key leadership of the network ensures continuity, innovation and commitment.
- Capitalising on all advantages within the institution and bringing them together at the global level calls for a strong organisational capacity both within the institutions and within the networks themselves.
- Institutions, which are responsible for defining the scoping and objectives of the networks they belong to, should explore the tension or potential conflicts of interest that may occur, i.e.*:*
  - Does the network enable co-operation or does it trigger competition?
  - Will partnership be enhanced or will commercialisation be developed?
  - Does the network favour exchange or sales?
  - How to balance the mutual benefit with self interest in belonging to networks?
  - Will the joining of the networks foster the institutional capacity building or its brand-building?
  - Will the networks increase transparency or could it turn into a new ranking?
- The added value of networks typically results from a wise balance of policy analysis of trends (comparative analysis, overviews, benchmarking, *etc*.) and tools and best practices (e.g. practical matters such as student placement, joint research work, and guiding students to the most suitable university).
- University staff at various levels should be well aware of what networks provide and be in a position to promote and engage in the network's activities. A clear incentive policy should help faculty participate in international networks, while making sure the faculty have the linguistic skills to do so.
- Internal quality assurance and cyclical evaluation of the networks' organisational structure and impacts are likely to leverage the added value.

Finding the right fit

- Institutions should first ask the question about the types of international networks they need and then seek networks that fit their profiles and objectives. Institutions must therefore have a clear idea of what they want to achieve through joining networks and what outputs would make the networks worthwhile.
- The following questions are worth asking before joining a network:
  - How to identify a successful network?
  - What makes it distinctive?
  - How would the network contribute to institutional development?
  - How ould the network help build the institutional brand?
  - What effort will it require to join, in terms of human resources, fees and grants?

Did you know?

The Worldwide Universities Network comprises 18 research-intensive institutions spanning six continents. Its mission is to be one of the leading international higher education networks, collaborating to accelerate the creation of knowledge and to develop leaders who will be prepared to address the significant challenges, and opportunities, of our rapidly changing world.

The WUN creates new, multilateral opportunities for international collaboration in research and graduate education. It is a flexible organisation that uses the combined resources and intellectual power of its membership to achieve collective international objectives and to stretch international ambitions. www.wun.ac.uk

Actions for institutions to consider

- Know the scoping and objectives of networks and how they could serve institutional objectives.
- Provide a sustained support to networks in terms of human resources and financing so as to serve the networks.
- Explore how networks could help on the long term development of the institution.
- Focus the interests of an appropriate number of like-minded institutional members on an area of genuine, long-term interest.
- Ensure the networks' leadership's capacity to both focus effectively on the institution's interests, while at same time facilitating on-going innovation.
- Disseminate the outputs of networks throughout the institution.

Internationalisation and organisation of higher education institutions

The globalisation of higher education brings together learners and teachers from different systems, creating a heterogeneous and diverse environment. Yet many higher education institutions typically expect foreign students to adapt to their new higher education environments (Kelly and Moogan, 2012).

Recruitment practices have become increasingly business-like within the globalised education marketplace as international education has become a "tradeable commodity" (Skilbeck and Connell, in Wang, 2006). The growth in the number of international students has led to a series of new challenges for both the students and for academic staff teaching and assessing them. Mismatches and misunderstandings in their respective expectations and needs/requirements can create a fundamental gap between students and academic staff (Ryan, 2005), a gap which needs to be addressed in the creation of a successful teaching and learning environment.

All institutions claim to be willing to become an international organisation, participating in the globalised knowledge creation and transfer. Yet many have designed student mobility policies that are disconnected from any strategic thinking regarding the objectives and added value for the institution's missions and student achievements.

Integrating international students

- Clarification is needed to better distinguish academic integration and success from social integration and success. Institutions that are not serving their students well both academically and socially risk failing to achieve their missions and incurring damage to their reputations.
- Campus and organisation structures should help international students (including students from immigrant families living in the home country) and staff to become well integrated and not marginalised. International students and faculty should feel at home on campus.
- An international office can provide students with information and assistance with housing, language, cultural issues and facilitate the sharing of information. It can also prompt changes to foster international students' participation in student associations and activities, as well as student employment on campus.
- Special induction programmes should be provided for students coming from abroad, especially when there may be language issues.
- All students – domestic and international – need to be prepared for life in a more globalised world, by adapting the curricular structure and valuing the presence of international students in the classroom in providing a broader cultural experience. All students should be provided with the skills to work in an international context.
- Institutions may need to help faculty revisit their educational practices to ensure that they are able to address international student behaviours, study and achievement. All faculty need to be exposed to diverse profiles of students and to receive professional development on how to tackle linguistic and cultural differences effectively (e.g. how to assess international students).

- The quality assurance system needs to adequately address issues and practices related to international students and outward student mobility, including extra-curricular activities.
- Institutions with long-standing and recognised practices in enrolling international students should be a source of inspiration for less-internationalised institutions. International, national or discipline-specific clearing-houses may help collect and disseminate best practices.

Aligning international activities with institutional strategy

- Student mobility is often the first step towards internationalising an institution. Not all institutions are equally equipped and ready to reap the potential benefits of student mobility. The key questions faced by the institutions and countries are multi-fold, including:
  - Where shall institutions start?
  - Why should internationalisation be integrated into institutions?
  - How will internationalisation improve the learning environment?
  - What are the benefits for the specific purposes of each institution and also for the higher education system?
- The characteristics of international activities (e.g. joint programmes) and features (e.g. having a cosmopolitan campus) need to be well-aligned with the international strategy of the institution overall and backed by a solid business model.
- The added value of student mobility and how it fulfils the institution's strategic goals should particularly be explored:
  - To what extent does the presence of international students advance the academic mission of the institution?
  - To what extent does outward student mobility generate benefits for those students who have studied abroad?
- Some institutions are finding it difficult to institute an international strategy for the entire institution, sometimes due to lack of public funds. An iterative approach consisting of establishing internationalisation in certain programmes or departments, before scaling up and envisaging a wider strategy can be a better approach than a piecemeal approach that targets individual outstanding students or hiring famous faculty to raise global visibility.
- Institutions should identify institutions with comparable missions with which to establish partnerships and collaboration that would advance their students more collaboratively.
- Institutions in low-income countries and less open to internationalisation should be provided with road maps, sets of best practices, and a step-by-step approach to start the internationalisation process. Networks might be a helpful support in this respect.

Did you know?

The European Access Network encourages wider access to higher education for those who are currently under-represented, whether due to gender, ethnic origin, nationality, age, disability, family background, vocational training, geographic location, or earlier educational disadvantage. www.ean-edu.org/

The UK Council for International Student Affairs (UKCISA) is the UK's national advisory body serving the interests of international students and those who work with them. The UKCISA Manual is an annually updated guide to regulations and procedures for international students. It covers Immigration, fees and student support, welfare, health and tax benefits, as well as council tax and Northern Ireland rates. www.ukcisa.org.uk

Actions for institutions to consider

- Provide continuous and inclusive support to international students, designed to facilitate students' social and academic success and focusing particularly on the transition processes.
- Develop internal reflection on the purposes served by hosting international students, recognising that strategies can range from the broad educational value of a cosmopolitan campus to specific academic targets associated with the internationalisation of specific programmes.
- Target joint or dual degree programmes in areas of specific institutional strength, enabling the student mobility process to support larger institutional strategies for academic excellence.
- Foster connections among domestic and international students and value the inputs of international students on campus.
- Support faculty in reaping the educational benefits of having international students on campus.
- Reinforce quality assurance mechanisms for international students and gear them to their expectations when necessary.

ICT assisting institutions in internationalisation

Information and Computing Technology (ICT) can be instrumental in better articulating the internationalisation process and can actually contribute towards a qualitative change in it. To do so, ICT brings about an inevitable reformulation of the objectives of internationalisation.

ICT responds to a growing internationalised higher education sector. For today's students operating in a very different world and culture, ICT may offer new educational opportunities at a lower cost and with more flexibility, irrespective of their physical location. ICT enables virtual internationalisation, which can increase access and choice, as well as helping to mitigate brain drain, a critical concern for less developed countries.

However, many institutions are reluctant to use ICT to its fullest, even those institutions strongly committed to internationalisation. This may be because of ignorance of its potential, lack of adequate training, or, possibly, because of internal resistance to the adoption of ICT.

There is still relatively little awareness of what ICT can offer to enhance the learning experience, especially on a global scale and across physical borders, although the recent emergence of massive online open courses (MOOCs) may lead to some rapid changes.

Supporting internationalisation through ICT

- As ICT is increasingly impacting educational institutions, institutions can also use it to foster internationalisation and the means whereby it can be achieved. The borderless nature offered by ICT enables institutions to collaborate and compete.
- ICT can overcome traditional barriers to internationalisation often tied to a country's regulatory policies (such as immigration policies).
- The virtual environment facilitates partnerships with foreign institutions for the joint design of educational programmes, and the recruitment of foreign experts for the design and delivery of courses or programmes, freed from geographical and physical constraints.
- Likewise, virtual mobility enables students to take advantage of other institutions' courses without leaving the home university and country, thus opening up the range of educational programmes available that are not contingent on financial resources needed for physical displacement.
- In a sense, ICT "democratises" access – where available – to an international learning experience, as access to foreign educational programmes is no longer necessarily tied to the cultural experience that results from physical mobility.

Limits and risks

- ICT could lead to two classes of students: those who go through a traditional face-to-face experience and those who do so online. The quality of these two streams depends crucially on the pedagogical model employed and online learning may be perceived as a less demanding or less comprehensive learning experience.
- The effective use of ICT for internationalisation would require effective use of ICT at the home institution – otherwise it runs the risk of promising a first class education and

delivering a second class one. The technology deployed must be sufficiently advanced to support effective pedagogy and assessment (e.g. adequate bandwidth).

- Finding the right blend of ICT-learning and classic learning for effective learning outcomes requires a sophisticated approach to pedagogy and internationalisation adds an additional layer of pedagogical complexity.
- Students may have differing preferences about learning through different ICT approaches (including social media applications) or want to interface with the school or their teachers using ICT.

Renewing and updating learning approaches

- The main goal of ICT is to improve teaching and learning. ICT can be an effective tool to improve learning outcomes and can spur careful reflection on pedagogy more generally, while maintaining quality and quantity requirements.
- Blended learning (combining class-based and online learning) provides the opportunity for students to work across cultures. Gaining intercultural competencies as one of the major generic skills for the future is facilitated through blended learning much more than social media.
- In a blended experience, ICT can help reinforce the learning process by providing additional learning material, either to further motivate performing students, or to assist those who encounter difficulty in the learning process. For the latter, tutors can be made available for guidance and consultation. E-learning on its own should only be used to reach students who cannot be reached otherwise.

Branch online campuses

- To be relevant to a global audience, the online branch university (or online university extension) that is created as an internationalisation effort must:
  - largely divest its contents of all cultural and territorial references;
  - offer programmes that are relevant to the global community;
  - respond to ongoing global needs.
- The language of instruction for an online extension has cultural connotations, but these can be mitigated through faculty from diverse cultural backgrounds that use the chosen language as a tool or a “lingua franca”, rather than a sign of national identity.

Resourcing ICT

- ICT is only a tool for the learning process and its added value depends mostly on the pedagogical model. Once the technological structure and the pedagogical model are established, the ongoing operating costs and continued capital investment are dramatically lower than those of residential universities.
- Economies of scale should be sought where possible as they allow for a less-costly educational process. ICT can promote the re-usability of educational resources. In this sense, it could help reduce costs of educational provision throughout the world.
- However, using ICT to facilitate internationalisation is not necessarily a low-cost option: careful thought and investment of time and effort is required to get it right. Staff costs to

implement an ICT-based internationalisation effort depend mostly on how allocations are channelled, and will affect cost effectiveness and return expectations.

Likely role of ICT for the future

- Blended or entirely online learning options made possible by ICT may provide the most sustainable response to the growing demand for higher education throughout the world, especially if the business models employed are able to maintain consistent quality while lowering the cost of higher education.
- Free online courses and MOOCs have dramatically expanded access to education online. It is too early to assess the impact of MOOCs on fostering student engagement or promoting cross-cultural understanding.
- The future of traditional universities will depend on:
  - how and how quickly they can adapt to the evolving ICT environment (technologies, social networking, etc.);
  - how effectively they can respond to how the students want to learn (e.g. choosing when and where they learn, collaborative learning, using learning tools such as game-based processes, etc.).

Did you know?

The internet-based Open University of Catalonia is the second largest public university in Catalonia. With more than 65 000 students enrolled, only 30% of its budget – and decreasing – depends on public subsidies, as opposed to between 80% and 98% for the other seven Catalan public universities.

African and Latin American countries, China and India, in particular, and despite very different economies, all need to provide an adequate response to the exponentially growing domestic demand for education, although none of these countries can afford to provide sufficient resources and infrastructures and the academic staff needed to train their growing population. Just as Africa skipped the phase of land-line infrastructure development in the communications evolution, and was able to migrate directly to mobile telecommunication, one might expect a similar leap there from residential to virtual HE as the only viable and sustainable alternative.

Actions for institutions to consider

- Recognise that ICT can be a powerful and potentially transformative dimension on an institution's internationalisation strategy because of the borderless nature of the internet.
- Carry out prospective, institution-wide strategic thinking on the possible future of ICT and its likely benefits for internationalisation and carefully weigh the benefits and risks.
- Encourage strategic thinking on the pedagogic opportunities of ICT for the internationalisation of institutions and anticipate the impacts of ICT on teaching styles, learning attitudes, learning environments, etc.

- Reflect on all aspects of the relationship between the institution's internationalisation strategy and ICT, including pedagogical quality, adaptation of materials to the learning needs of the host country, and the competency and capacity of faculty hired to teach on line.

Internationalisation and ethics and values

Ethics and values underpin the fundamental principles of human relationships and concern the quality and the basis for actions that are considered – from a moral perspective – as good or bad, or as acceptable or unacceptable (Ismaili et al., 2011). Across the world, most faculty and students consider ethical principles in relation with academic freedom, intellectual integrity and the fair, respectful treatment of others (Kenneth, 2002).

Institutions embarking on internationalisation initiatives can encounter ethical questions and conflicts regarding a large range of activities and across operational elements, ranging from communication standards, and student and faculty behaviour to academic freedom and productivity measures.

The scope of ethics is expanding as higher education is becoming more global and interwoven. The advent of technologies allows for new kinds of education (e.g. distance learning) and alternative student assessment that might cause ethical concerns. Internationalisation induces, within a country and an institution, a multiplicity of attitudes towards teaching and learning, as well as research.

Efforts to attract and retain the best researchers, teachers and students have, along with environmental concerns, focussed more attention on corporate social responsibility and principles of good governance as frameworks to develop policies for ethical behaviour at the universities. While recognising that some behaviour is ethically acceptable in some cultures and countries and not in others, institutions have faced growing challenges to clearly define ethical standards.

Adopting and affirming an institution-wide ethical commitment is likely to preserve integrity in education, that is "the consistent application of such actions, values, methods and principles which, within a country, lead to equitable access to education, good quality of education, professional treatment of staff and sound management, and effective prevention and detection of malpractice/corruption" (OECD, 2012b).

Identifying ethical challenges

- Institutions need to explore where higher education and academic knowledge fit on the spectrum between being a public good belonging to mankind and providing a tradable service on an international market. Institutions will need to adjust their ethical requirements according to where they place themselves on this spectrum.
- Attitudes on ethical questions may differ across society and institutions should involve the wider university community and national authorities (ministry representatives, funding authorities and quality assurance agencies) in tackling ethical challenges and should ensure consistency with national regulations (e.g. legislation on data privacy).
- Institutions should endeavour to prescribe and incentivise ethical behaviours that would be acceptable across a wide range of higher education systems. Collaborating with international networks, or on projects is likely to help in this respect.
- National regulations, accreditation requirements and financing arrangements may also pose ethical challenges for institutions, especially as "doing the right thing" may put the institution at a disadvantage when competing against other, less scrupulous, institutions for students or for funding.

- Institutions need to remain open and forward-looking with regard to foreseeable ethical challenges (e.g. social media, publishing private contents, installing unlicensed software).

Strengthening the adequacy of codes of ethics, conduct and good practice

- Codes of ethics, codes of conduct or codes of good practice are expanding throughout the world in an attempt to prevent unethical behaviour. They are part of an ethically positive approach to good practices in higher education management.
- The UNESCO/OECD Guidelines for Quality Provision in Cross-border Higher Education set out practical guidelines for higher education stakeholders that strive to provide an international framework for teaching quality, while responding to national capacities, limited knowledge of national systems and bodies, recognition and accreditation, as well as qualifications of educational providers. It can serve as a basis for greater strategic thinking on codes of ethics, conduct and good practice.
- Ethical issues need to be aligned with the quality requirements for accreditation, as many deal with student protection and quality safeguarding of credentials (e.g. fairness in student assessments).
- Strategic considerations on the relevance of a code of ethics and its likely implementation suggest that the code should at least deal with rights and obligations within and outside the institution for all students and faculty. This could usefully be accompanied by examples of behaviours that would be considered unethical, abusive or corrupt to inform domestic and international students and faculty.
- The objectives of the code of ethics can be incorporated into the institution's governance improvement strategies, as ethics permeate various governance issues.
- As well as establishing the code of ethics, conduct or good practice, the institution's code of ethics needs to be fully implemented across all departments and staff within the institution.
- Quality standards and guidelines used by quality assurance agencies for the self-evaluation and external evaluation of programmes and institutions also need to take into account ethics, conduct and good practice and can monitor effective implementation.
- Governments could explore the range of the instruments and provisions that could prompt institutions to embrace ethical attitudes, including:
  - regulations regarding teaching careers;
  - accreditation of programmes;
  - regulations regarding student evaluations.

Remediation to unethical behaviours

- Ethics and values are only relevant if upheld. This means that any reported breach of ethics needs to be followed up assiduously through remediation and appropriate penalties and with transparency by making the results public.
- In certain situations, codes of ethic and conduct may not be sufficient to deal with corruption and/or abusive practices and, where relevant, criminal proceedings or other provisions within the legal frameworks (e.g. anti-corruption legislation) should be pursued.

- Within institutions, a prevention and detection framework for unethical behaviour should be established and closely monitored. This can be supported by:
  - disseminating public statements on ethical behaviours and their rationale via seminars, events, booklets, electronic reminders, etc.;
  - integrating questions on ethics in the students' evaluations of programmes or other satisfaction surveys;
  - collaborating with partner institutions on how to tackle unethical behaviours related to student and staff mobility and research exchanges.
- Every breach should carefully be examined to understand why it has occurred and what lessons it might have for the articulation of the code of ethics, conduct or good practice itself or its implementation.

Did you know?

In Germany's case, the code of conduct contains information for students regarding available courses, defines the rights of international students and guidance for universities on providing information to international students, assuming that international students, new to Germany, need further protection. It provides information from admission, throughout their studies and up to graduation on what should be available and what should be done.

Germany has a written code of conduct on how to treat foreign students attending German universities. There is another initiative of a code of conduct for recruiting international researchers and researchers, in general. While putting together the code of conduct, a working group was formed with university representatives and other actors to look at other examples of codes, for example codes of conduct from the Netherlands, Australia and New Zealand. Germany is currently working on a code for off-shore campuses.

In Greece, institutions have an ethics committee comprised of representatives from important stakeholders in the university. Performance measurements based on codes of conduct, introduced and signed by recruited staff, are a very important aspect of every day work and the culture of the organisation. Codes of conduct approved by the staff give them a feeling of ownership.

Actions for institutions to consider

- Establish discussions involving the wider community on what is appropriate and what is not for your institution.
- Launch international and stakeholder conversations regarding the impact of areas of potential conflict and explore effective responses and strategies as much as possible.
- Implement provisions for prevention of unethical behaviours and establish effective remediation procedures.
- Actively disseminate codes of ethics, conduct or good practice across the institution.
- Evaluate thoroughly the environment in which new or revised codes of ethics, conduct or good practice are expected to operate, identifying all key areas of legal and cultural practice.

Internationalisation and intellectual property

Intellectual Property Rights (IPR) enable people to assert ownership rights on the outcomes of their creativity and innovative activity in the same way that they can own physical property. The five main types of intellectual property are: patents, trademarks, design, copyrights and know-how.

Agreement on trade-related aspects of intellectual property rights requires compliance with certain minimum standards for the protection of IPR. Members may choose to implement laws that provide more extensive protection than is required in the agreement, so long as the additional protection does not contravene the provisions of the agreement. The World Trade Organisation's TRIPS agreement, negotiated in the 1986-94 Uruguay round, introduced intellectual property rules into the multilateral trading system for the first time.

Patent law differs from copyright law. Patenting is important in pharmaceuticals, health science and engineering, whereas copyright laws pertain to articles and publications from all strands of academia. Patent law is straightforward, whereas copyright law can be difficult to abide by, for instance when a document has been published on the internet.

Beyond technical and financial considerations, intellectual property also deals with moral and ethical aspects that should not be overlooked.

Intellectual property strategies

- Institutional or partnership collaboration agreements on IP can be fostered between universities the world over. A collaboration agreement can play a facilitating role. With a signed agreement, ideas, literary and creative work and knowledge exchange could be facilitated without infringing on IP.
- Institution strategies for internationalisation also need to fit in with national strategies in terms of the protection or expansion of intellectual property rights.
- A technology transfer office (TTO) may not only evaluate the intrinsic and commercial value of the discovery and decide whether to enter the patent process, but may also be of particular assistance where a potential invention and/or marketable scientific discovery has emerged as a result of international collaboration.
- In some cases, strong co-operation with national authorities may be needed to anticipate and deal effectively with IP-related challenges that could arise from internationalisation, especially where projected research needs are tied to national strategies that drive research development. In some countries where most institutions are publicly funded, the state retains "walk-in rights" for the benefit of society.
- There is a general notion that publicly funded research should be made publicly available, although countries may take different approaches to achieving this. The OECD has developed guidelines to facilitate cost-effective access to such research data from public funding, now implemented in many OECD countries.

Promoting and preserving IP though collaboration

- When bidding for competitive research grants, an international partnership for projects can be established that includes IP clauses agreed between the researching partners, the research consortium and the funding agency.
- Institutions might have an agreement with a business corporation to develop a finding into a marketable product or service, or to license out the intellectual property right for a certain fee or percentage. International businesses can provide additional opportunities.
- A strategic research relationship could have a governing framework agreement adapted to the varying legal constructs of countries, but it would most likely also be related to the nature of the endeavour.

Did you know?

At the Catholic University of Leuven, all non-study state income goes through a large Leuven R&D centre including IP exploitation. It is a solid and beneficial part of the University funding structure, benefiting both the individual academics and the university as a whole (engineering, biomedical, humanities and social sciences). www.kuleuven.be/english

In South Africa, the National Intellectual Property Management Office (NIPMO) (www.nipmo.org.za) is an independent entity that oversees whether an institutional policy is in line with Intellectual Property Rights from Publicly Financed Research and Development Act, (Act No 51 of 2008)(IPR-PFRD Act). The latter mandates NIPMO to obtain statutory protection for the IP if it is in the national interest, to conclude any IP transaction, and to commercialise such IP.

Actions for institutions to consider

- Examine how your institution's international strategy fits with national regulations on IP.
- Explore the wider range of educational and research aspects concerned with IP.
- Detect and address moral and ethical implications associated with IP.

What governments can do to promote and support internationalisation

Country-specific objectives of internationalising higher education may include attracting skilled workers, generating revenue, fostering exchange and co-operation, and providing cost-effective alternatives to domestic education opportunities (OECD, 2008). Internationalisation can also serve the mission of higher education institutions by promoting multiculturalism and cross-cultural awareness. Therefore, the impact of internationalisation offers new study and research opportunities and benefits that are no longer limited by national boundaries.

Governments are increasingly recognising these benefits as the key ways to develop intercultural understanding and an international workforce (Fielden, 2011). While many governments support country-wide strategies to meet the above-listed expected benefits, not all are aware of them or might feel reluctant to support higher education tackling these issues.

Governments may want to develop internationalisation across four areas:

- steering internationalisation policy;
- making higher education attractive and internationally competitive;
- promoting internationalisation within higher education institutions;
- optimising internationalisation strategies.

In each of these areas, there are a number of different measures that governments can consider, as set out below.

Steering internationalisation policy

- Develop a national strategy on internationalisation whereby all partners are identified as drivers and/or beneficiaries from internationalisation. Partners belong to the academic world, and to the regional and national environments and international settings within which institutions operate.
- Make sure the national strategy for internationalisation is well-aligned with country-specific goals of human capital development.
- Alleviate barriers to the internationalisation of higher education (e.g. visa regulations, labour market restrictions).
- Explore how governmental and institutional internationalisation strategies are intertwined, and examine how:
  - the internationalisation of higher education connects with a country's broader international strategy;
  - government's broader international strategy feeds into the higher education internationalisation strategy.
- Improve national policy co-ordination and, in particular:
  - ensure consistency between policy directions followed by educational authorities in internationalisation and those of related policy areas;
  - establishing an inter-governmental committee or group with representatives from immigration, science and technology, labour and foreign affairs to ensure a whole-of-government approach to internationalisation;

- consider engagement with national aid agencies.

- Encourage higher education institutions to build up international development at home and across borders:
  - consider financial incentives, e.g. targeted funds to promote internationalisation, and explore the impacts and modulation of tuition fees for international students;
  - provide a wide set of non-financial incentives, e.g. work arrangements, job sharing, internships;
  - include an internationalisation strategy in negotiations between authorities and institutions.

- Promote sustainable internationalisation strategies:
  - diversify international activities;
  - encourage the diversification of internationalisation partners;
  - ensure that international students are integrated throughout higher education.

- Establish structures to assist institutions in their internationalisation strategies, share objectives and identify relevant supporting services within ministries.

Making higher education attractive and internationally competitive

- Support platforms for knowledge-sharing and networking on the strengths and weaknesses of the national higher education systems so all parties can gain a deep comprehension of the complexity of internationalisation.

- Explore how to foster reliable comparability across higher education systems, drawing on ongoing initiatives regarding diploma recognition and credit transfers.

- Develop alternatives to current global rankings: support development of more relevant and less reductionist methodologies for global comparison and comparative measures of learning outcomes at institutional level.

- Improve information provided to prospective international students and encourage institutions to provide specific support mechanisms for international students before their arrival and during their studies.

- Reinforce institutional leadership to increase the capacity of higher institutions to identify and support centres of research excellence and teaching excellence with an international reputation.

- Improve the international openness of quality assurance agencies (e.g. training peer-reviewers, adapting the accreditation process to joint programmes).

Promoting internationalisation within higher education institutions

- Encourage on-campus internationalisation by encouraging higher education institutions to:
  - deliver part of their programmes in foreign languages and ensure the quality of the instruction delivered;
  - provide adequate teaching capacity to teach their national language to international students.;
  - develop language and cross-cultural skills of domestic students directly on-campus;
  - consider recruiting foreign academics;

- develop joint programmes in co-operation with foreign institutions and research centres.

- Explore and facilitate online learning opportunities:
  - Analyse and monitor to what extent online learning is – or could be – providing new educational opportunities both in terms of access and of engagement of students.
  - Ensure the quality of online courses delivered, as well as the reliability of the information given to prospective students.

- Encourage the mobility of domestic academic staff and students:
  - Encourage institutions to integrate short-term international exchanges as regular parts of their programmes.
  - Encourage and support twinning programmes with foreign institutions.
  - Consider including international activities and mobility among criteria for promotion and career advancement.

Optimising internationalisation strategies

- Improve data to inform policy-making by including information about the impacts of "international experience" on individuals (e.g. through graduate or destination surveys), and the added-value of internationalisation on research capacities and on student achievement.

- Disseminate the impacts of internationalisation at recruitment fairs or include them on the agenda of fundraising events.

- Explore the risks and drawbacks that internationalisation may generate in terms of additional costs, administrative burden, etc.

- Agree to international standards on internationalisation data and indicators to enhance international comparability.

- Take advantage of international complementarities and consider targeting public support for undertaking post-graduate studies or under-graduate programmes off-shore when they are not available domestically.

- Manage the migration impact of internationalisation in collaboration with institutions and other partners facing immigration issues.

What institutions can do to manage internationalisation more effectively

Internationalisation opens many possibilities for higher education institutions and, managed well, can yield a range of benefits for the institution and its broader community, including, but not only, its students and faculty. Yet institutions face a range of challenges when it comes to managing internationalisation. It involves costs, as well as benefits, that must be weighed carefully.

Institutions can manage internationalisation more effectively across four main areas:

- understanding the environment
- developing a strategic approach
- optimising implementation
- monitoring and evaluating

In each of these areas, there are a number of different measures that institutions can consider to enhance their internationalisation experience, as set out below. Of course, there is no single recipe for internationalisation and each institution will need to choose its own best way forward.

Understand the environment affecting internationalisation

- Identify the objectives of governments (and related actors) for internationalisation, both in the home country and in other countries of interest to the institution. Objectives at the national (or regional) level may include:
  - international prestige of the national educational system;
  - wider access to a larger variety of educational options and qualifications for both domestic and international students;
  - economic benefits;
  - attraction of talents to the national system;
  - political influence.
- Identify which elements of government policies and regulatory environments – in both the home country and in other countries of interest to the institution – would impinge on internationalisation (and in what ways), including:
  - within higher education more generally, including public financing, institutional autonomy and governance, accreditation processes and qualifications frameworks
  - outside higher education, such as visa rules, intellectual property, planning regulations, employment regulations, legal arrangements, etc.
- Consider fully the cultural context in both the home country and other countries of interest to the institution to identify the likely challenges that would be experienced, including:
  - expectations of students of the learning experience;
  - preparation of students from different backgrounds;
  - languages;
  - approaches and interpretations on ethical matters.
- Analyse other factors affecting the environment for internationalisation, including:
  - geo-political and economic development trends;

- competition from other institutions, from other countries, and from other forms of learning;
- opportunities for collaboration through networks of institutions and with multi-national enterprises;
- evolving technology;
- local environment and perceptions (e.g. crime rates, transport links).

Develop a strategic approach to internationalisation

- Clarify the institution's objectives for internationalisation and articulate how internationalisation is expected to enhance the institution's main mission(s).
- Select the most appropriate modes and forms of internationalisation for the institution, taking into account both the institution's missions and objectives and the environment affecting internationalisation.
- Involve key stakeholders actively in developing the internationalisation approach to gain valuable insights about the best approach and to strengthen engagement in, and support for, the approach chosen.
- Develop a sustainable business model to support internationalisation, taking into account:
  - expected benefits and costs over the medium term;
  - financing arrangements;
  - timing of roll out and phasing of implementation;
  - assessment of risks;
  - ability to respond rapidly in light of experience and to new challenges.
- Establish the partnerships and join the international networks that will be most relevant and effective to achieving the institution's objectives for internationalisation.
- Verify that the institution has the full set of capacities required to support the internationalisation strategy and take steps to fill gaps identified or adjust the strategy in light of capacity constraints.
- Incorporate monitoring and evaluation processes into the strategic plan.

Optimise implementation

- Learn from the experience of other institutions in implementing different internationalisation approaches.
- Ensure that broader institution and department policies are well-aligned with internationalisation objectives.
- Communicate effectively the rationale for internationalisation to all stakeholders within and outside the university.
- Establish an international office to provide support services to both students and faculty and to promote the integration of international students into all the institution's academic and social activities.
- Build internationalisation considerations into all aspects of teaching and learning across the institution and support faculty in adapting to new challenges resulting from internationalisation.

- Use internationalisation to spark a deeper reflection about course content and effective pedagogy to promote better learning outcomes for all students.

Monitor and evaluate

- Build monitoring and evaluation into the strategic plan for internationalisation to assess whether the approach is achieving its objectives and delivering the benefits expected of it.
- Develop statistical indicators and surveys to support effective monitoring of internationalisation.
- Incorporate internationalisation objectives into the institution's broader quality assurance processes for teaching and learning, pastoral care and student satisfaction.

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