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Toward a Strategy for Internationalisation: Lessons and Practice From Four Universities

John Taylor

Internationalisation is one of the most powerful forces for change in contemporary higher education. This article looks first at the motivation of four leading institutions in seeking to develop a strategy for internationalisation. Second, the wide range of activities and initiatives undertaken by these universities is examined covering teaching and learning, research, staffing arrangements, and institutional management together forming a comprehensive strategy for internationalisation. Finally, the article assesses the overall input of internationalisation and its importance as an influence on institutional management.

Keywords: *strategy; management; internationalisation*

Toward the end of the 20th century, strategic planning assumed new importance within the management of higher education at the institutional level. Driven by pressure on resources, the growth in public accountability, and the emergence of market forces influencing both teaching and research, institutional leaders have been forced to assess their activities and to prioritise for the future. Within the spectrum of activity that forms an effective approach to strategic planning, most institutions are now familiar with the preparation of an institutional or corporate plan and, within that framework, the emergence of a research strategy and a teaching and learning (or education) strategy; human resources planning and the establishment of information strategies have also acquired new recognition. Against this background, many universities have also moved to develop institutional strategies for internationalisation.

The emergence of internationalisation in higher education is well documented (e.g., see Back, Davis, & Olsen, 1996; de Wit, 2002). It is readily appar-

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ent that this “growing interest has translated into the active development of policies, programs and infrastructure at institutional and government levels” (Knight, 2001, p. 228). Although this outburst of activity is clearly visible in many universities throughout the world, it is much less clear to what extent conventional planning theory and methodologies have been applied to the process of internationalisation. How have institutions approached the preparation of a strategy for internationalisation? What work does a strategy for internationalisation actually embrace in practice? What can be learned about the impact of internationalisation on institutional management?

In attempting to answer these questions, this article looks at the strategies for internationalisation in four leading universities: the University of British Columbia (UBC), Canada; the University of Chicago, United States; the University of Uppsala, Sweden; and the University of Western Australia (UWA), Australia.

The article takes as its starting point the definition of internationalisation used by Knight and de Wit: “the process of integrating an international perspective into the teaching/learning, research and service functions” of a higher education institution (de Wit, 1995, pp. 9-14; Knight, 1994, p. 3; Knight & de Wit, 1997, p. 8). This definition emphasises the ongoing nature of internationalisation “as a process, as a response to globalisation (not to be confused with the globalisation process itself) and as including both international and local elements” (de Wit, 1999, p. 2).

In 1994, Knight also identified six stages within a cycle for internationalisation: awareness, commitment, planning, operationalising, review, and reinforcement. A cyclical approach of this kind is fundamental to any type of planning activity. To what extent does such thinking underpin the development of strategies for internationalisation in these four universities, each of which would see itself as a leader in the field?

A further definition of internationalisation is offered by Ellingboe (1998) who referred to “the process of integrating an international perspective into a college or university system” (p. 199) and then described

an ongoing, future oriented, multi-dimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment. (p. 199)

To meet this challenge, Ellingboe identified several key factors:

- college leadership;
- faculty members' international involvement in activities with challenges, research sites, and institutions worldwide;
- international curriculum;
- the availability, affordability, accessibility, and transferability of study-abroad programs for students;
- the presence and integration of international students, scholars, and visiting faculty into campus life; and
- international cocurricular units (residence halls, conference planning centres, student unions, careers centres, cultural immersion, and language houses), student activities, and student organisations.

To what extent do these four universities, each of them highly committed to the process of internationalisation, meet these criteria?

It is important, also, to strike a note of caution. Both Knight and de Wit (1997) and Ellingboe (1998) used the word *integrating* in their definitions thereby implying the absorption of an international approach to all areas of activity. Yet it is clear—indeed, it is probably inevitable—that the response of individual members of staff and different organisational units will vary within the same institution. Bartell (2003) wrote,

Internationalisation conveys a variety of understandings, interpretations and applications anywhere from a minimalist, instrumental and static view, such as securing doctoral funding for study abroad programs, through international exchange of students, conducting research internationally to a view of internationalisation as a complex, all encompassing and policy-driven process, integral to and permeating the life, culture, curriculum and institution as well as research activity of the universities and its members. (p. 46)

How does such variation in approach figure in the development of strategies for internationalisation?

In answering this question, and underpinning any planning process, it is essential that universities are aware of the opportunities and constraints posed by institutional culture. Barbara Sporn (1996) has demonstrated convincingly the importance of culture in shaping management and strategy in higher education. Universities are complex organisations with many distinct characteristics. Their aims are often unclear; stakeholders are varied and numerous. Traditional values of autonomy and academic freedom do not lend themselves to integrated planning; institutions are staffed by diverse professionals, both academic and managerial, with varied and different aims and objectives; and universities face a rapidly changing external operating environment with many conflicting pressures and no clearly agreed-upon priorities. Such an environment does not lend itself to effective planning. This places a particular

emphasis on leadership in the development of institutional international strategies. Bartell (2003) concluded,

The internal culture can be inhibiting or facilitatory and, therefore, to enhance the effectiveness of any substantive, and not merely token, internationalisation process, the leadership's role is to foster and link a culture congruent with the internationalisation objective and the management of the universities, including resource allocation and control techniques. (p. 67)

Effective leadership is therefore crucial in the development of a strategy for internationalisation. Marijk van der Wende (1999) has offered a number of other key success factors:

- a strong link to the general mission of the universities and to its goals for education and research;
- the trend toward more comprehensive strategies, including research and education, and many other areas of activity, including staff mobility and curriculum development; and
- a systematic evaluation of internationalisation and the development of a link between internationalisation and quality assurance.

The key point is that the international strategy cannot exist in isolation. Moreover, the international strategy must be concerned with internal university arrangements, not simply the external environment. Units and persons responsible for internationalisation must develop a stronger internal orientation. "It also means that they should reconsider their role as international relations managers or administrators of international programmes or schemes, and orient themselves on their role as an innovation manager (a change agent) who focuses on internal processes" (van der Wende, 1999, p. 13).

Finally, it is important to stress that, like all forms of planning, the development and implementation of a strategy for internationalisation is an ongoing process for any university. Dilys Schoorman (1999) wrote as follows:

Implementation of internationalisation as an ongoing process can also be achieved through strategic planning efforts that identify both short and long-term goals. Short-term goals should be viewed not only as outcomes, but as important inputs in long-term efforts. Progress towards such goals should be monitored and the process should be modified where necessary. Emphasis should be placed on constantly improving and expanding internationalisation efforts, rather than allowing current efforts to stagnate. (p. 39)

There are many ideas, both theoretical and practical, about the approach to internationalisation in universities. This article will look at the content of strategies pre-

pared by four particular universities to consider the extent to which such ideas are reflected at the institutional level. In so doing, five key themes are explored: motivation, teaching and learning, research, staffing, and institutional management.

MOTIVATION

For most institutions, the drive toward internationalisation reflects both their core ideals and philosophies of higher education and a firm grasp of practical and competitive realities in the contemporary world.

The commitment to fundamental values remains very strong:

Through contacts and exchanges within higher education and research, the University should contribute to the promotion of peace and solidarity, not least in development collaboration with countries in the Third World. (University of Uppsala, 2002, p. 3)

Respect for other peoples, other cultures and other value systems must always be a fundamental element in all education, while increased intercultural understanding will also contribute to increased understanding and appreciation of a person's own culture. (University of Uppsala, 2002, p. 3)

The rationale for internationalisation lies in a university's fundamental responsibility to prepare its graduates to be active and critical participants in society. (UWA, 1999, p. 2)

Such commitment is very deep and meaningful; the strategy for internationalisation at Uppsala speaks of "solidarity with the world and contemporary circumstances," "solidarity with the Third World," and, after reference to the threat of environmental destruction, "solidarity with the Earth" (University of Uppsala, 2002, pp. 2-3). It is easy to be cynical about such statements, but they are a powerful expression of the role of higher education in shaping society and are an important influence in the evolution of institutional strategy.

However, such ideas are strongly reinforced by the recognition of the changing nature of the world within which universities are operating and the need to respond to the challenges and opportunities of internationalisation. Higher education is sometimes in the vanguard of such change; on other occasions, it must react to other changes in society:

In a world characterised by challenges and opportunities of global proportions, universities are key agents of change. (UBC, 2000, p. 1)

Higher education, research and training have all become central to the shaping of a knowledge-based society and to citizenship in that society. The universities have the potential to be critical powerhouses for their communities in finding opportunity in global competitiveness and challenge. To achieve this mission, universities are required to engage in the transformative process of "internationalisation." (UWA, 1999, p. 4)

In particular, the internationalisation of knowledge is fundamental to research:

Knowledge is international in its essence. It knows no borders, no boundaries. It is timeless and is the universal language of all who would seek wisdom. Universities are therefore international in their core function. (UWA, 1999, p. 3)

In the pursuit of knowledge, local phenomena and local associations are inadequate to form meaningful understanding. . . . Generation of new knowledge employs techniques and technologies unknown even in recent years. Access to investigations in unfamiliar places and associations with investigators in distant institutions has become necessary and commonplace. (UBC, 2000, p. 1)

Closely associated with the acknowledgement of an international knowledge base is recognition of the economic and financial realities facing both countries and universities:

The globalisation of markets and finance, the new modes of knowledge production and innovation and the general revolution in communications and cultural permutations all suggest a new era in modern history. . . . Not only does this apply to trade and investment, but it critically involves the generation of the intellectual property which will power the industries of the future. Some 98% of the world's basic scientific research is already done outside Australia and a similar proportion of global innovation happens elsewhere. (UWA, 1999, pp. 4-5)

In the end UBC's ability to successfully grapple with the complex forces of industrialisation will benefit all British Columbians. For UBC to serve the people of the province and the nation, the University must be involved internationally. (UBC, 2000, p. 2)

Similarly, at Uppsala, the university recognises the importance of enhancing awareness of countries with which Sweden has or needs to have close links, including the promotion of Swedish economic competitiveness.

Bartell (2003) summed up this process as follows:

The isolated, self-perpetuating, parochial environment can no longer serve a functional purpose for the educating institution or any of its component parts. The proximity and intertwining of diverse cultural experiences, political systems, economic relationships and technological options require the development and infusion of a world view and perspective in curriculum formulation and implementation, and in the definition of research areas and questions posed by researchers in the various disciplines. (p. 49)

The importance of internationalisation in the training and development of students is also of prime importance. All four universities accept this principle without question and also recognise that students will increasingly demand access to an international educational experience:

A capacity to draw from an educative experience suffused with international dimensions will be a significant vocational ability and value for graduates in the workplace of the next century. (UWA, 1999, p. 2)

Developments in Europe are also motivating a strong international spirit in undergraduate education for the future professional activities of students. (University of Uppsala, 2002, p. 1)

UBC also emphasises the need to prepare students and staff and to familiarise the wider community with living and working in a context of global interdependence.

For many universities, the concept of internationalisation is also important in its association with quality as measured by international standards. Thus, UWA claims to conduct teaching, research, and scholarship at the highest international standards and recognises that, “to attain international excellence, [a university] must operate internationally and must take an international perspective to all its activities” (1999, p. 6). Similarly, at UBC, internationalisation is seen as a fundamental process necessary to enhance quality and to provide benchmarks for both teaching and research thereby strengthening the university’s core mission.

The development of international strategies also reflects the increasing commercialisation of higher education. In the development of new teaching modes of delivery, Donald Hanna and Colin Latcham (2002) have pointed out that “institutions are trying to jump onto the online bandwagon and capitalise on their brand names . . . and some universities are acting for fear that the gravy train might leave them standing if they do not act immediately” (p. 128). Such fears do not emerge significantly in the four institutions under scrutiny, which may reflect the well-founded international strength and self-confidence of these universities but may well be a strong motivation elsewhere.

Against this background, internationalisation is not seen as something that applies to some individuals and some countries but not to others; rather, it is viewed as an all-embracing approach to higher education.

The objective of internationalisation must be put in an equal footing with other subsidiary objectives of higher education and, as far as possible, it must be integrated with other objectives such as vocational preparation, personal development, critical thinking and evaluation of its own activities in international comparisons, thereby contributing to the fulfilment of the University’s quality objectives. (University of Uppsala, 2002, p. 3)

Above all, internationalisation is a state of mind. (UWA, 1999, p. 4)

[Internationalisation] is a necessary, vital and deliberate transformation of how we teach and learn. . . . Instilling a sense of the global village in our academic community, both in the way we welcome students and faculty from around the world and in the manner in which our curricula reflect and integrate the international nature of knowledge, is an essential part of our mission. (UBC, 2000, p. 4)

It is clear that there is a wide range of different motives underpinning the development of international strategies. As Hanna and Latcham (2002) concluded, "The jury is still out on whether altruism or commercialisation will prevail in internationalisation" (p. 128). For UBC, UWA, Chicago, and Uppsala, awareness of international trends and requirements is certainly underpinned by genuine belief and commitment. This must help in avoiding superficiality and in achieving successful long-term delivery of institutional objectives.

TEACHING AND LEARNING

Developments in teaching and learning are fundamental within a strategy for internationalisation. Typically, a strategy will cover the recruitment of international students, curriculum design, and the provision of opportunities for overseas study.

The University of Chicago emphasises the importance of overseas student recruitment; this is viewed as a key performance indicator relative to its peer group of institutions. Part of the motivation is financial, but the university stresses both the high quality of international students and their contribution to the academic strength and vitality of the institution and their long-term significance for the international profile of the university:

[Overseas students] comprise an enriching feature of the University environment and are also of importance to (enhancing the experience of) the Swedish students. (University of Uppsala, 2002, p. 8)

Participation of international students is an important element in enhancing the quality of undergraduate classroom interaction. (UBC, 2000, p. 6)

Key elements of university strategies include

- enhanced literature and marketing, reliable information (especially Web based) for prospective students, and multilingual publications and recruitment literature;
- benchmarking of courses against other international programmes;
- importance of ensuring efficiency and customer care in administrative procedures including enquiries, applications and recruitment, and registration;
- early decision making on applications and admission requirements to secure high-quality students;
- provision of English language programmes (both written and spoken), especially the expansion of preadmission programmes geared to secure early decision making (Chicago: language boot camps) supplemented by further programmes postadmission (Chicago: second summer courses);
- enhanced social networking for international students including links with home students and local families (including local alumni), active participation of international

students groups on campus, and mentoring schemes involving existing overseas students;

- fee waivers, bursaries, and studentships, widely marketed and offered on a highly competitive basis, intended to increase the institutional profile and attract the highest quality students (such awards may be targeted to particular subject areas, countries, institutions, or students from certain backgrounds);
- guaranteed housing and enhanced support services for both students and their families, practical assistance (e.g., driving licenses and schooling), and legal advice (e.g., complex issues such as residency requirements and work permits);
- a comprehensive induction programme and preparation of a directory (online and printed) of overseas students in the university by country order to help students find an immediate network and social contacts;
- emphasis on maintaining or improving academic standards; recognition that it is not fair to students and will be very expensive in terms of staff effort if students are admitted who cannot cope with normal course requirements;
- importance of detailed planning at the level of individual departments and schools including clear targets with overall coordination at the institutional level; a proactive stance is needed by staff at all levels in the organisation;
- financial incentives and reward mechanisms for staff directly involved in international activities;
- targeted marketing by country and by subject;
- collaboration with partner institutions to maximise overall recruitment (e.g., UBC working with the Group of Ten research-intensive universities in Canada), including shared marketing and preadmission training, leading to enhanced overall profile and shared overheads;
- development of innovative degree programmes including overseas delivery and distance learning in the initial period with subsequent transfer to university admission and flexible entry schemes including 2nd-year direct entry;
- use of international alumni in student recruitment; and
- attraction of cultural events (e.g., concerts, exhibitions) with an international emphasis.

It is clear, however, that a strategy for internationalisation is much more far reaching and inclusive than is implied simply by the recruitment of international students. At the heart of the development process lies a fundamental reexamination of teaching provision to reflect the challenge of internationalisation:

[The University is committed to] the development of inclusive and international curricula to ensure that the University's graduates have the skills and cultural understanding to operate in an international environment . . . [and] an inclusive curriculum which acknowledges, respects and responds appropriately to student diversity and incorporates an international dimension appropriate to each discipline. (UWA, 1999, p. 6)

The international dimension will constitute an integral part of each programme of studies or course. . . . It should be an integral part of every course that there should be an

overhaul of study plans and syllabuses in order to reinforce internationally oriented contributions and the international perspective. Wherever possible, in course modules that have a tangible national content, events and applications in Sweden ought to be highlighted from an overseas perspective also as well as through comparison with other countries. It ought to be an objective for each course at least to contain an international project of some kind. (University of Uppsala, 2002, pp. 6-7)

Similarly, UWA commits itself to judge all academic programmes against criteria of international outcomes and requires all its faculties to establish the concept of cultural competencies as required by 21st-century graduates. This is supported by the development of foundation units in international studies and the establishment of a visiting academic teachers' program to expose all students to different international cultures and approaches to learning.

Central to the internationalisation of teaching programmes and other activities is the study of languages, either as a formal part of degree programmes or in preparation for study abroad. Language tuition should be available to all students at different levels. The University of Chicago recognises the need for effective coordination of such provision across the university and the need to integrate language programmes provided overseas and taught by staff from other institutions. UWA also seeks to use overseas students to enhance the profile of language courses. For Uppsala, the university seeks to promote the delivery of courses in the medium of English and other languages as well as encouraging the development of foundation courses in Swedish for incoming students; as a guide, it was anticipated that, in the future, one term per annum would be delivered in English on all undergraduate courses:

Tuition on foreign languages is an inexpensive method of providing introduction for Swedish students to studies in other languages and for overseas exchange students to take part in regular courses in languages other than Swedish. (University of Uppsala, 2002, p. 7)

Exchange programmes form an important part of a strategy for internationalisation. Operated successfully, exchange arrangements can be attractive and beneficial to students. Exchange programmes can take many different forms including reciprocal arrangements with no financial implications and cooperative agreements based on the application of local fees. Key factors include

- establishment of targets for numbers of students participating, both inward and outward;
- vigorous promotion of opportunities for overseas study including initial international study tours to provide "tasters" for overseas study;
- effective preexchange preparation of students including language training and cultural orientation;

- careful targeting of partner institutions (UBC recognises the desirability of diversity in the range of exchanges available but also acknowledges the “need to be able to carefully monitor and potentially compensate for any irregularities in academic quality performance” [p. 6]);
- enhanced facilities for students visiting under exchange programmes including accommodation, reception programmes, and language study;
- bursaries to reflect different cost structures overseas;
- development of formal internship programmes;
- degree structures and course prerequisites must be made more flexible to facilitate credit transfer from overseas study and systematic planning and reporting of results must be developed;
- models of credit transfer and overseas study need to be developed to provide reference points; and
- the benefits of overseas educational experience need to be marketed vigorously with students, staff, parents, and prospective employers, for example, using case studies based on returning students.

Against this background, however, universities are concerned that developing strategies also take a realistic view of the difficulties associated with student exchanges. UBC looks to establish clear procedures for the evaluation of exchange agreements and sets out arrangements for dealing with failures in reciprocity: Imbalances of up to 15% could be tolerated, 15% to 20% should be referred to the partner institution, and more than 20% require the development of specific strategies. Chicago is similarly forthright: “Whereas smaller and more obscure foreign institutions consider it very advantageous and prestigious to have exchange programmes with the University, there is no equal advantage on our side” (University of Chicago, 2001, p. 11). Clear procedures for initial approval and subsequent monitoring at a high level in the university are stipulated.

Another example of internationalisation in teaching and learning is the delivery of programmes overseas—sometimes taught alongside their other commitments by staff from the university visiting the place of delivery on a regular basis, sometimes taught by staff specifically employed for the task and based either at home or overseas, and sometimes taught by other institutions on a franchise basis. Such programmes represent a major commitment of resources both in staffing and in infrastructure; they also raise important questions of quality assurance. Students may be drawn from the home country or from overseas. Courses designed and taught by staff from the university are important in “creating an intensive learning experience that is further enriched by its foreign setting” (University of Chicago, 2001, p. 12). Distance learning is also important in this process:

Given the importance of developments in telecommunications technology, it can be anticipated that a major internationalisation force will be the delivery of courses and programmes utilising new forms of distance education. (UBC, 2000, p. 7)

However, it is important for the strategy to take a balanced view by recognising the problems inherent in such programmes. It is often difficult to give students a sense of belonging to a wider body; other issues to be tackled include the provision of support services (especially libraries and computing) and the provision of administrative support. Regular review is needed:

Such reviews are, moreover, important moments of reflection on the health and long-term viability of such programs which to a great degree depend on faculty enthusiasm and commitment. (University of Chicago, 2001, p. 41)

A physical presence overseas is often vital to this process and can provide a crucial focus for international teaching and exchange arrangements.

Finally, in the context of emerging strategies for internationalisation, reference should be made to other initiatives within the teaching process:

- Provision of short courses and continuing study programmes, both credit bearing and non-credit bearing for international clients. Such programmes might be financially profitable but could also lead on to further long-term benefits in terms of institutional profile, teaching, and research.
- Study tours may be integrated within degree programmes and supported by effective reporting arrangements.
- Establishment of enhanced information systems, both internal and national (e.g., Uppsala: National Academic Registration Information Centre [NARIC]); use of international schemes (e.g., SOCRATES [Europe] or NORDPLUS [Scandinavia]); and collaborative arrangements (e.g., Associational Colleges of the Midwest [ACM]).
- Specific events (e.g., Uppsala University International Summer School).

Each of the strategies under consideration sets out a university-wide vision. Schoorman (1999) noted that, although administrators view internationalisation as a comprehensive university-wide undertaking and therefore relevant to all fields, many academic staff take a different view and see things from a departmental perspective. This alternative view may be highly supportive but may also seek to preclude internationalisation in a particular subject area. It is important that universities tackle this problem: “While it seems that field-specific rationales provide the central impetus for internationalisation efforts, in order that internationalisation be implemented in all aspects of education, its relevance to the pedagogical purpose of *all* fields of study must also be underscored” (Schoorman, 1999, p. 35). The four universities in question clearly assume an institution-wide adoption of internationalisation.

Their strategies are much less forthcoming in recognising the difficulties involved or in setting out clear procedures.

RESEARCH

International collaboration has always been a feature of research activity in leading universities throughout the world. Developments in research are therefore at the heart of a strategy for internationalisation and are among the least contentious elements. Key points include the following:

- Development of exchange programs to allow leading researchers from overseas to visit for varying periods to pursue research either individually or in collaboration with home staff and to allow home staff to do likewise overseas. In this way, academic staff can test their research at the highest level and can participate in international collaborative programs. Part-time visiting appointments can help to facilitate such exchanges. Also, as with student exchanges, it is important to ensure high-quality support services including accommodation and practical assistance.
- Joint projects, articles, and books; joint supervision of research students.
- Use of modern technology to speed up communication and to maximise time (e.g., research teams in contact around the world allowing 24 hour/day working that spans time zones).
- The need to highlight international links in all ways including departmental literature, annual reports, and staff curricula vitarum. International research activities and standing should be included in internal procedures including departmental review and staff appraisal and progression.
- The importance of international fund-raising. UBC (2000): "With competitive forces heating up for scarce resources to support research, it is increasingly important that we document and highlight the international interconnectivity and world class calibre of research at UBC" (p. 12).
- The requirement for effective support for international research (e.g., travel funds, specialist advice with research contracts, licensing, and development agreements).
- Development of improved information sources on international funding and research opportunities (e.g., European Union Framework Programmes).

An important aspect of internationalisation in research is the development of strategic alliances. As background, it is recognised that most universities enjoy a wide range of international links ranging from formal agreements to casual personal contacts; many of these links are helpful to the staff and students concerned, but others exist on paper only and mean very little in practice. In response to the pressure for internationalisation, universities are now pursuing a more planned, selective, long-term approach both by subject areas and by institution, focusing on close and productive ties with a smaller group of institutions. Such links are especially important in

the promotion of collaborative research. An important implication of such developments is the effective exclusion of some universities, and their staff and students, from the process:

The basis of UBC's international strategy is to develop more advanced international co-operation focusing on sustainable partnerships. . . . Establishing and developing sustainable co-operative initiatives with key partners at an international level will be fundamental to flourishing into the next century. (UBC, 2000, p. 13)

[The University is seeking to develop a] research policy to include a vision of research concentrations and key strategic directions of international linkages. [UWA requires key] strategic alliances with major overseas institutions as a core of its twenty-first century development. (UWA, 1999, p. 6)

In such views, it is possible to see the key rationale behind emerging international alliances such as Universitas 21 and the Worldwide Universities Network.

The expansion of opportunities for international research students is also important in an institutional strategy; the high quality of many overseas students is especially attractive for research-led institutions. Particular initiatives include

- the development of postgraduate research schools to provide a focus for graduate students and for overseas research students in particular;
- revised admission procedures to ensure rapid decision making;
- enhanced marketing and promotional materials (including Web-based information);
- improved support services including accommodation, language training, and assistance with social integration;
- scholarships for high-quality applicants and also teaching assistantships;
- opportunities for graduate students to participate in overseas exchanges and obtain international experience; and
- fund-raising to support international programmes.

STAFF

Underpinning the development of a strategy for internationalisation is a crucial recognition of the importance of human resources in the delivery of the international mission:

Internationalisation at UWA will only be effective when it becomes a mode of thinking and action which suffuses all sections of the University. To that end, the commitment of staff at all levels to this goal is crucial. (UWA, 1999, p. 15)

UBC refers to the growth of international sensitivity among staff, which should be manifest in various ways, including

- skill and experience in cross-cultural communications,
- language skills,
- personal experience of living abroad, and
- personal experience of study abroad.

New skills must be developed, requiring training and experience, such as international marketing and entrepreneurship; moreover, international programmes need different management skills for administrators and those involved in support services. Internationalisation requires particular financial expertise based on fully funded programmes; different methods of fee assessment, collection, and distribution; multiple income inflows; foreign exchange management; and complex expenditure patterns. With international programmes, it is especially important to understand both average and marginal costs to assess the profitability (or benefits-to-costs ratio) of new initiatives (although it can be argued with some justification that this is increasingly important for all views of university provision):

To deal with the multiple entrepreneurial objectives inherent in an internationally oriented university, development of all categories of personnel becomes important. (UBC, 2000, p. 6)

Internationalisation is also encouraged by the recruitment of staff through international competition and with an overseas background. Mobility of staff has increased significantly in recent years and will increase further; substantial inducements and assistance (e.g., relocation expenses) may be offered to attract staff of high quality.

Other implications of internationalisation for staff are also clear. Exchange programmes, for example, although welcome for staff, rarely involve a one-for-one transfer thus leading to “complaints that faculty exchanges place an additional burden on the home department which must struggle to meet staff teaching assignments and to worry about attendance at PhD orals, departmental and division meetings, among other areas” (University of Chicago, 2001, p.17). Universities must have a flexible resource base capable of adjusting to such problems.

INSTITUTIONAL MANAGEMENT

The development of a strategy for internationalisation has important consequences for institutional management. Frequently, the response of universities has been uneven and reactive; for the future, the leading universities will be proactive, placing a particular emphasis on the need for effective leadership. The importance of an institutional commitment (as distinct from the interest of individuals) is also clear:

In the face of the challenges ahead, our chances of successfully maintaining our commitment (to internationalisation) are enhanced to the extent that we work together as a

whole university. . . . Internationalisation to be successful necessitates working together across all faculties. . . . It is no longer the case that a few internationalists symbolically represent the University in international interests. (UBC, 2000, p. 2)

One of the main reasons why institutional commitment is so important is the additional cost and long-term investment required. Openness, fairness, diversity, and relevance must be guiding principles underpinning the strategy for internationalisation to ensure broad acceptance and ensure effective implementation.

Significantly, a strategy for internationalisation also tends toward centralisation within university management. This arises for several reasons:

- The need for overall planning, prioritisation of activities, and target setting.
- Unlike home-based provision, universities are dealing with a wide diversity of students with many different backgrounds and qualifications (many of them unknown) and many different institutions requiring the application of common standards, language requirements, and procedures. Administrative rigour and discipline are needed to channel the process of internationalisation.
- The need to provide a central physical focus for international activities, especially for students and visitors, including language training, support services, and advisory functions.
- The danger of duplication of common activities leading to operational inefficiency; the need for involvement, coordination, and rationalisation of small organisational units offering highly specialised services in support of internationalisation.
- The importance of an effective institutional profile. "Success internationally depends increasingly upon an institutional image which projects coherence as well as vigour" (UBC, 2000, p. 2).
- The need for regular scrutiny and monitoring of international activities including the application of agreed-upon institutional requirements (e.g., governing exchange agreements and overseas programmes).
- The need to plan strategically for an increasing number of overseas alumni and international fund-raising.

Thus, for example, the University of Chicago, an institution that prides itself on its decentralised management and the encouragement given to staff at all levels to adopt a strong entrepreneurial approach, nevertheless concluded that "increased centralization, better communication and a higher profile within the University are all crucial to more efficient and healthier international programmes in the future" (University of Chicago, 2001, p. 41).

For many universities, a key driver toward centralisation in the oversight and influence of international activities is the need for fund-raising, both short-term and long-term. Internationalisation brings requirements—for staff research, studentships, libraries and other faculties; staff and student exchanges; new staff appoint-

ments; support for visitors; and many other activities—but it also provides opportunities, and international alumni are commonly identified as generous long-term benefactors for their alma mater:

It is prudent for the University to take some concrete steps now to monitor and keep track of the success of old programs, to encourage new and evolving programmes to succeed and to help increasing numbers of non-American students and faculty to prosper within our university administrative structures and modes of pedagogy. Moreover, we must prepare for the very real possibility that more and more of our alumni and prospective students will be living outside or national borders. (University of Chicago, 2001, p. 17)

A key principle underpinning fund-raising is the adoption of clear, agreed-upon, long-term strategies and targets. Internationalisation offers new possibilities:

- International alumni will want to endow funds for foreign student scholarships, visiting professorships, and lectureships in regional and international studies and international cultural activities.
- Fund-raising from home alumni of immigrant extraction interested in international affairs and raising the institutional profile overseas.
- Fund-raising from corporations with interests in international studies or from particular foreign countries (University of Chicago, 2001).

UBC also focuses on the prospective long-term financial benefits from internationalisation. Requirements include

- a physical presence overseas,
- active networking including regular travel to meet prospective donors,
- commitment of senior university leadership and involvement of specialist fund-raising staff, and
- active involvement of international alumni.

Maintaining and enhancing the ongoing relationships established, and building further upon these, is an important priority. . . . Support for UBC is more likely to occur where offshore clients and communities have developed a familiarity and appreciation for UBC and an understanding of the importance of its ongoing commitment to excellence in teaching and research in an international context. (UBC, 2000, p. 5)

The importance of a physical presence overseas represents a further challenge to both fund-raising and operational management. Such centres provide a base for overseas programmes, exchanges, alumni, and further fund-raising. For Chicago, the model was the California House, the University of California's base in London that

provides space for study abroad and research, staff facilities and classrooms, a base for alumni, and a focus for outreach services. It also encourages collaboration between the university and international research organisations in London and with U.K. universities and provides a showcase for technology and research and a base for conferences, alumni, and fund-raising.

The importance of a strategy for internationalisation is commonly signaled by reorganisation within the institutional management. Many universities have operated international offices for several years, commonly on the back of international student recruitment. However, increasingly, an institutional strategy for internationalisation requires a further shift in management, often marked by the appointment or designation of a senior officer at a high level in the university, one tier below the vice chancellor, rector, or president. An appointment of the kind may also lead to new reporting arrangements and changes in committee structures by cutting across traditional lines of responsibility. Internationalisation poses a new challenge to university management, requiring both central direction and local initiative:

A very strong case now exists both to reshape and to expand the institutional mechanisms by which the University can achieve its goals:

- The appointment of a Senior Academic (International), being a specialist to drive and oversight the overall internationalisation policies at UWA. This key Senior Academic will report directly to the Vice-Chancellor and be the interface between the Vice-Chancellor, the International Office and the faculties.
- The establishment of a high level Internationalisation Committee chaired (in the first instance) by the Vice-Chancellor.
- The redevelopment of the International Centre with corresponding developments in the Faculty Offices. (UWA, 1999, p. 8)

Chicago moved in a similar direction with the appointment of a new central officer, associate provost, or assistant vice president for international affairs with direct oversight of university-wide standards (including English-language requirements and the review of international exchanges and overseas programs) and the Office of International Affairs and as chair of a new Working Group on International Alumni and Development.

The role of the international office can be a difficult one to resolve. van der Wende (1999) identified concerns about the relationship between such offices with other core processes and with other central units responsible for activities such as curriculum development, research, quality assurance, and human resources. This interaction between the strategy for internationalisation and other strategies is a major challenge to be overcome.

Increasingly, a particularly important interaction is with information and communications technologies (ICT). Robin Middlehurst (2002) referred to the convergence between ICT and internationalisation strategies based around the use of the Internet for internal and external information and communications as well as for research and educational purposes. Again, effective central management is essential.

Internationalisation offers a further dimension for university management requiring high-quality support services and providing opportunities for benchmarking against international institutions:

The University needs to ensure that its management, administration and policies are themselves 'international best practice' and that they assist the achievement of the University's objectives. (UWA, 1999, p. 7)

University management can also contribute more directly to the process of internationalisation through the provision of services and assistance to universities in developing countries.

Last, good management needs to be able to monitor the implementation of its strategies to inform future planning. UWA proposed key indicators:

- Number of overseas students
- Number of staff with overseas qualifications
- Number of publications with international collaboration
- Number of staff taking up leave abroad
- Number of exchange agreements
- Number of staff from overseas

UBC also set in place new procedures for monitoring the quality and success of international links as well as their number. Knight (2001) discussed possible tracking measures in some detail, but few institutions seem to have applied such measures to date on any systematic basis.

CONCLUSIONS: THE IMPACT OF INTERNATIONALISATION ON INSTITUTIONAL MANAGEMENT

This article had considered some of the different ways with which universities have sought to formulate their strategies for internationalisation. To conclude, however, it is important to assess the impact of internationalisation on the overall institutional strategy and management.

From this study, it is apparent that the development of a strategy for internationalisation is one of the strongest forces for change facing universities at the start of the

21st century thereby challenging many traditional approaches to higher education and questioning the structures in place. Examples include the following:

- An emphasis on interdisciplinary teaching and research including the development of new disciplines and forms of study such as area studies, international political economy, and international security, which often sit outside traditional departmental structures.
- Development of new methods of delivery with consequences for teaching methods, assessment, quality assurance, and staff training.
- Recognition of the importance of customer care to support international students, visitors, and their families thereby contributing to a total experience of higher education.
- The importance of centralised management and effective management and effective leadership as well as incentives and reward mechanisms.
- An emphasis on effective costing, cost-benefit analysis, risk management, and investment appraisal in the context of more varied and less predictable income flows; increased recognition of the concept of opportunity cost in shaping the direction of institutional effort and the work of individual members of staff.
- The increased importance attached to functions such as marketing and counseling and new skills within the spectrum of support services.
- The importance of interdepartmental working and the involvement of staff and students at all levels from all parts of the institution.
- The application of modern technology to support teaching and research and for administrative support.
- The importance of external fund-raising and, in particular, alumni relations.
- The development of partnerships with other institutions, both at home (through shared overheads) and overseas, leading to the creation of interinstitutional networks.
- Enhanced awareness of competitive forces in higher education, especially in student recruitment and the generation of research funding.
- The importance of staff development and training.

Many of these developments in higher education arise for a variety of reasons, and there are many other factors influencing institutional change. It is clear, however, that internationalisation represents one of the most significant drivers of change facing the modern university.

For this reason, the development of effective strategies for internationalisation is now an essential element within university management. The strategies under consideration are strong in vision and imagination in their proposals, yet there are aspects of traditional planning models that are less apparent. For most planners, knowledge of markets and institutional positioning is crucial and linked to a process of environmental scanning. Like many other aspects of institutional research, such enquiry is well established in North America but much less so elsewhere. The other area where current strategies for internationalisation seem to be deficient relates to implementation and monitoring, especially

the development of effective targets for activity. The development of strategies for internationalisation has come a long way in recent years but still has some way to go before it becomes fully embedded in higher education.

Good planning must involve appropriate strategies for implementation. This may include effective communications; the use of negotiated, agreed-upon targets that are fair but challenging and that are backed by supporting mechanisms for resource allocation; and the identification of key bodies and individuals with specific responsibilities for implementing specific parts of the strategy. Such detail is crucial within the planning process and is very important if success is to be achieved. It picks up on some of the ideas on integration and internal arrangements expressed by van der Wende (1999) and Schoorman (1999), and it offers a practical way in which problems of implementation can be overcome.

The importance of internationalisation as an ongoing process, part of a cyclical system where feedback and monitoring inform future planning, also needs to be recognised. The plans discussed in this article are strong in vision and ideas but say very little about review and assessment. The same rigour and discipline must be applied to strategies for internationalisation as to other areas of activity if they are to be accepted and if they are to succeed on a long-term basis. Increased use of appropriate performance indicators and comparative data (both internal and external), often supported by formal benchmarking, will be needed.

The process of planning is also about priorities, determining what will be done but also what will not be done or what will be discontinued. This is always a difficult area to tackle. To be objective, it requires effective information; it also needs transparency in decision making. Interestingly, the process of internationalisation often brings with it an awareness of income and expenditure and, therefore, of viability, not always witnessed in other areas of activity. Internationalisation still has much to learn in terms of its strategic planning, but, in this respect at least, in the combination of idealism and realism, it offers a model for other forms of university management.

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