

7 The internationalization of higher education

Internationalization of higher education has become a global phenomenon and is gradually becoming an integral part of the broader strategic intention of many universities across the world (Ayoubi and Massoud 2007). The marketing focus of educational establishments has thus become more international due to an increasing interest in recruiting overseas students and a desire to increase global competitiveness. Despite the flurry of activity in this dimension of university strategic development, there is a lack of consensus about the meaning of the term internationalization (Knight 2003). In addition, the lack of substantial research which generates theoretical constructs in this area places internationalization issues on the periphery of recognized educational disciplines. Consequently, there is diversity in the nature of internationalization activities across different universities which reflect unevenness in the understanding attached to the concept.

This chapter has three fundamental aims:

- to explore the understandings attached to the idea of internationalization including the variety of adoption models in different universities;
- to review available empirical evidence in the internationalization of higher education with a view to identifying key advances and drawbacks encountered on the back of the internationalization agenda;
- to summarize the opportunities and threats to internationalization at both global and institutional levels.

The multiple meanings of internationalization

Universities have always been international in outlook. The word university itself subsumes a notion of the universe, a place where scholars generate and

develop knowledge and understanding about the world both as individuals and as communities of people with similar interests. However, globalization, the process and state of interdependence between nations resulting in the increased movement of goods, services, people and ideas around the world, is often associated with the emergence of the idea of internationalization in higher education (UNESCO 1998).

One of the most widely used definitions of internationalization is offered by Knight and de Wit who define the concept as: 'the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution' (Knight and de Wit 1995: 8).

Far from being an event or an addendum of isolated activities subservient to mainstream university processes, internationalization seeks to embed an international dimension to learning and teaching, research and service into the culture and ethos of the university. It is a process aimed at fundamentally transforming the tripartite mission of the university as a place for teaching, research and service to society. It seeks to reduce but not to completely eliminate the parochial nature of institutions from being locally focused to becoming globally oriented. The link between local and international should always remain in sharp focus as the international environment always includes the local environment.

Beyond this generally accepted view of internationalization is the focus on the purposes of internationalization as a means to providing quality educational experiences, restructuring and upgrading the higher education systems and services. Focusing on the restructuring required as a response to globalization forces, van der Wende (1997: 19) offers this definition: 'any systematic sustained effort aimed at making higher education responsive to the requirements and challenges related to globalization of societies, economy and labour markets'.

In this context, internationalization is seen not just as a focus or aim, but as a key resource and strategy for developing higher education in line with international educational, social, economic and cultural developments and a resource for responding to global imperatives and developments.

The above demonstrates two broad perspectives associated with the concept of internationalization of higher education, i.e. as a process of responding to the forces of globalization and also as a deliberate strategy to raise the quality of higher education provision to an increasingly mobile higher education student market. A key word search in journals of higher education and inspection of library shelves shows a variety of concepts and ideas that have a focus on internationalization. Substantial material exists for example on aspects such as:

- International education
- International co-operation
- trans-national education

- cross-border education
- borderless education
- globalization and higher education
- trade in higher education.

In many ways, these ideas have a common focus, i.e. in the 'de-parochialization' of higher education, but they frequently differ in their motivations and could be the result of a variety of economic, political and technological developments around the world. For example, while cross-border education deals mainly with the movement of students and staff across national boundaries, borderless education emphasizes the utilization of technology to reach people in all corners of the world. Thus, while the key driving force for cross-border education could be the need for intercultural learning and co-operation, the underlying rationale for cross-border education could in fact be the need to provide for unmet demand in emerging countries and economies in order to raise the stock of human capital across the world (Vincent-Lancrin 2004). We shall deal with some of these concepts later in the chapter as they represent a core of well-developed higher education internationalization strategies across many universities.

Globalization and internationalization of higher education

These two concepts are frequently confused and used interchangeably, because they share much in common, yet they are sufficiently different from one another to warrant some discussion. In its broadest form, globalization describes the social processes that transcend national boundaries as 'an economic process of integration between nations and regions ... which ultimately affects the flows of knowledge, people, values and ideas' (Yang 2002: 82), including technologies. The economic integration may be deliberate or spontaneous, but it is widely assumed that global market forces are uncontrollable (Cerny 2003; Yeatman 1993). Globalization thus entails the process and state of interdependence not limited or curtailed by geographical distance, 'a phenomenon in which the concepts of space and location are no longer constraining factors to either the process of production or the process of exchange' (UNESCO 2003). Most significantly, globalization exerts an overarching influence on social, cultural and political processes of countries. It is, as Altbach and Knight (2006) argue, a worldwide phenomenon pushing changes in the economic, political and social spheres and pressing human institutions, including those in education, to adopt an international focus and outlook.

Internationalization, on the other hand, shares many of the characteristics of globalization, but is more appropriately seen as a response to the globalization influences. Universities demonstrate an international character by exhibiting heightened visibility in most or all of the following:

- an explicit internationalization strategic intent with clearly defined purposes and strategies;
- an expanding and diversified staff and student international exchange programme;
- a strong presence in the international student recruitment market;
- a robust drive for exporting educational services beyond the campus boundaries especially to foreign and overseas destinations;
- a curriculum development focus that seeks to integrate an international dimension into course programmes, in teaching content and pedagogical approaches;
- development of research programmes that are deliberately international in focus, both in terms of international collaboration and in the international focus of the research intentions and purposes;
- joint research and development activities with international and global organizations.

Thus globalization provides the external environment of a rapidly integrating world economic order which is pushing universities to adopt internationalization ideologies, strategies and approaches. Globalization provides the push for universities to internationalize.

Drivers of internationalization

The single most important driver of internationalization is globalization. Therefore, as the globalization processes accelerate, so too will those of internationalization within universities. Driving this acceleration is a raft of forces which include:

- *The new knowledge society*: the perceived importance of knowledge production, dissemination, and application in a world rapidly changing socially, economically and culturally necessitates new forms of higher education which embed a pluralistic global outlook rather than a monolithic national perspective.
- *The ICT revolution*: the rapid growth of information and communication technologies and the Internet help to make knowledge transfer and application more speedy, reliable and efficient. New forms of teaching, learning and research can enhance the capacity of universities to adopt global perspectives for educational provision and curriculum.

- *A growing utilitarianism in higher education:* Madonna sang about being a material girl. The world has changed with her. There is a growing utilitarianism in education in which students study degree courses perceived to offer the greatest financial rewards in the world of work. The idea of education and knowledge for its own sake – the intrinsic value of learning – is becoming subordinate to the tangible benefits associated with engaging with higher education. Working for international organizations and in international contexts is certainly more appealing and rewarding for graduates. Consequently, universities are under pressure to prepare students for the world of work in the international context. Many universities are incorporating a strong business orientation, work-based learning approaches, international work and study experience as strategies to prepare their graduates for work in the international context.
- *Growing demand for higher education:* the demand for higher education is growing globally. In some countries such as the UK, this demand is fuelled by deliberate widening participation policies which set targets for 50 per cent participation in higher education of the 18–30-year-old population. In many developing countries, supply continues to fail to meet demand. Zimbabwe, for example, has 12 universities with a combined annual intake capacity of under 50,000. However, there is an annual demand for university places in excess of 75,000 (Maringe 2004). Many of these students look outside the country to provide their higher education needs. Thus, a lack of capacity in many developing countries is helping fuel academic migration to the more developed world, creating a ready market for overseas institutions to recruit internationally.
- *Political and economic instability:* Africa and the Middle East are currently the world's hotspots of political and economic instability. In a study of the migration reasons of students studying in UK higher education, Maringe and Carter (2007) found that political and economic instability were considered the strongest push factors for deciding to study outside their home countries. Adoption of an international dimension thus becomes a necessary part of the strategic intention of many universities in this context.
- *Decreasing public funding of higher education:* Foskett et al. (2006) undertook a study for the Higher Education Academy on the impact of increased fees in higher education and found that raising university fees does not depress demand for places in any significant way especially if students have the option to study and pay later. As students begin to have a sense of sharing the financial costs of their higher education experience, so also do they more effectively commodify the higher education product experience and service. International students, who pay significantly higher

fees than home students, probably feel a greater need to see tangible evidence of the outcomes of their higher education experience. In addition to the general academic support offered to all students, many universities have specific international students' affairs offices and budgets. They organize many activities for international students aimed at enriching their higher education experience in full recognition of their greater needs for social and cultural integration and the greater investment they make to their university educational experience.

The above drivers are creating a new internationalizing dynamic at the institutional and national system levels of universities. However, because the net movement of students and staff tends to be from the less developed to the developed countries, this has tended to exacerbate the brain drain which represents significant economic losses to poor countries (UNECA 2000). This leaves universities in developing countries with skeletal staff, and helps to create negative perceptions of poor quality and inadequately resourced higher education provision, causing more and more students to seek university places in the developed world and in more economically stable countries.

Given the above as the key drivers, how do institutions rationalize the internationalization process at institutional levels?

The rationales for internationalization

Clearly, the multiple meanings associated with the concept of internationalization and the wide range of its drivers subsume a variety of undergirding rationales too. A range of rationales has been identified by several authors including Aigner et al. (1992), Scott (1992), Warner (1992), Davies (2004), Johnston and Edelstein (1993), Knight and de Wit (1995), Blumenthal et al. (1996) and Knight (1997). We summarize some of the key arguments below.

Promoting world peace rationale

At the end of the Cold War, the major economies of the world were keen to make rapid economic progress in order to make up for the destruction of basic infrastructures and to improve the lives of their people. The maintenance of world peace was seen as a precondition to this economic growth and universities were charged with the responsibility of being champions in the development of peace programmes. Aigner et al. (1992) argue that the development of curricula programmes and institutes of peace studies in universities across the world provides evidence for this development. The

need for co-operation between nations is undoubtedly vital in the development of peace studies curricula just as it is in the development of curricula dealing with issues of global environment. The post-9/11 period has also witnessed a significant growth in Islamic and global terrorism studies in universities in many parts of the world as nations grapple to understand the causes of Islamic fundamentalism and global terrorism. The desire for peace and international security is a key driver for these new international curriculum developments in many parts of the world.

The economic rationale

This rationale operates at two levels: the national and institutional. At the national level, countries aim to create greater prosperity for their people and prepare them more adequately for opportunities in the international context. Nations also aspire to attract the best brains and skilled manpower from across the world to work in their countries. Universities are thus seen as the logical starting point for developing the corpus of manpower required for working in international environments. The more a nation's higher education system is perceived as offering an international dimension, the more it will attract people from abroad to its shores. Research has persistently shown that a nation's economic competitiveness is directly related to the quality of its higher education system. The USA, Japan, Australia, Canada, and the UK are dominant economic giants globally and their higher education systems are simultaneously perceived to be of high or very high quality internationally (Adams 2004). Overall, the following facts about the contribution that UK universities make to the national economy serve to show the importance of higher education to the economic well-being of nations.

- The total revenue from UK universities in 2003–2004 surpassed that of key economic players such as the pharmaceutical industries at approximately £17 billion.
- Universities employ approximately 1.2 per cent of total UK employment.
- For every 100 jobs within UK universities, a further 99 are created in the economy.
- International students contribute approximately 10 per cent of all UK receipts from overseas visitors.
- International students' expenditure generates about £2.4 billion output across the economy and over 21,900 jobs.

These facts are summarized from research conducted on behalf of Universities UK by the University of Strathclyde in 2003–2004 which has led to the following conclusion about the impact of universities on the national

economy: 'Higher education institutions are independent business entities and the economic activity generated by institutional expenditure, an activity most readily quantifiable, is substantial' (Universities UK 2004/05: 6).

In line with this overall assessment, the White Paper *The Future of Higher Education* (DfES 2003) and the Lambert Review of university/business collaboration (2003) have also concluded that the higher education sector plays a pivotal role in ensuring the country's economic competitiveness.

The economic competitiveness of individual institutions is measured in a variety of ways such as the diversity of their income base, their annual financial turnover, their contribution to regional and national economic development, the diversity of their employment profiles and their attraction for foreign students and staff, among other factors. Universities with a demonstrably strong international focus tend to score highly on these measures.

For example, findings from a study of the impact of universities on regional economies (Adams 2004) suggest that universities with the strongest international activity (located mainly in London, the East and South-East regions) have the highest number of research active staff, the highest research grant and contract income, the highest industrial research contract income, the highest PhD awards, and the most published research papers. In addition, these three regions account for 60 per cent of money jointly spent on research and development by university/business collaborations. In terms of the nature of economic activity, universities in these regions tend to focus their research and development efforts on key economic activities in the pharmaceutical, biotechnology, communications and IT areas, activities indicated as the key to global economic competitiveness of nations. There is thus a clear case for developing an international focus as a strategy for raising the economic competitiveness at both the national and institutional levels.

The political rationale

Again, this rationale operates at two principal levels. At the national level, countries are keen to establish their presence on the international scene and, in so doing, exert political influence aimed at creating and developing a variety of societal values such as peace, stability, economic and ideological capital (Qiang 2003). In the Foreword to the government White Paper, *The Future of Higher Education* (DfES 2003), then Secretary for Education Charles Clarke noted: 'British universities are a great success story. Over the last 30 years some of the finest brains in the world have pushed the boundaries of knowledge, science and understanding.'

Demonstrating the central importance of universities in meeting challenges at both the national and world stage, he went on to say:

Our national ability to master that process of change and not be ground down by it depends critically upon our universities. Our future success depends upon mobilising even more effectively the imagination, creativity, skills and talents of all our people. And it depends on using that knowledge and understanding to build economic strength and social harmony.

(DfES 2003)

Since the period of empire, higher education and education in general have always been seen as modernizing influences and were a key part of the foreign policy agendas of Western nations seeking to expand their spheres of influence in different parts of the world. The creation of an educated elite in the former colonies was seen as an integral part of the political process of domination and economic expansion. However, Knight (1997) has noted that with the decline of empire and the establishment of independence in former colonies, this political dimension of international education has been reduced in importance. Despite this decline, the differentials existing in the resource base and economic advantage of nations, including the political instability this helps to create in former colonies, have combined to strengthen the belief that Western models of higher education are superior to those of the rest of the world.

This has helped fuel massive educational migration from developing countries to the more developed nations of the West. In their study of migration motives of international students from developing countries to the UK, Maringe and Carter (2007) identified the international nature of university provision as one of the key drivers of study migration. The colonial political domination experiment thus continues in a more subtle form in the post colonial era. For example, the Commonwealth is sometimes seen as a strategy for maintaining the previous colonial heritage (Mugabe 2004) through the perpetuation of Western values among former colonies. Higher education is seen as a diplomatic investment in future political and economic relations as Knight (1997: 9) suggests:

scholarships for foreign students who are seen as promising future leaders are considered to be effective way of developing an understanding of and perhaps affinity for the sponsoring country. This affinity may prove to be beneficial in future years in terms of diplomatic or business relations.

Thus, if education has an inherent political influence, then developing an international dimension in the universities, mission widens the recruitment market and contributes to the global politicization process.

The academic rationale

Key academic arguments for internationalizing higher education are related to the fundamental aims and purposes of higher education and to issues of quality of its provision. This rationale emphasizes both the responsive and proactive aspects of internationalization of higher education. There is recognition that current university learning spaces are populated by multicultural groups of students from a variety of countries. This calls for a variety of responses at both the institutional and individual teaching staff levels and the need to consider some of the following issues:

- Students from different parts of the world bring a rich cultural resource to the learning environments of universities. Internationalization of the university curriculum helps to expand the diverse sets of cultural capital and experiences, making these a part of the learning objectives.
- Internationalization of the curriculum goes beyond simply having students from abroad in the home university classrooms and laboratories. It seeks to engage and exploit the rich cultural diversity and embed it into the learning culture of the internationalized university.
- Internationalizing the university curriculum should go beyond tinkering with the content of instruction. It should involve a significant redesign of course units and programmes, including of course the content, but more importantly the teaching strategies and resources to reflect a more global perspective of university learning and to become more inclusive and truly international.
- Staff and student exchange programmes should be at the heart of the curriculum internationalization process. It is not enough for students to go abroad to study standard chemistry or history courses. Emphasis on these programmes should be placed on learning about diversity, through greater awareness of different cultures, traditions, lifestyles, religions and languages. When students return from these exchange programmes, there is need to deploy a learning cascading model which allows such students to share their experiences with the larger student body.

Knight (1999: 20) has argued that 'by internationalising the curriculum and enhancing the international dimension of teaching there is value added' in the form of, among others, enriched inter-cultural learning, multi-perspective learning and understanding of content, deeper conceptualization of ideas and greater acceptance of diversity. However, Bell (2004: 3) has identified what she describes as a 'spectrum of acceptances' of international-

izing curriculum by university academics in Australian universities which identifies four levels of staff acceptance of the process of curriculum internationalization.

- Level One represents staff who consider the process as having a negative impact on the quality of university experience. These staff argued strongly that the university curriculum should remain Australian.
- Level Two consists of those who simply consider internationalization of the curriculum as inappropriate because it adds more content to an already crowded curriculum and because they consider the purpose of higher education as being that of preparing students for professions in the local environment.
- Level Three staff view internationalization as a possibility in the greater scheme of university developments while Level Four staff see it as an integral part of what they do. The pedagogical and content approaches these staff utilized were also found to be different.

The first two levels generally employed a content- and knowledge-driven approach to teaching with direct instruction as the key method of curriculum transmission. The third and fourth levels generally perceived teaching as learning-focused and learning as based on interaction and employing dialogic, discursive and inclusive approaches. The content of their courses reflected greater focus on international comparison, case study perspectives and deeply contextualized learning. Herein lies the value of internationalizing the university curriculum. Clearly, we can see a gradual progression from surface to deep learning as we move from locally focused curricula approaches to those that embed an international dimension. Thus, developing an international curriculum is increasingly seen as a quality mark of university educational provision.

The socio-cultural rationale

Nations across the world have become something of a cultural melting pot, with different nationalities and ethnic groups living and working side by side. Higher education learning spaces are pretty much the same. The demographics of working and learning spaces in contemporary societies have assumed heterogeneity of unprecedented proportions over the last decades. As we saw earlier, deep learning strategies tend to embed constructivist views and approaches (Dewey 1998). The importance of foregrounding the socio-cultural capital of learners, using it as a legitimate basis upon which new ideas can be developed, is at the heart of constructivist learning and results

in deeper and more personalized understanding and reflection. This suggests that, in today's demographically diverse classrooms, students bring a richness of multiple languages, cultural beliefs and social interpretive analytical frameworks to their learning tasks. Apart from the academic affordances this brings, students have been found to develop a greater respect and awareness of the significance of other people's culture resulting in greater personal, group and inter-group tolerance. As Knight has argued:

The acknowledgement of cultural and ethnic diversity within and between countries is considered as a strong rationale for the internationalization of a nation's education system. In addition, research suggests that a strong knowledge and skill base in intercultural relations and communication is considered by many academics as one of the strongest rationales for internationalizing the teaching/learning experience of students in undergraduate and graduate programmes.

(1997: 11)

A review of institutional internationalization strategy documents in 37 UK universities (Maringe 2007) has revealed a range of other specific rationales:

- prepare graduates who are internationally knowledgeable and inter-culturally proficient;
- maintain academic leadership in an increasingly competitive higher education environment;
- achieve and become recognized as institutions of the highest international standards;
- develop scholarship and expertise in issues affecting the interdependence of nations;
- develop and be seen as a leader in the export of educational services and products;
- work with increasing diversity and tap into its richness as basis for teaching, learning and research;
- generate revenue and increase funding diversity;
- contribute to global security and peace;
- promote intercultural understanding and learning;
- review critically the emerging internationalization strategies.

Below we have sampled a few of the common strategies used by many institutions to implement the processes of internationalization. For each of these, we review the overall strategic intent and highlight key barriers encountered by some institutions.

Student and staff exchange programmes

Literature identifies student and staff exchange as the dominant and arguably the most developed internationalization strategy (Hulsman and van der

Wende 2004). A number of rationales have been identified which relate to this strategy, the most significant being to promote intercultural learning by exposing students and staff to other learning environments which enhance their understanding of educational and social issues; to help students and staff engage in the global circle of learning; to understand and appreciate other cultures and national traditions; to help create collaborative communities of learning and research; and to enhance the reputation of the university internationally.

In the UK, student exchange programmes have been arranged through long-standing programmes such as Erasmus Mundus and more recently through the World Universities Network (WUN) programme. The Erasmus Mundus programme is a co-operation and mobility programme in the field of higher education which promotes the European Union (EU) as a centre of excellence in learning around the world. It supports European top-quality master's courses and enhances the visibility and attractiveness of European higher education in Third World countries. It also provides EU-funded scholarships for third country nationals participating in these master's courses, as well as scholarships for EU nationals studying at partner universities throughout the world. The unique position of the UK-taught master's degree is that it takes one year to complete compared to two in other EU countries and in Australia and the USA.

However, with the proposed harmonization of higher education through the Bologna Protocol, under which it is anticipated that all master's degrees will be completed over two years, the competitive advantage of the UK provision is currently under serious threat. Further, as more and more universities in the EU are turning to the use of English as the medium of instruction, it is anticipated that future migration to the UK for study purposes will be significantly reduced. To date, the other barrier to student exchange programmes has been that of language, especially in some EU countries. Without a sound grasp of the language of the host country, many universities place restrictions on learning participation. In response to this, a number of universities have put in place pre-master's programmes which involve a combination of study skills, and English language enhancement skills for specific academic subject and study pathways. Currently, the expansion of such programmes is a key strategic issue of many universities in the UK.

The International Research Mobility Programme (IRMP) provides scholarships to facilitate staff and postgraduate student exchange between the WUN partner institutions. The aim of the scheme is to increase the opportunities for young researchers and post-graduate students to engage in international collaborative research and to experience different research environ-

ments. Within some institutions, the scheme also contributes to the development of networks and longer-term research links with WUN partners in the USA, China and Europe.

Curriculum internationalization

As pointed out earlier, the processes of internationalizing the university curriculum are varied and involve different levels of integration with existing practices. In many countries, internationalization of the curriculum falls within a broader remit of university curriculum reform. For example, in Japan and Denmark, there is a growing social demand for education that prepares students for careers and lives in a global society (Boegh and Tagaki 2006). Formerly, national education systems tended to emphasize the education of indigenous people to adapt to the local society and culture. However, the blurring of boundaries between societies and cultures due to increasing mobility of people across national boundaries and the interconnectedness and interdependence of global economies have given a new impetus to universities to internationalize their curriculum. Approaches to internationalizing the higher education curriculum include, among others:

- study abroad programmes at foreign partner institutions incorporating credit transfers into the home credit system and in some cases in the development of double or joint degree awards separately or together with partner institutions (Huang 2007);
- language and culture programmes;
- incorporating an international dimension in existing programmes through adding comparative elements, case studies of other national contexts, work and learning experience in another country;
- cross-cultural communication and understanding programmes.

A major impediment to internationalizing university curriculum is that most of the developments are piecemeal and do not have a campus-wide focus. Research shows that developments in this area are often not embedded in an institutional-based culture but in a small sample of keen and interested individuals in some departments (Boegh and Tagaki 2006). Since such changes often have implications on developments across the universities, internationalizing the university curriculum needs to be viewed as a campus-wide rather than individual subject initiative.

Collaborative international research

Supported by a network of seven research councils, UK higher education institutions are strongly encouraged to forge collaborative ventures with the

best researchers from around the world and to promote the movement of researchers to and from the UK. The research councils in return offer access to databases, facilities, and resources to enable researchers to influence the international research agenda and to promote the UK as a world centre for research and innovation (Research Councils UK 2007). The Research Assessment Exercise (RAE), the key mechanism through which research activity and quality are assessed in UK universities as a precursor to institutional funding decisions, places a premium on research with an international impact. Thus, academics in UK higher education are strongly encouraged to engage with research problems and partners at an international level. In addition, the government, through the Prime Minister's Higher Education Initiative, sponsors research and development projects with international partners in Africa, South Africa and India (DfES 2006). Academics tend to access funding for these projects on a competitive basis. This is part of the government's long-term vision to secure the position of the UK as a global leader in international education.

Borderless and cross-border higher education

As indicated earlier, borderless higher education is premised on the affordances brought about by developments in ICT. Notable educational innovations deriving from advances in ICT include **e-learning** and **m-learning** (mobile learning). It is now possible to have synchronous lectures with overseas partners albeit within the constraints of continental world time differences. Thus, e-learning is naturally suited to distance learning and flexible learning, but can also be used in conjunction with face-to-face teaching, in which case the term 'blended learning' is commonly used.

In higher education especially, the increasing tendency is to create virtual learning environment (VLEs), which are sometimes combined with a Management Information System (MIS) to create a managed learning system, in which all aspects of a course are handled through a consistent user interface standard throughout the institution. A growing number of physical universities, as well as newer online-only colleges, have begun to offer degree and certificate programmes via the Internet at a wide range of levels and in a wide range of disciplines. While some programmes require students to attend campus classes or orientations, many are delivered completely online. In addition, several universities offer online student support services, such as online advising and registration, e-counselling, online textbook purchase, student governments and student newspapers. e-learning can also refer to educational web sites such as those offering learning scenarios, worksheets and interactive exercises for children. The term is also used **extensively** in the business sector where it generally refers to cost-effective **online training**. Key

advantages of e-learning are flexibility, convenience and the ability to work at any place where an Internet connection is available and at one's own pace.

e-classes are asynchronous which allows learners to participate and complete coursework around their daily commitments. This makes an e-learning education a viable option for those who have family or work responsibilities or cannot participate easily due to disability. There are also transportation cost (and time) benefits in not having to commute to and from campus. Other advantages of e-learning are the ability to communicate with fellow classmates independent of metrical distance, a greater adaptability to learners' needs, more variety in learning experience with the use of multimedia and the non-verbal presentation of teaching material. Streamed video recorded lectures and MP3 files provide visual and audio learning that can be reviewed as often as needed. For organizations with distributed and constantly changing learners (for example, restaurant staff), e-learning has considerable benefits when compared with organizing classroom training. Lack of face-to-face experience, lag time in receiving feedback and learning isolation have often been cited as the major drawbacks to e-learning.

Involvement and investment in e-learning and m-learning technologies have thus become strategies of choice for institutions seeking to raise their international profile.

Marketing institutional internationalization: emerging models

Internationalization of the university is a fairly recent phenomenon. Marketing support of institutional internationalization activities takes a number of forms, some of which are more developed than others. Three of the most prominent ones are discussed below.

Marketing internationalization through the university mission

A review of the strategic mission and vision statements of 37 universities in the UK (Maringe 2007) revealed the following interesting findings:

- The word 'international' is used as a benchmark for indicating the high standards to which universities aspire to associate.
- 'International' is used more frequently than other terms closely associated with it such as global, trans-national or regional.
- With the exception of a few institutions, the key purpose of universities as summarized in the purpose statements is that of creating internationally recognized research, scholarship and learning.

- The ultimate vision of the majority of universities is to become recognized internationally as world class in their key endeavours of research, teaching and service.
- Specific university aims encapsulate a desire to produce research of international excellence; provide internationally distinctive learning experiences; expose staff and students to stimulating international environments; and promote the international reputation of the institution.
- A key area of sustained activity for many universities is to promote the recruitment of international students.

It could thus be said that becoming international is a key priority of higher education and that many institutions use their publicly available mission and vision statements to disseminate this key strategic intent.

University brand marketing

Many universities, like their business counterparts, use brand logos to represent the core values and portray their corporate images to the rest of the world. The logos provide a visual university identity which plays a crucial role in reinforcing core values and aspirations of the institution. Both the visual images and the words on the logo are carefully and painstakingly selected to define in the most accurate way what the university is about. The older universities tend to use images of old buildings and scripted crests written in some dead language, encapsulating the deep-seated values that drive the university. The images of old buildings help to connect the institution with the timeless age-old traditions that have helped make the institution what it is and for which it is most valued and cherished by those who have passed through it.

Images, however, are not always timeless. For example, the University of Southampton has used the dolphin as its visual identity, based on its well-established friendly and intelligent nature. Recent evidence, however, suggests that the dolphin has been overrated in terms of intelligence. On the back of this evidence, the university is actively reviewing its entire brand and is currently poised to break with traditions of more than a century.

Setting up offices and hot desks in overseas centres

There has been a trend towards the establishment of offshore offices in key markets, especially in Malaysia, India and China, where more than 25 universities have or have had offices. Offices are usually set up in the countries' capital cities and are generally run by locally recruited staff who

have had past relationship with the UK. Although initial set-up investment is high, the anticipated benefits are high and quite significant. They include:

- reinforcement of the institutional brand through commitment to a specific country;
- offers of economies of travel costs for prospective students;
- offices to provide local support for walk-in enquiries, staff academic visits and local exhibitions;
- closer working with visa staff in the consulate or embassy on behalf of students;
- easier communication with local institutional contacts who can assist in the development of collaborations and partnerships.

Hot desk offices are a cheaper alternative and can be moved more easily to the ideal location when the need arises. Other universities have experimented with the idea of a roving country manager who visits countries at different times over the year. However, this approach offers little continuity and is often considered less satisfactory than the more permanent office-based infrastructure.

Overseas campuses and joint ventures

The spread of overseas campuses is increasing rapidly. The USA, Ireland and the UK have been identified as the most active players in this dimension of the internationalization of higher education. In the UK, the universities of Nottingham, Oxford and Liverpool have perhaps the best-developed programmes of overseas educational partnership programme in China, Malaysia and India. Key advantages associated with this development include:

- providing a ready environment for staff and students to learn cooperatively;
- providing a ready environment for staff to gain international academic experience necessary for their career growth and promotion;
- enhancing the reputation of the university as a global player in key educational markets;
- enhancing inter-country relations and understanding.

However, issues of quality maintenance; export controls; protection of intellectual property; maintenance of brand image and quality; and issues of corporate and individual taxes have been identified as significantly troublesome for universities operating in this area. As Altbach and Knight (2006) have argued, although many universities have adequate internal mechanisms

for monitoring and delivering quality higher education, capacity for cross-cultural external quality assurance remains depressingly inadequate.

Summary

Internationalization is not a new phenomenon in universities, but it has assumed a more prominent profile, if not a central role, in the overall strategic mission of universities across the world. Although universities differ in their understanding and thus approach to internationalization, the multiple perspectives have led us to define the concept in the following way. We see internationalization as the coming together of multiple institutional groups to influence the university to embed an international perspective in its traditional tripartite mission of teaching, research and service. We use the term 'embed' deliberately to distinguish it from 'incorporating' which other authors have used in similar definitions. For us, incorporating suggests that minimal activity-based internationalization processes and other piecemeal activities could pass as adequate internationalization. To embed requires a greater integration into the culture and ethos of the institution and for us, unless that level is achieved, internationalization will remain a heartless concept difficult to elevate to the status of a discipline of inquiry.

In our view, we concur with Altbach and Knight (2006) that internationalization will become the major focus for university development in the future. However, we see the following as potential threats to the internationalization efforts of universities now and in the future:

- *Global warming*: This could become both an opportunity and threat for the future viability of institutions. It could become the next rallying point for researchers around the world as they try to find global solutions to this potential planetary catastrophe. It could also physically decimate large tracts of the world placing limits on human movement thus limiting rather than extending cultural integration and exchange.
- *Global terrorism*: Despite forecasts which predict that there will be 15 million students studying abroad in 2025 (OECD 2003) from the current 3 million, following 9/11, there has been a noticeable decline in international student numbers in both Australia and the USA since 2004. If global terrorism increases, it is possible that this could depress the internationalization processes of universities.
- *Tuition fees*: Many countries charge higher tuition fees for international students. As economic differentials between North and South grow, it may become increasingly difficult for individuals to afford the higher fees. Countries such as Germany which do not charge fees for international students are experiencing a huge surge

in international student recruitment. There is evidence which shows that international students who are allowed to work for about two years after graduating bring significantly more to the economy than the fees they pay for their tuition over the three years (Vickers and Bekhradnia 2007).

- *Visa restrictions:* Many students from outside the EU face severe visa restrictions to travel to key study destinations in the region. Even when these students come over to study here, they are often unable to participate in student exchange programmes because of limitations imposed by their visa restrictions.
- *Widening access and internal capacity:* In many of the world's best study destinations, widening and increasing participation in higher education have become core policy frameworks. The net effect is that internal capacity has been increased. This could depress desire to look elsewhere and thus limit cross-border movement of students.
- *Wider use of English as a medium of instruction:* Many countries in the EU and the rest of world are increasingly adopting English as a medium of instruction in higher education. Study of English language has been one of the most important reasons why students travel to the UK for higher education study. With more universities providing tuition in the language locally, the pull factor is weakened.
- *The expansion of e-learning facilities:* Even though e-learning facilitates internationalization, it may develop to an extent where people may find it unnecessary to travel for their higher education experience.
- *Quality assurance:* Although individual institutions have adequate capacity for internal quality monitoring, there is evidence of multiple barriers in establishing and monitoring external quality outside the institutions.
- *Staff resistance to internationalization:* Academic staff do not share agreement on whether pedagogy is more important than content in the design of international programmes (Bell 2004). In addition, they also feel uncomfortable making significant changes to what they should teach in the international curriculum. Institutions need to consider ways of raising the level of acceptance and equipping staff with skills and knowledge about the international context to facilitate their teaching.