How international are we?
A study of the internal barriers to internationalisation of UK higher education

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Abstract

As the landscape of UKHE undergoes yet another significant change, currently related to the funding of home students, the importance of a university's international activities have been placed in a sharper focus. Although the direct economic impact of international student recruitment is of interest and importance, how institutions approach and organise themselves in relation to wider internationalisation is critical. This study has investigated in detail the internal barriers that exist to restrict or prevent that internationalisation process. A mixed methods approach, aligned with a realist ontology and pragmatist epistemology, has utilised a rigorous, sequential, three phase primary investigation. The earlier phases informing, although also allowing data to be transferred to other stages, the follow-on phases. An initial phase of content analysis of internationalisation strategies was utilised to identify the enablers to internationalisation and also to allow the formulation of a probability sampled questionnaire to staff involved with, and interested in, internationalisation. The phase two questionnaire results were then utilised to identify the barriers to internationalisation and to formulate detailed questions to be asked at a series of purposive sampled interviews, these interviews confirming the previously identified barriers.

A series of internal barriers have been identified as follows;

> Resources; senior management support and leadership; staff interaction/engagement; use of a strategy and monitoring; complicated and over-bureaucratic procedures; internationally focused curriculum; internationalisation at home; staff and student mobility; communication and clarification.

The degree of impact of these barriers will vary between institutions and suggestions have been made how to approach and deal with them. This study has therefore made a direct contribution to higher education practice but has also made a contribution to knowledge by utilising the sequential primary data gathering and closing the evident knowledge gap associated with the identification of the internal barriers to internationalisation of higher education in the UK.

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Acknowledgements

Declaration

I declare that the work contained in this thesis has not been submitted for any other award and that it is all my own work. I also confirm that this work fully acknowledges opinions, ideas and contributions from the work of others.

Any ethical clearance for the research presented in this thesis has been approved. Approval has been sought and granted by the Newcastle Business School Ethics Committee on 22 January 2010.

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Chapter 1   Introduction

1.01   Research purpose and general aim

The purpose of this study and professional doctorate thesis is to explore and identify the internal barriers to internationalisation of UK higher education (UKHE). It will make an original contribution to subject knowledge but, perhaps more importantly for a DBA, also make original contribution to professional practice in this area.

This chapter will establish the general context of the research and highlight the perceived importance of this subject to UKHE at a time of great change and uncertainty regarding future funding.

The author's position, motivation and interest in the subject will be outlined along with the issues to be addressed in achieving the aims of the research.

1.02   Background to the research

The internationalisation of higher education may appear to be a fairly recent phenomenon however it has been highlighted as a trend within developed country universities since the 1980's (Bennell & Pearce, 2003). How universities internationalise varies and this can be attributed in some way to the differing definitions and perceptions of internationalisation itself. The most widely used definition of internationalisation (Fielden, 2008), however is that by Dr Jane Knight who describes it as "*the process of integrating an international/intercultural dimension into the teaching, research and services functions of the institution, with the aim of strengthening international education*" (Knight, 1993, p21). At a basic level internationalisation is commonly believed to be increasing numbers of international students (Trahar, 2005) but it is a far more complex matter involving many aspects of a university's business, as highlighted in the definitions above. The Government are however firmly of the opinion that internationalisation is important and Bill Rammell, the then Higher Education Minister in a speech in May 2008 commented that internationalisation was "*a great success story*" for UK universities (Gill, 2008c,p2)**.** This importance has also been reinforced by a series of initiatives that have been put in place to support this process. The first Prime Minister's Initiative in 1999 (Department for

Children Schools and Families, 1999) concentrated heavily on student numbers and income and was titled as a "*Drive to attract overseas students to UK*". The focus of this initiative was to attract 50 000 extra international students into UK HEIs by 2005. There has however been a shift away from the focus on income and numbers and more recent opinion shows it extends well beyond the International Office and student recruitment and will impact on almost every individual section or department within a university (Universities UK, 2008a). The subsequent and more recent second Prime Minister's Initiative in 2006 (Department for Children Schools and Families, 2006) stated a much broader perspective and strategy for internationalisation and was titled *"A strategy to make UK leader in international education"*. It discusses partnerships, shared projects/courses, joint degrees and staff/student exchanges, clearly illustrating the far wider interpretation of internationalisation. The commercial significance of international students was however still evident in the initiative with a target of an extra 100 000 students by 2011 (Department for Children Schools and Families, 2006).

Although the fiscal benefit of international students is a single aspect within the internationalisation agenda, the commercial significance to the UK is evident in the statistics for students enrolled and the associated income. The most current and available statistics show that in academic year 2009 -10 there were nearly 406 000 international students enrolled in UK HE, this being divided into 125 000 non UK EU and nearly 281000 non EU international students (UK Council for International Student Affairs, 2011, p 1). Concentrating on the non-EU figures in more detail shows there were 124 000 undergraduate and 157 000 postgraduate students (UK Council for International Student Affairs, 2011, p 2) and the top five non-EU sending countries were in order China (56 990), India (38 500), Nigeria (16 680), United States of America (15 060) and Malaysia (14 060) (international unit, 2011, p 7). The most current and available data on tuition fee income from international non-EU students relates to academic year 2008 – 9 and is assessed at £2.2 billion (Conlon, Litchfield, & Sadlier, 2011, p 21). These students do also contribute to the UK economy in terms of expenditure on accommodation, living expenses etc and the total non-tuition fee expenditure for the same group of students again in 2008

– 9 is assessed at a further £3.05 billion (Conlon, et al., 2011, p 33). It is also worth noting that the total value of all export earnings for UK HE has been estimated at £7.9 billion for 2009 (Universities UK, 2012, p 12), this including trans-national off-shore fees, research grants and other consultancy income. Despite the student numbers and incomes indicated above and general predictions still supporting a strong demand for UK HE (Universities UK, 2012), there is however caution being expressed in some areas regarding the continued growth of international student fee income in the UK and a reduction is predicted (Caruana & Spurling, 2007). The significant issue is that overall global demand for HE is likely to be more pronounced than that for the UK and therefore there is some doubt as to whether the UK can remain competitive (Universities UK, 2012). The UK has had a competitive advantage based on a series of features including;

- *"An international reputation for education and research*

- *The profile of its elite global higher education brands*

- *Historical trade and political links*

- *The popularity of English language study and culture*

- *Post-study work prospects."*

(Universities UK, 2012, p 12)

This continued predicted growth is dependent upon a *"favourable policy environment, including policies to promote the attractiveness of the UK as a destination for top international students, and to ensure the smooth flow of students into the system."* (Universities UK, 2012, p 13). There have however been significant recent changes to the student visa application system and also post-study work (PSW) opportunities. This is very clearly an external barrier to internationalisation however it is worthy of some discussion as its impact is potentially significant and the discussion does give some context overall. Although the UK Borders Agency announced the changes to the student visa system as being simpler and easier, the author's personal involvement and discussions with applicants and students has confirmed that not to be the case. Changes to PSW were announced in 2011 and come into effect April 2012. The soon to be removed Tier 1 PSW system allowed any non-EU graduate to stay and work for a

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maximum of two years following graduation (UKBA, 2012). Under the new regulations this will be replaced by a Tier 2 application system for medium – highly skilled workers wishing to immigrate to the UK and who have an offer of employment from a UK sponsoring company (ibid.). The changes to PSW have had a detrimental impact on student recruitment, particularly for those markets where the students were relying on an immediate period of employment following graduation, not necessarily in a graduate position, to provide an income to assist with student loan repayments in their home country. This is a common occurrence for students from the Indian sub-continent and therefore numbers recruited for commencement September 2011 decreased significantly. As predicted in a recent report, *"Imposing restrictions on student visas, for example, will severely restrict the growth of this market"* (Universities UK, 2012, p 13). This is a real example of an external barrier being imposed that is beyond the control of the HE sector but that does have an impact on business.

The financial exposure of some UK universities to decreasing international students is significant. In 2009 -10 The University of Manchester had 9 910 non UK students enrolled and at London School of Economics and Political Science 65% of the students were international (UK Council for International Student Affairs, 2011). Any drop in international student recruitment could therefore have a significant effect on their financial stability at a time when the income from home fee paying students is uncertain due to the removal of the fee cap. Although this has increased the amount payable per student, the numbers who will enrol, other than to the very top universities, is unclear. A reduction in home students applying for a place for commencement September 2012 has already been seen (Curtis, 2012). Current forecasts for international student recruitment up to 2020 published by British Council also show a significant reduction in the rate of growth with the annual rate reducing to 1.4% per year on average (British Council, 2012, p 5). This is a major reduction on the previous growth rate of 5% per year on average for the previous 20 years from 1990 (British Council, 2012, p 5).

It is clear that internationalisation is now no longer an add-on luxury to the activities of HEIs but is now "*mainstreamed and embedded in institutional strategic plans*" (Egron-

Polak, 2011, p 2). With the perceived change of the "*habitus of HE*" to becoming part of the knowledge-services industry, embedded into the knowledge economy supply chain and producing both useful knowledge and highly skilled workers (Scott, 2010, p 2), the importance of internationalisation has perhaps been further enhanced. This does however have to be balanced with a possible unease when considering establishing connections between international education and globalisation and in particular its role in the global knowledge economy and the contribution international mobility plays in this (Scott, 2010, p 6).

As internationalisation has matured to become more important it has become a more complex process and at the same time, more confused and misunderstood (Knight, 2011, p 14). This importance has also resulted in the over-use of the phrase internationalisation and it is now regularly attributed to anything having any remote link to international, intercultural, global or worldwide and this has resulted in a loss of direction and meaning (ibid.). It has also resulted in the activities associated with internationalisation becoming a "*mass phenomenon*" and not just those involving a "*small elite group*" (Brandenburg & de Wit, 2011, p 15). The current position of internationalisation is that of "*the white knight of higher education, the moral ground that needs to be defended, and the epitome of justice and equity*" (Brandenburg & de Wit, 2011, p 16). Although this increase in the moral good of internationalisation is very worthy, it has been at the expense of its substance with less consideration of its overall nature and effectiveness to improve the quality of research and education (ibid.). Underlying is the issue of conflict between globalisation and internationalisation, the former being perceived as "*evil*", the latter as "*good*" (ibid.) and there has been a shift for those involved with internationalisation, becoming its protectors rather than innovators, staying with the traditional concepts and ignoring wider global developments (Brandenburg & de Wit, 2011, p 17). A rethink is suggested to ensure that internationalisation does stay focused and relevant and this may involve the creation of new concepts and definitions and also to consider any consequences, both intended and unintended, of this process, in particular those which are less measurable involving people and the community (Knight, 2011).

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How universities will manage the issues and the tensions arising from the internationalisation process, and there are many, will be crucial to their potential success in the next five to ten years.

As universities consider how they will react and adapt to the tensions and changing environment for internationalisation, identification of the evident internal barriers to the process would appear to be both timely and relevant. In comparison to the external barriers, examples of which were discussed briefly above, the internal barriers are under the control of the institutions and therefore they can influence, plan and react in appropriate ways to limit or remove those identified. Once these internal barriers are considered it will allow an institution to define how it should operationalise internationalisation based upon its own rationale and approach.

Teichler in his research on reviews of higher education policy and research since the mid 1960's identified that significant debate related to higher education generally focuses on either a single or up to a maximum of two issues at any one time (Teichler, 2004). He also identified that the debate for that single or two issues normally persists for a maximum of 10 years and then reduces in attention and interest (ibid.). Even at the end of this period although new terms and perhaps constructs are developed, it is common that the original issue debated still exists and further discussion and attention is warranted (ibid.). Considering the timescales already attributed to the internationalisation debate, applying the lifespan above suggests any priority associated with this issue should have reduced however it is apparent that those involved with researching and analysing the area believe it still to be current and also "*to open up more desirable opportunities than it produces dangers*" (Teichler, 2004, p2). It is also clear that to last beyond the previously suggested 10 year limit on debate, the topic would need to widen in its scope or shift its focus (Teichler, 2004) and that has happened with internationalisation as the rationales driving it have widened and diversified, these being discussed in more detail in Chapter 5. Finally, terms ending "-sation" generally have indicated a previous issue that requires a level of correction or improvement and this is evidenced by an increasing trend in the research around the subject (ibid.).

1.03 Author's research motivation and interest

The initial focus and drive for this research arose from the author's involvement in international student related activities. Since 1996 this has included direct recruitment activity in-country, establishment of links with partners overseas, writing of School level policy and strategy documentation, involvement in the formulation of the current Northumbria University internationalisation plan, pastoral and cultural activities, and validation/approval activity both at Northumbria and partners overseas. During this time the landscape of internationalisation has been continuously changing but it is unclear if universities are responding correctly due to the rapid pace and very unpredictable nature of change (Leask, 2008).

An eight month secondment to Northumbria University international office provided an opportunity for more direct involvement in international matters and was focused on the re-organisation of the University's activities in India, a volatile and difficult market. General teaching and pastoral activities provide an opportunity for direct contact with international students in-situ and therefore involvement with curriculum development and the interface between the home, EU and international students. The author's previous roles of Subject Group Director Building Surveying and Director International Development and currently Head of Department of Property and Surveying within an academic School create a unique opportunity for exposure to international perspectives in the management of a degree programme and also more generally in the management of an academic School.

1.04 Context of the study

The study is based within the United Kingdom and focuses on HEIs in England and the three devolved national administrations of Northern Ireland, Scotland and Wales. As will be discussed in Chapter 4 there was representation from all of these regions in respondents to the questionnaire survey and one of the interviews was undertaken at a HEI in Scotland. The literature review however takes a wider more global perspective in

the sources of information used but where utilised within the thesis these are clearly indicated and where relevant have been applied to the UK context.

1.05   Research question and aims

The general background outlined above together with the research motivation and personal interest identified the internationalisation subject area as being suitable for investigation as a DBA. The original focus of the study related to the development of a business process model for internationalisation however this was amended during the study and the change in focus led to the following research question being developed;

"What are the internal barriers to the internationalisation of UK higher education and once identified how can they be managed?"

The rationale and reasons behind this change and a more detailed explanation of the development of the research question can be found in Chapter 3.

To allow this research question to be as fully answered as possible there are a series of four connected research aims to ensure a wide exploration and investigation into the subject. The aims are to;

- Examine and analyse the driving rationales behind why HEIs internationalise

- Identify the key components and enablers of internationalisation through content analysis of internationalisation strategies

- Investigate how HEIs internationalise and identify and confirm the internal barriers to the internationalisation process by use of a questionnaire to HEI staff with a specific interest in internationalisation and interviews with a small sample of specifically identified and selected key staff at a range of HEIs

- Evaluate the identified internal barriers to internationalisation to allow these to be clearly understood and managed, and how suggested recommendations could be put into practice.

Chapter 2   Literature Review

2.01   Introduction

The literature review will firstly provide a brief background to internationalisation in education and consider a range of definitions to develop a final working definition for adoption within the study.

How HEIs approach internationalisation will be considered and this will lead into the significant topic of rationales for internationalisation. These will be reviewed individually and their relationship and influence to 'internationalisation at home' considered as this is embedded within the majority of the rationales. This will then lead sequentially into consideration of the internal barriers which limit, restrict or prevent internationalisation and then finally the implementation will be considered.

Although the main focus of a professional doctorate is for the development and improvement of professional practice there is consideration of theoretical perspectives within the subject area studied. Within this study there will be consideration of strategies, organisational culture and leadership as they are identified as significant factors within internationalisation of HE. The development of these theoretical areas will be discussed in detail below within the barriers and implementation sections and they will also be considered within the primary research investigations.

2.02   Background to internationalisation in education

Internationalisation is not a new word or phenomenon in relation to education but it is often discussed in the context of being derived and developed in the late 20th and early 21st Century (Healey, 2008). The term internationalisation has though, in relation to government relations and political science in particular, been used for centuries (Knight, 2003). In terms of education however there is clear evidence that it has been in existence for many hundreds if not thousands of years as Europe's most famous and distinguished educational institutions were effectively developed and operated globally (Healey, 2008). Evidence of this can in fact be found as early as the 4th Century B.C. with the movement

of people between regions to visit 'centres of learning' and study with 'renowned masters' (Chadee & Naidoo, 2008).

As a key role of universities is to research, they have in a historical sense also been internationalised due to the sharing and exchange of this information through international conference activity, joint authoring of journal articles and books and exchange of academic staff (Healey, 2008). Universities have therefore been considered as some of society's most internationalised institutions as they gather information from around the globe and academics are generally seen to support cosmopolitan values (Teichler, 2004). The more recent activity and interest in relation to internationalisation can however be considered to relate to students and learning and teaching activities and functions.

The use of internationalisation as a term within education has increased since the early 1980's and has generally replaced the term 'international education' although this may still be used in some countries (Knight, 2003). The term 'international' is now also commonly used as a politically correct term for 'overseas' in describing the student body, to remove itself from any association with former colonial or imperialist ideals (Harris, 2008).

2.03   Definitions

How something is defined will have an impact on policy and practice in the related area and that practice will further influence new or amended definitions (Knight, 2003). There are a number of varying thoughts on a definition of internationalisation and one immediate area of confusion is the use of the phrase "internationalisation of the curriculum" to mean the same as internationalisation (Elkin, Devjee, & Farnsworth, 2005). The curriculum area is only one aspect of the much wider general term and has been defined by the Organisation for Economic Cooperation and Development (OECD) as;

"*curricula with an international orientation in content, aimed at preparing students for performing in an international and multicultural context, and designed for domestic as well as foreign students*" (1995, p 8).

A further complication is with the term "globalisation" and how this is interchanged regularly with internationalisation without any clear understanding of the significant

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difference between the two terms (Hyland et al, 2008). A useful distinction between the two terms is;

> "*globalisation is the context of economic and academic trends that are part of the reality of the 21st century… Internationalisation includes the policies and practices undertaken by academic systems and institutions and even individuals to cope with the global academic environment. …Globalisation may be unalterable but internationalisation involves many choices*"
> (Altbach & Knight, 2007, p 290-292)

This idea of many choices is how internationalisation is now being considered in a wider context. There is also concern that if globalisation is allowed to influence or dominate too heavily, then the version of internationalisation that will emerge will be bland and not engage fully with wider and richer areas, including in particular the student body (Caruana & Spurling, 2007). The inter-relationship between internationalisation and globalisation will be examined in more detail in 2.04.

A dictionary definition of internationalisation is to make something international (Oxford Dictionary, 2011) and this can be relatively easily differentiated from the term international which has been defined as involving more than one country (de Wit, 1999).

As discussed briefly above in 1.02 the original and most widely used definition of internationalisation (Fielden, 2008) was that proposed by Dr Jane Knight who describes it as "*the process of integrating an international/intercultural dimension into the teaching, research and services functions of the institution, with the aim of strengthening international education*" (Knight, 1993, p 21). Even Knight herself has acknowledged the debate around this definition when she stated "*it is clear that internationalisation means different things to different people, and as a result there is great diversity of interpretations attributed to the concept*" (Knight, 1997, p5). Although this original definition is nearing 20 years old, it is a useful start point in terms of moving towards an adopted definition and will allow the historical development of the subject to be explored.

A brief analysis of this definition identifies a series of key issues;

- The use of the word 'process' to convey it is on-going, continuing and developmental (Knight, 2003)
- The integration of the activity to the institution as a whole to hopefully create sustainability

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- Relationship to the primary functions of teaching and research (Qiang, 2003)

This short definition does therefore encompass a wide spectrum of differing aspects and is applicable within a range of contexts (Koutsantoni, 2006a). The definition also ensures it has meaning in differing educational markets and countries as it does not identify any aspect too specifically as these vary between countries and institutions (Knight, 2003). Jane Knight herself reviewed and reconsidered this original definition around 10 years after its development and produced a revised version;

"internationalization at the national, sector and institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education" (Knight, 2003, p2).

A brief analysis of this definition is helpful to establish its usefulness and appropriateness to the study and to illustrate how internationalisation had developed in the 10 years since the original definition in 1993. The analysis identifies the following;

- 'international' in terms of people, culture and country relationships
- 'intercultural' because of the significance of this within institutions, communities and countries
- 'global' in this instance providing a context to the wider world
- 'integration' to identify that the related dimensions are embedded within policies and programmes and can be considered sustainable
- 'purpose, function and delivery' to illustrate how the institution operates at the differing levels i.e. country, institution and individual programme.

Overall it is felt that this updated definition complements the original and is more applicable, reflecting some of the changes that have occurred to HE and the more diverse range of educational providers at the post-secondary level (Knight, 2003). From research undertaken by Elkin, Devjee and Farnsworth (2005) on visualising the internationalisation of universities, they proposed a further extension of the definition with the following statement;

> "*it should aim to create values, beliefs and intellectual insight in which both domestic and international students and staff participate and benefit equally. It should develop global perspectives, international and cultural and ethical sensitivity and useful knowledge, skills and attitudes for the globalised market place*" (Elkin, et al., 2005, p321).

A further brief analysis of the words and phrases used in the statement identifies the use of;

- 'values, beliefs and intellectual insight' to extend beyond the function of the institution and delivery of its teaching

- 'domestic and international students' to clearly include the 'internationalisation at home' agenda

- 'staff' to indicate this is fully inclusive and not limited to students alone

- 'global perspectives' to illustrate the link between internationalisation and globalisation

- 'international, cultural and ethical sensitivity' to demonstrate the importance of recognising and understanding differing cultures and ethics and the role they play in an internationalised institution

- 'useful knowledge, skills and attitudes for the globalised market place' to identify the importance of the development of these attributes to allow global mobility, engagement and employment opportunities.

The key extended areas offered by this additional statement are therefore the internationalisation at home agenda, further emphasis on culture and ethics and the inclusion of global mobility, engagement and employment.

It is acknowledged that there are other definitions available however, as recently commented by Hans de Wit, there has been an inclination to re-label internationalisation with the inclusion of further words and statements (de Wit, 2011) . These different words overall do appear to mean the same thing and as de Wit comments *"the repetition does not actually make the meaning any clearer"* and there is *"inclination to embrace these new lables, but continue with business as usual"* (de Wit, 2011, p 2). An example of this is the definition of 'comprehensive internationalisation' developed by John Hudzik (Hudzik, 2011). Although being substantial in length, in essence there is little difference to the Jane

Knight definition listed above and therefore a new working definition of internationalisation to be used for the purposes of this investigation has been created by a combination of the revised Knight definition with the Elkin, Devjee and Farnsworth addition to give;

> *'Internationalisation at the national, sector and institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education and it should aim to create values, beliefs and intellectual insight in which both domestic and international students and staff participate and benefit equally. It should develop global perspectives, international and cultural and ethical sensitivity and useful knowledge, skills and attitudes for the globalised market place'.*

This definition will therefore provide a focus for identification and further investigation of issues and these will be cross-referenced back to this definition at the appropriate points throughout the thesis.

2.04   The globalisation discourse

The phenomenon of internationalisation of HE is regularly considered in relation to the far more general idea of globalisation (Svenson & Wihlborg, 2010) however as outlined briefly above in 1.02 there is some complication in the relationship between internationalisation and globalisation. As both terms are regularly interchanged the distinction between them is unclear (Yang, 2003).

There are a multiplicity of definitions of globalisation (Maringe, 2009) and the discussion/research around the topic has been substantial, evidenced by a near 300% increase in articles with globalisation or global in the title in a 10 year period (Yang, 2003). It has been regarded as "*the direct consequence of the expansion of European cultures across the world via settlement, colonialisation and cultural mimesis*" (Waters, 1995, p3) and because of this there has been expression of the fear of homogenisation in relation to national cultures and identities (Knight, 1997) as the world's population is combined into a single global socio-economic unit (Albrow, 1990) and therefore the effect this has on the internationalisation process. This may be a far reaching and rather sensationalist view however it is clear that effective management of the local and global is both an important and very difficult concept (Yang, 2000).

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There is also debate as to which occurred first within the educational context, with some suggesting internationalisation is a consequence of globalisation (Altbach, 2006; van der Wende, 2001) whilst others suggest internationalisation in universities preceded globalisation (Knight, 1997). Irrespective of which viewpoint is taken, it is apparent that higher education cannot ignore globalisation and must react to and embrace it (Leask, 2008). It has been said that globalisation "*transformed higher education throughout the world*" by pushing institutions "*irreversibly into the world-wide environment*" (Marginson, 2003, p2).

Research undertaken by Kennedy and Cohen (2007) identified six strands of globalisation to aid its definition;

1) *Changing concept of time and space* – the compression of societies and their interactions.

2) *Increasing cultural interactions and flows* – increasing human migration resulting in a bringing together of differing cultures however with the dominance of the west.

3) *Communality of world problems* – the sharing of problems although viewpoints differ as to exactly what they are.

4) *The dominance of trans-national actors and organisations* – recognition of the huge impact on the world's population made by international government and non-government organisations, trans-national corporations and global social movements (Maringe, 2009).

5) *Interconnectedness and interdependence of societies* – the major driver of global social interdependence of people and countries is considered to be the internet.

6) *Synchronisation of all dimensions* – the rise of global concerns i.e. terrorism, sustainability, climate change, poverty, moving away from the party politics of nation states (Maringe, 2009).

It is acknowledged therefore that as institutions internationalise, due to the interactive relationship with globalisation, they will to varying degrees exhibit some or all of the above strands (ibid.). It is also evident that the forces of globalisation are driving internationalisation at a more rapid pace as institutions move away from the "*inward*

introspective self-preservation outlook" to a "*more outward seeking culture*" (Maringe, 2009, p 555).

In terms of this investigation, globalisation will not be considered as a separate topic directly, however due to the close inter-relationship with internationalisation some of the aspects discussed above will be covered in the literature review and further primary research.

2.05   Approaches to internationalisation

It is widely accepted that almost all UK universities have completed or are in the process of completing their internationalisation strategies (Caruana & Hanstock, 2008; Warwick & Moogan, 2011). Although the general content and thrust of these strategies have similarities, there appears to be a distinction between the approaches, at a basic level this being either student-centred or university-centred (Caruana & Hanstock, 2008). The university-centred approach focuses more upon the reputation, branding and image of the university whilst the student-centred approach is much more focused on the concept of the global citizen (Caruana & Hanstock, 2008) and the materialisation of the 'knowledge economy and learning society' (Fielden, 2007).

A typology of the generic approaches taken by HEIs in the planning and implementation of the strategy has been provided by a series of major authors on the subject (Aigner, Nelson, & Stimpfl, 1992; de Wit, 1995; Knight, 1997, 2004a). The 'approaches' relate to the attitudes of the people leading the process of internationalisation at the institution and although there is some overlap in the definitions (Qiang, 2003), four differing approaches were identified; Activity; Competency; Ethos; Process.

These are not to be considered as mutually exclusive and other approaches could be considered alongside the four identified (Knight, 2004a) and further work in this area by Middlehurst and Woodfield (2007) has allowed the original four approaches to be expanded as shown in Table 1 below;

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Table 1: Typology of approaches to internationalisation

APPROACH	DESCRIPTION
Activity	Activities such as study abroad, curriculum and academic programs, institutional linkages and networks, development projects and branch campuses . This was synonymous with 'international education' in the 1970's and 1980's (Qiang, 2003)
Outcomes	Desired outcomes include student competencies, increased profile, more international agreements, partners or projects, competitive advantage
Competency	The development of attitudes, values, skills and knowledge across the whole institution of students, academic and support staff
Ethos	The development of intercultural initiatives and perspectives in a supportive environment and climate that recognise the importance of internationalisation to an HEI
Rationales	Primary drivers including academic standards, income generation, cultural diversity, student and staff development
Process	Integration or infusion of an international or intercultural dimension into teaching, research and service functions through a combination of a wide range of activities, policies and procedures
At home	The creation of a culture or climate on campus that promotes and supports international or intercultural understanding and focuses on campus-based activities
Abroad (cross-border)	Cross-border delivery of education to other countries through a variety of delivery modes (face-face, distance, e-learning) and through different administrative arrangements (franchises, twinning, branch campuses)

(Middlehurst & Woodfield, 2007, p 30)

The *at home* and *abroad* approaches in the table above are clearly differentiated by where the activity takes place but they also create very differing problems and these will be discussed in further detail in 2.14.

Table 2 below based on the work of Knight (2003b) and developed into the table format by Koutsantoni (2006a) offers a useful summary of the categorisation of activities between *at home* and *abroad.*

Table 2: Categorisation of international activities – at home and abroad

INTERNATIONALISATION AT HOME	INTERNATIONALISATION ABROAD
Curriculum and programs -new programs with international theme -infused international, cultural, global or comparative dimension into existing courses -foreign language study -area or regional studies -joint or double degrees	**Movement of people** -students on award based programs through semester/year abroad, internship or research programs, or full program abroad - professors/scholars and experts for purposes of teaching and research, technical assistance and consulting, sabbaticals and professional development
Teaching/learning process -active involvement of international students, returned study abroad students and cultural diversity of classroom in teaching/learning process -virtual student mobility for joint courses and research projects -use of international scholars and teachers and local international/intercultural experts -integration of international, intercultural case studies, role plays, reference materials	**Delivery of programs** -program/course moves not the student - includes educational or training programs offered through a linkage or partnership arrangement between international/foreign and domestic institutions/providers -credit or award is normally granted by the receiving partner/country and in some cases could be a joint or double degree. (If a foreign degree is involved then mobility of provider is applicable.)
Extra-curricular activities -student clubs and associations -international and intercultural campus events -liaison with community based cultural and ethnic groups -peer support groups and programs	**Mobility of providers** -institution/provider moves to have physical or virtual presence in the receiving country -foreign or international provider has academic responsibility for the program and awards a foreign degree. The provider may or may not have an academic or financial partner in the receiving country -branch campuses, stand-alone foreign institutions, some franchise models are examples
Liaison with local cultural/ethnic groups -involvement of students in local cultural and ethnic organizations through internships, placements and applied research - involvement of representatives from local cultural and ethnic groups in teaching/ learning activities, research initiatives and extracurricular events and projects	**International projects** -includes a wide diversity of non-award based activities such as joint curriculum development, research, bench marking, technical assistance, e-learning platforms, professional development and other capacity building initiatives - projects and services could be undertaken as part of development aid projects, academic linkages and commercial contracts

(Koutsantoni, 2006a, p 11)

It is important to note however that both home and international students will benefit from a more globally conscious educational environment and a well balanced approach that considers internationalisation in a wider context will allow this to occur. It is also relevant to note that the internationalisation process *"at many UK universities is a managerially led activity"* (Warwick & Moogan, 2011, p 4) and this will be developed in greater detail in 2.17 below when considering leadership of the internationalisation process.

2.06   Rationales for internationalisation

As there are differing definitions of and a number of differing approaches to internationalisation, there are also a series of differing rationales motivating HEIs towards an internationalisation perspective (Qiang, 2003). Early investigation into these rationales (Aigner, et al., 1992) identified three major reasons;

1) Interest in international security

2) Maintenance of economic competitiveness

3) Fostering of human understanding across nations

As for the approaches, these were not considered to be mutually exclusive and other rationales could be identified (Aigner, et al., 1992).

Further work by Scott (1992) and Warner (1992) identified seven imperatives and three differing models for internationalisation respectively with (Blumenthal et al, 1995) a few years later identifying the following dimensions:

Political; economic; educational; academic or cultural; scientific; technological.

The most widely adopted rationales however begin with those originally proposed by de Wit (1995) and developed by Knight (1997; Knight, 2003) into four initial groupings:

Political; economic; academic; social/cultural.

These four have been expanded to six under further development (Middlehurst & Woodfield, 2007) and are detailed below in Table 3 with a brief summary of their constituent elements and focus.

Table 3: Typology of rationales for internationalisation

Rationales	Constituent elements or focus
Political	Foreign policy, national security, peace and mutual understanding, national identity, regional identity
Economic	Economic growth and competitiveness, labour market, financial incentives, income generation
Academic	International dimension to research and teaching, extension of academic horizons, institution-building, profile and status, enhancement of quality and curriculum development, international academic standards, research collaborations
Developmental	Student and staff development, institutional learning and exchange, capacity building, technical assistance
Social and cultural	National cultural identity, intercultural understanding, citizenship development, social and community development
Competitive	International branding and positioning, strategic alliances, knowledge production, knowledge transfer

(Middlehurst & Woodfield, 2007, p 31)

Although the six rationales in the table above will be investigated in detail later in achieving the initial aim of this study, it is worth noting that an interesting alternative range of motives and rationales was proposed by Maringe and Gibbs (2008). Although being somewhat more controversial in the wording of the motives/rationales, they are ultimately similar in nature to those expressed in Table 3 above and a brief analysis shows the relationship of the alternative wording to the main six rationales above;

- *Generating money from extortionately high international students fees* – Economic rationale

- *Enriching the experience of students and staff through a variety of models of cross-border educational experiences* – Academic, Developmental and Social/Cultural rationales

- *Incorporating an international dimension into teaching and research* – Academic rationale

- *Raising the status and international standing of the institution* – Competitive rationale

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- *Improving the quality of educational provision and experience of students* –
  Academic rationale

- *Preparing graduates for global employment careers* – Economic and
  Developmental rationales

- *Maintaining international security and peaceful relations* – Political rationale

- *Exporting educational services and products* – Economic and Competitive
  rationales *and*

- *Achieving international standards* – Academic and Competitive rationales
  (Maringe, 2009, p 557)

Over time the emphasis on rationales changes as global events occur and influence thinking and policy. Internationalisation occurring prior to 1970 was focused particularly on political considerations and this has seen a shift to economic and competitive through to developmental and the more current academic and social/cultural (Qiang, 2003). A common way of describing the change in focus and emphasis of internationalisation from the 1970's to the current day is to say it has moved from *"aid to trade"* (Jones, 2011b, p 1). The 1970's and early 1980's being focused on development and aid and the later 1980's further aid but related to student and staff exchange and curriculum development (de Wit, 2011b). The change in the 1990's was a paradigm shift to trade, moving from cooperation to competition, representing the commercialisation of HE (ibid.), this continuing to the present day.

It is considered important to investigate and analyse each one separately as without a clear rationale or rationales the internationalisation process would be fragmented and ad-hoc. Rationales provide a direction and give structure so that discernible and stated objectives and benefits can be achieved from what is a huge array of available international opportunities (Knight, 2004b). The six rationales identified above in Table 3 will be discussed below.

2.07   The political rationale

As briefly outlined in Table 3 above, this relates to the country's role as a nation and its position within the world covering issues such as stability, peace, ideological stance and security (Qiang, 2003). Governments are important stakeholders within this rationale and range from the local level through regional and national up to supra-national bodies (Qiang, 2003, p 254). Within these differing levels there are also a range of departments who could be involved, typically including but not limited to culture, foreign office, economic development and education (ibid.). Within these there could be differing opinions on internationalisation and this therefore can make navigation through the political hierarchy difficult.

There is also a clear identified link between the international dimensions of higher education and international domination and power, evidenced in research activity and "*paradigmatic domination*" (Teichler, 2004, p 9). In times of political tensions when nationalism is almost certain to increase, internationalisation and the opportunities for cross-culturalisation and co-operation could be considered as part of a policy towards peace (ibid.), although the importance of this has reduced over time (Knight, 1997, p 9). Globalisation however and the support for internationalisation by the dominant "*actors*" over the weaker and less powerful can create suspicion over the real intentions (Teichler, 2004, p 9). The issue of historic colonialism cannot be discounted because as these developing countries gained their political independence, their education systems remained incomplete and based on the former rulers model of education, creating a "*vertical phenomenon*" of looking for higher education opportunities abroad (Teichler, 2004, p 10).

The reality is however that there are many factors that influence any national level policy making (Qiang, 2003) and the relative stability and success or otherwise of the nation state will have a huge influence on internationalisation, this unlikely to be considered a priority in a period of unrest or political and economic decline (Teichler, 2004).

Although the political rationale was dominant from the end of World War 2, the ending of the Cold War saw a change in emphasis to the economic rationale (de Wit, 1999).

2.08   The economic rationale

The change from the political to the economic rationale was highlighted in a study by Kalvemark and van der Wende (1997) and illustrated the shift in most European countries including the UK.

The economic rationale can be considered on two differing levels;

- The long term economic benefit at the national level

- The direct economic benefits of international students to an institution.

At the national level internationalisation can be seen as being a significant contributor to meeting the demands for skilled human resources in a modern global labour force (de Wit, 1999) and where international graduates can have an impact on a country's trade relations (Qiang, 2003, p 253). This leads to "*maintaining and sharpening a country's competitive edge in the international marketplace*" (Jiang, 2010, p 884). Overall these can be considered as external factors to the institution (de Wit, 1999) however the direct economic benefits are very much internal.

The economic impact of international students to the financial wellbeing of HEIs has already been discussed above as being significant. It has however been reported that of the top 10 countries with the highest proportion of international students, the UK was the only country to have not significantly increased its percentage from 1998 to 2005 (Fielden, 2006). The UK has also seen its overall market share reduce from 10.8% in 2000 to 9.9% in 2009 (Universities UK, 2011a, p 18). International student fee income was over 8% of the total £26.8 billion UK university income in 2008/9 (Universities UK, 2011b, p 25) and therefore any drop in recruitment could have a significant effect on their financial stability at a time when the financing of higher education is facing a period of instability and real-term reductions. As already discussed above in 1.02, although reductions in nett student numbers are not predicted, there is a significant slowing of recruitment. By 2020, it is predicted that the UK will have increased international student recruitment by 28 000 but this slowdown is at a time when UK universities are planning to increase international students to offset financial reductions elsewhere (O'Malley, 2012). By contrast, between

academic years 2002-3 and 2010-11, there was an increase of 180 000 international students coming to study in the UK (O'Malley, 2012).

It is inevitable therefore that regimes of financial accountability and dominance of the economic rationale are prevalent in the contemporary HEI (Harris, 2008). This driving of internationalisation generally by the economic rationale is apparent mainly in the English speaking countries (Koutsantoni, 2006c) although there has been an increase in non-English speaking countries who deliver in English and are now in competition for the same group of international students (ibid.). Further additions to this category and also to the competition for students are those countries which support the import of higher education for purely economic reasons with the development of 'educational hubs' e.g. the UAE (Koutsantoni, 2006c, p 15).

A final category of countries exist, including China, Malaysia and South Africa, which have an internationalisation "*driven by merging rationales such as human resource development, brain drain and nation building*" (Koutsantoni, 2006c, p 15) which are closely related to the economic rationale. China and India are both good examples of the dominance of economics as they have massively increased university enrolments with the main aim of stimulating the economy (Yang, 2003, p 277). Between 2002 and 2009 both countries together accounted for a 26 million increase in the number of tertiary education enrolments (British Council, 2012, p 5).

There is an argument however that the economic rationale has created a 'marketisation discourse' and that it is this that drives internationalisation (De Vita & Case, 2003, p 384). This is based on the packaging of education as a commodity being marketed both nationally and internationally with a purchaser/provider model, the student being the purchaser and becoming more aware of their own rights as a consumer (De Vita & Case, 2003). They further suggest that this discourse, unless managed appropriately, may have a negative impact on any social/cultural rationale as the commodification of courses to improve their marketing dominates over the development of multi-cultural aspects in the curriculum (De Vita & Case, 2003, p 384). Marketisation is however predicted to continue to increase in global higher education as there is a continued growth, albeit slowing down,

in international student numbers and there are further constraints on public funding in the UK (Morgan, 2010). Although the slow down in international students coming to the UK is predicted, there are countries with emerging economies where student numbers are predicted to increase – Brazil, Indonesia, Nigeria, Phillipines, Bangladesh, Turkey and Ethiopia (British Council, 2012, p 5) – and these will undoubtedly become the focus of attention of UK and other country universities looking to expand business.

The dominance of the economic rationale has however received criticism from the HE related press in the UK and also from a key government commissioned report. It appears that UK HE has developed a reputation overseas as being 'arrogant' and 'patronising' in its approach to and dealings with international students (Gill, 2008b) and that the perception of UK education only wanting to recruit those students for financial gain is pervasive (ibid.).

In March 2008 the Government initiated an official review of internationalisation in HE, the review being headed by Professor Drummond Bone, the then vice-chancellor of the University of Liverpool and former president of Universities UK (Gill, 2008a). The report produced provides some sobering conclusions on the future of internationalisation in UK HEIs. The main conclusions were that the institutions need to broaden their perspectives on international activity, this activity will need to be adequately and sufficiently managed and resourced and internationalisation must be made a priority (Bone, 2008). Following on from the report Bone has also warned against a drive to increase international student recruitment to counter any falls in funding and that to improve the reputation of UK HE there should be an effort to send more UK students to study overseas (Baker, 2010). There has also been continued more recent reaction to this commercial focus with the HE sector understanding the potential of this to jeopardise quality and reputation and therefore recruitment (de Wit, 2011b). There has therefore been some refocus on international student selection, the quality assurance of off-shore operations, better use of funding to support international stduents during their studies and greater emphasis on curriculum internationalisation (ibid.). This concern is not new however and was identified in 1997 (McNamara & Harris) when the drive for extra funding from international students

was considered as a primary need with educational considerations being at best a secondary consideration.

A final consideration in relation to the economic rationale is the rise in importance of economic benchmarks within HE due to the impact of globalisation (Yang, 2003). The increased use of metrics in relation to the measurement of University achievements has been apparent globally and the relative number of the chosen unit i.e. graduates, research publications, has become increasingly important (Yang, 2003, p 277). This overemphasis on the technical and practical value has been at the expense of wider educational values and has created a tension both internally within HEIs between differing subject areas and also externally between HEIs with the rise of the importance of league tables, with an apparent widening gap between the research elite and the other institutions (ibid.). The issue of league tables and ranking will be discussed in more detail in 2.12.

2.09   The academic rationale

As previously discussed in 2.02 above, universities have commonly been considered as historically internationalised due to involvement with the mobility of scholars and the creation and dissemination of international research over many hundreds of years. Arguably this rationale could be considered as the most 'obvious' as HEIs seek to internationalise, however the marketisation process discussed above in 2.08 has had a marked impact as institutions place a greater emphasis on quality, both in terms of improvement and accountability/reputation (Jiang, 2010). The continued pursuit of academic international standards has been considered to increase homogeneity and uniformity and possibly further erode national identity (ibid.), the continued wider influence of globalisation.

The pursuit of a higher academic reputation therefore becomes important and according to Knight (1999, p 20) "*it is assumed that by enhancing the international dimension of teaching, research and service there is value added to the quality of our higher education systems".* This can however only be effective on the assumption that internationalisation is central to the institution's mission or corporate objectives and not a "*marginalised*

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endeavour" (Knight, 1999, p 20). The de-marginalisation occurs by the international decision making processes occurring within the mainstream of the institution and not restricted to specialist committees and by international activities being viewed as systematic and regular and not casuistic (Teichler, 2004, p 9). Also, those involved are no longer restricted to internationalisation specialists but can involve all staff in the areas of study and research (ibid.).

If this assumption is followed then internationalisation can be viewed as providing positive change in institution-building through the enhancement of academic infrastructure systems (Jiang, 2010).

Findings published in 2008 identified that there had been strong growth in international research collaboration and that this was expected to continue in the near future (Universities UK, 2008c). This report also highlighted the four main motives at the national level behind international research collaboration as;

- *"maintaining and enhancing the competitiveness and sustainability of the domestic research system facilitated by research institutions becoming more international. This includes establishing new strategic partnerships to boost research quality and reputation , improving access to international labour markets (researchers and research students) and achieving the economies that can result from sharing the cost of overheads;*

- *improving the competitiveness of the domestic economy, secured through research-led access to overseas markets and by the attraction of high value added inward investment*

- *a commitment to expand the global assault on the most pressing, shared problems, such as climate change, poverty and security; and*

- *a commitment to the internationalisation of people and politics, with research collaborations and researcher mobility seen as being a powerful and cost-effective contribution to a more harmonious and safer world (global citizens)"*
  (Universities UK, 2008c, p 11).

Generally these national level motives are reflected in those seen at institution level with the most common benefits associated with international research being;

- *"international standing derived from very visible and successful research collaborations*

- *the influence it can confer within international forums and political debates*

- *a good supply of top-flight research staff*

- *a plentiful supply of good research students"*

  (Universities UK, 2008c, p 12)

The importance of research to the "attractiveness" of an institution should also not be ignored as recent research in 2011 showed research focus/RAE scores to be the third most important reason for students choosing a place of study (Moogan, 2011).

Most institutions also see themselves as having a "*public duty*" in relation to international research collaboration to provide opportunities for "*enhanced social equity and economic development*" (Universities UK, 2008c, p 12). Finally, there are also a number of other less well documented motives being of particular significance to the researchers themselves at a personal level. The first is involved with the concept of differing epistemic perspectives of the researchers allowing advances to be made in understanding and the possible creation of new truths (ibid.). Another involves project specific collaboration with established partners to produce capacity quickly and at little or no cost to the institution, this being common in the private sector (ibid.).

It has been identified that the majority of international activities at HEIs are linked to specific research and teaching activities, these being generally short-term and dispersed through the institution and diverse in terms of subject (Teichler, 2009). It is also evident that research and teaching are becoming more disconnected as HEIs become more competitive in the global marketplace and they gain reputation for either high quality undergraduate education or for research and postgraduate education (van der Wende, 2007). The importance of international rankings (discussed in more detail in 2.12 below) and the part that international research plays in this has also seen an increase in research activity and more specialisation and this has an inevitable impact on internationalisation

(van der Wende, 2007). The global competition between research intensive HEIs and those not research intensive will increase the vertical differentiation that already exists and will also lead to competition for high level researchers and a "*brain drain*" or "*brain gain*" scenario (van der Wende, 2007, p 279). This scenario was described by Knight (2007) as being "*one of the most critical issues for the next five years as the higher education sector faces demographic changes, increased labour mobility and growing national competitiveness for knowledge production and distribution*" (Knight, 2007, p 8). For the "successful" western universities the increased importance of rankings and the role of research offers a great opportunity to develop further research collaborations with high quality like-minded institutions in other countries which furthers league table status and may also provide additional funding (Scott, 2010, p 5). For the other institutions however it is generally an opposite position with the loss of research active staff, a loss of potential funding and a potential lowering of league table position (Scott, 2010).

Despite this potentially difficult position related to research, international research collaborations are considered to be of critical importance to the UK's overall competitiveness and academic reputation internationally (Middlehurst, Woodfiled, & Hjerde, 2011). International research also provides opportunity for diversification of income streams and also access to international expertise with 40% of UK research output being jointly produced with co-authors overseas (Universities UK, 2008b). A more recent study by British Council also highlighted that around 80% of a country's research impact has a direct relationship to its level of international collaboration (British Council, 2012) and that there is a higher citation rate for international collaborative research, this being a typical measure of quality (O'Malley, 2012).

Other recent research undertaken into international activity in UK HEIs shows that institutions are actively engaged in international research collaborations based on their research strengths and also include knowledge transfer with business and industry alongside academic partners (Middlehurst, et al., 2011). The majority of the research partnerships investigated were specifically funded projects e.g. UKIERI, PMI2 Connect, and regularly involved "*multi-dimensional institutional partnerships involving a range of*

other international activities..often involving partners from several different countries" (Middlehurst, et al., 2011, p 21). It also highlights that the research opportunities arise out of academic staff developing teaching based partnerships with colleagues overseas that create good relationships and a cultural understanding of the partner (Middlehurst, et al., 2011, p 26).

The most significant aspect of the Academic Rationale in terms of current discussion is curriculum development and its internationalisation however it has been argued that this is transforming constantly, this being understandable in the rapidly globalising HE environment (Leask, 2008). As HE responds to these changes in the world and in the class, it is expected that the curriculum will adapt and respond accordingly (ibid.). Curriculum is defined as *"the subjects comprising a course of study"* (Oxford Dictionary, 2011) and is derived from *currere*, the Latin word/phrase to run and can be interpreted as following a "*course of action*", with the first use of the term being around 1630 (Random House Dictionaries, 2011). There has been much debate concerning definitions of the curriculum, these being influenced by the prevailing economic and socio-political conditions in existence at the time (Smith & Lovat, 1991, p 5) although it is apparent that issues discussed historically do have relevance and currency to the internationalisation debate (Leask, 2008). The view of curriculum taken by Leask (2008) will be adopted for the purposes of this study when she said it is;

> "*inclusive of content, pedagogy, assessment and competencies; planned and unplanned experiences; intention and actuality….encompassing all aspects of the learning/teaching situation….The processes by which we as educators select and order content, decide on and describe intended learning outcomes, organise learning activities and assess learner achievement are part of the curriculum*" (Leask, 2008, p 12).

This definition clearly encompasses the main areas of teaching and learning activities from the planning of objectives and content, the achievement of those via the learning and teaching process, the class interactions and the learner's development of competencies. Curriculum design is not just the consideration of topics to be delivered in a sensible and logical order and the student themselves should not be forgotten in this process (Luxon & Peelo, 2009). All of the above can be considered to be areas which could be amended and improved through internationalisation of the curriculum (Leask, 2008).

A definition of internationalised curricula developed in the mid 1990's by the OECD and cited by van der Wende (2000, p 27) is "*curricula with an international orientation in content, aimed at preparing students for performing (professionally and socially) in an international and multicultural context, and designed for domestic and/or foreign students*". This is a rather narrow and limited definition with an over emphasis on content and knowledge and clearly now being out of date as the emphasis on learning rather than teaching has developed together with the increased awareness of communication and inter-cultural skills (van der Wende, 2000). A more current definition of curriculum definition, and that which will be adopted for this study is that proposed by Betty Leask (2009, p 209) as being;

> *"the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study".*

The impact of globalisation and marketisation has already been considered generally above however it is also influencing curriculum development as it is a commodity to be traded and therefore international related content is developed and introduced to increase marketability to a wider global audience. The idea of additional content being added to the curriculum has been described as the "additive approach" to internationalisation (Banks, 2005) and is considered to be the most familiar to HE staff particularly as it is considered to be low risk and does not disturb the fundamental position of the material (Clifford, 2010). This however has been considered as piecemeal and uncoordinated and defined as the "*infusion approach*" (De Vita & Case, 2003, p 387). There is therefore the idea in UKHE that graduates can be produced by this infusion of international case studies and material into the existing syllabi (De Vita & Case, 2003, p 388) and it is accepted by some staff that this inclusion of case studies is internationalisation (Clifford, 2010) but there a number of significant issues with this approach;

- It suggests that the design of the curriculum is a sequence of discrete units where international elements can be added as required however literature shows (Biggs, 1999; Toohey, 1999) that is not the case. Freedman (1998), p 44) suggests "*the structure of curriculum should promote the learning of both deep and broad*

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knowledge and focus less on sequential and hierarchical knowledge and more on flexibility , interpretative analysis and interactive instruction".

- The emphasis on dissemination of knowledge neglects the learning occurring in other ways by the learner in their intercultural development which, as in real life, happens in connection with the environment in which it takes place and the social experiences and interactions that occur. This needs a more personal involvement and participation that is cultural and emotional alongside intellectual (De Vita & Case, 2003).

- The origins and sources of the international material being infused have been questioned as these may be based on Western interpretations of global material.

This can therefore lead to a "*monocultural model of internationalisation*" (De Vita & Case, 2003, p 389) and this is evident in literature from the late 1990's and early 21st Century (Gould, 1995; Howe & Martin, 1998; Ryan, 2000). Ryan's observations (2000, p 58) are however on the UK and she comments;

> *"Many international students complain that their courses offer an almost exclusively anglocentric view in some areas of study, and that this view is presented as if it were universal. Even when students raise the point that what they are being taught will be of limited value to them when they return to their own culture, this point is often ignored".*

Even when the use of the infused material is objective, by its factual nature this has a limited life in terms of currency and may therefore not be updated (De Vita & Case, 2003). Although the additive approach has been considered in detail above, Banks (2005, p 255) identified a further three approaches to curriculum internationalisation;

- *"The contributions approach – where cultural events are celebrated*

- *The transformative approach – where a constructivist approach informs the structure to view the discipline knowledge from diverse perspectives*

- *The action approach – where students take action on important problems and help to solve them"*

It is the transition from additive to the transformative approach that HEIs appear to find difficult (Clifford, 2010, p 176).

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More recent research on this subject has highlighted the need to develop a shared culture involving the whole institution and that an understanding of internationalisation is included within any curriculum theory (Svenson & Wihlborg, 2010). The concept of the learning environment continues to be important as does engagement with the curriculum, a move away from knowing to *"acting"* (Svenson & Wihlborg, 2010, p 16) and in particular the development of transferrable skills and those considered useful in the global workplace. Teaching and learning is at the core of internationalisation and therefore curriculum development needs to be discussed explicitly within institutions and be at the centre of policy and strategy development but it should also be acknowledged that there are a variety of curriculum design and development options in response to internationalisation (Luxon & Peelo, 2009).

In the late 1990's Mestenhauser (1998) argued that internationalisation had until that time concentrated on specific programmes and projects involving a small number of students being trained for international roles, the reality that all graduates will be employed in a globalised workplace was ignored (Mestenhauser, 1998). It is now clear that for HE to be globally relevant, curriculum innovation needs to be integrated into the wider institutional framework, holistic and involve all students and academic staff (Leask, 2008, p 24). The involvement of all students is considered of particular importance as there is recognition that most home students are not as well prepared as international students, by the very fact that they are already operating across cultures during their studies and often in a second or third language, for operating in a culturally diverse environment (Jones & Killick, 2007). If considered in this manner, it will also ensure that resistance to curriculum internationalisation which exists in a number of areas (Clifford, 2010) will be reduced and hopefully overcome.

As to what an internationalised curriculum will feature, this is dependent upon the rationale(s) behind the process (Jones & Killick, 2007); content will be the exclusive focus of less developed models but there will be reference to wider areas of knowledge, skills behaviour and possibly attitudes in more complex models (Jones & Killick, 2007, p 112). It is common that most models are considered in terms of outcomes and for the more

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complex models this will require the students to *"to experience, to reflect and to make strange (the basis of ethnographic techniques) if they are to develop the personal awareness associated with intercultural and global perspectives"* (Jones & Killick, 2007, p 113).

A recent study by the American Council on Education (ACE), has looked at internationalisation within US HE and is the third of a series of mapping exercises they have carried out in 2001, 2006 and most recently 2011 (American Council on Education, 2012). Although it shows progress has been made in some areas, in the area of curriculum internationalisation it is critical of progress;

> *"Although many institutions indicated that the curriculum has been a particular fous of internationalisation in recent years, overall this is not reflected in the general education requirements that apply to all students"*
>
> (American Council on Education, 2012, p 23).

The report concludes *"At their core, however, colleges and universities are about student learning; no matter what shape the internationalisation process takes at a given institution, student learning must remain a central core"* (American Council on Education, 2012, p 25) but this appears not to be the case at many institutions. Although the report is based in the US, commentators have already discussed how this lack of progress on curriculum internationalisation is not just an American issue but it is a problem that applies to Europe and other areas of the globe (de Wit, 2012b).

There is however significant work going on to rectify and improve this situation via research and publications within the UK and Australia in particular. Professor Elspeth Jones and David Killick have researched and published widely on this subject, a series of direct references listed above, as has Betty Leask , an ALTC National Teaching Fellow based at the University of South Australia. Leask has published extensively and also presented throughout the world, more recently on the subject of Internationalisation of the Curriculum in Action. As part of this research she has published a guide to curriculum internationalisation (Leask, 2012) and also in tandem, formulated a questionnaire to assist staff involved in the process and to promote reflection and discussion (Leask, 2012b).

Finally, as discussed above for research in terms of influencing choice, curriculum content is considered by applicants to be the second most important factor in consideration of where to study, the most important being teaching quality (Moogan, 2011).

When reflecting on the definition of internationalisation adopted for the study and discussed in detail in 2.03, it is apparent that items significant within that definition are also associated with an academic rationale; function; delivery; intellectual insight; useful knowledge; domestic and international students and staff participate and benefit equally. This reinforces the major importance of an academic rationale to the internationalisation process.

2.10   The developmental rationale

The benefit of internationalisation as a means of developing and enhancing skills within both the staff and students is acknowledged but there is evidence of a renewed emphasis on this to further increase intercultural and international understanding and skills (Knight, 2004a, p 26). This has arisen for a number of reasons; increasing global incidents and the necessity to aid students understanding of the complex issues; increasing workforce mobility and cultural diversity and the need to understand how to operate in this environment; the increase of "*outcome-based education*" and the required identification of staff and student competencies developed through internationalisation (ibid.). This is a significant part of the internationalisation at home agenda and this will be discussed in more detail in 2.14.

The process of internationalisation is principally progressed by the staff of the institution through many different means but including the curriculum, pedagogy, student services etc. The staff are therefore critically important to this process and to ensure that they can fulfil potential there is a need to develop staff capability for internationalisation (Appleton et al, 2008). Internationalisation of the curriculum has been discussed above in 2.09 however it is acknowledged that for any re-design of curriculum to be appropriate and most of all imaginative then there is a need for the staff involved to undergo related development (Luxon & Peelo, 2009, p 59). It is very likely that staff will be required to

explore and develop their current understanding of internationalisation so that any required new skills can be identified and developed appropriately via suitable experience and training (Bell, 2008).

One major advantage to students from internationalisation is in relation to the development of skills that will assist them in graduate employability. A recent study by Crossman and Clark (2010, p 607) identified that graduates believed the main benefits of internationalisation *"included the potential for networking, the opportunity for experiential learning, additional language acquisition, and finally the development of soft skills"*. It was also clear in their report that students were very aware of the potential for enhanced employability within the globalised and internationalised labour market by the development of cultural adaptability and sensitivity (Crossman & Clarke, 2010, p 609).

A further aspect of the developmental rationale is related to capacity building, this being both internal to the institution itself and also external in relation to the development of international partners. The internal capacity building is relatively straightforward in that internationalisation strengthens the main core activities of the institution and also allows further initiatives to be developed which would not normally have been pursued utilising local knowledge and expertise (Knight & de Wit, 1995). Internationalisation therefore can represent a positive change to improve the infrastructure– human, management or technical - of institutions (Jiang, 2010) and consortia or groupings of institutions can further support this with a framework that encourages staff and student exchange opportunities between its members e.g. Universitas 21 (see footnote).

The external capacity building encourages cross-border education, in its many different forms, as a means for developing countries to build capacity relatively quickly (OECD, 2004) as the local education system cannot meet the domestic demand for higher education (Naidoo, 2010). This can occur via the country providing scholarship support for the outward mobility of their people to institutions generally or via twinning and

Universitas 21 is a network of 23 leading research intensive universities across 15 different countries, established in 1997. Its purpose is to create opportunities and facilitate collaboration and cooperation between the members

partnerships where relatively large numbers of outgoing students develop their knowledge

overseas. There can also be a more targeted approach with the development of strategic

partnerships offering in-country arrangements facilitating a more comprehensive

knowledge transfer that is compatible with the nation and economy building agendas

(OECD, 2004, p 4). Malaysia is a country to have benefited from the developmental

rationale for internationalisation as UKHE has recruited large numbers of Malaysian

students to the UK and also developed partnerships and programmes in-country coupled

with the development of branch campus in Malaysia by some institutions i.e. University of

Nottingham.

The definition of internationalisation discussed earlier has direct relevance to the

developmental rationale as it relates to the acquisition and development of intellectual

insight, global perspectives, knowledge, skills and attitudes for students within the

globalised market place.

2.11   The social and cultural rationale

Early research publications on internationalisation highlighted the importance of the social

and cultural function, with Frederic Mayor, the then Director of UNESCO, commenting in

1989;

> "*The university is an institution in which the production, transmission and reproduction of culture meet harmoniously and in which the latter are completed by reflection on the role and the function of culture in the life of nations and individuals*" (Mayor, 1989, p 5).

He also further added that;

> "*..the cultural function of the European university goes hand in hand not only with its humanistic search, but also with its international dimension. To develop an awareness of the interdependence of peoples and of societies in today's world must be one of the basic functions of the universities*" (Mayor, 1989, p 13).

This early viewpoint remained and there was continued support for the preservation of

national cultures, particularly due to the homogenisation impact of globalisation (Qiang,

2003) discussed earlier. This recognition of ethnic and cultural diversity both within and

between countries, and in particular intercultural understanding, was still considered a

significant rationale for the internationalisation of HE (Knight, 2004b). The early

concentration being particularly on the development of the individual staff member or student into local, national and global citizens, rather than the institution as a whole (Knight, 1999). There was however considered to be a shift in emphasis in the early 20th Century with the rise of the economic significance of internationalisation through increased fee income and this becoming the driving rationale (Knight, 2004b). With the development of the wider definitions of internationalisation, already considered above, and the growing support for the development of "*global citizens*" (Shiel, 2006, p 19) the social and cultural aspects became more prominent again as they were considered to be very important for the wider integration of internationalisation across an institution (Jones & Lee, 2008). Around this time, both Bournemouth and Leeds Metropolitan Universities were particularly active in the development of global citizenship and its relationship to the whole institution. Elspeth Jones, the then International Dean at Leeds Metropolitan University was instrumental in the production of 'world-wide horizons', the institution's interpretation of internationalisation and its relationship to the staff, students and activities undertaken by the institution (ibid.). This type of activity allows students to be prepared to operate in a world which is both multicultural and independent and also ensures that academic staff go beyond local and national perspectives (Hyland, et al., 2008, p 4). Considering students in more detail first, global citizens are those considered to have an appreciation of global issues and processes, a sensitivity to cultural diversity and also an understanding of the need for sustainable development (Shiel, 2006, p 19). These can be developed both through curricular and extra-curricular activities and it is the co-curriculum which offers opportunities to extend the student experience beyond what can be seen as a narrow curriculum (Jones & Lee, 2008). Figure 1 below shows the varying aspects that can contribute to the development of global citizens within HE.

They can also be considered to assist in the creation of a vibrant university community which enhances learning opportunities for all students, not just international (Shiel, 2006). These activities include the creation and operation of clubs and societies, cultural events and competitions, language courses, student 'buddying', international volunteering and

Figure 1: Aspects that contribute to the development of global citizens in a higher education setting
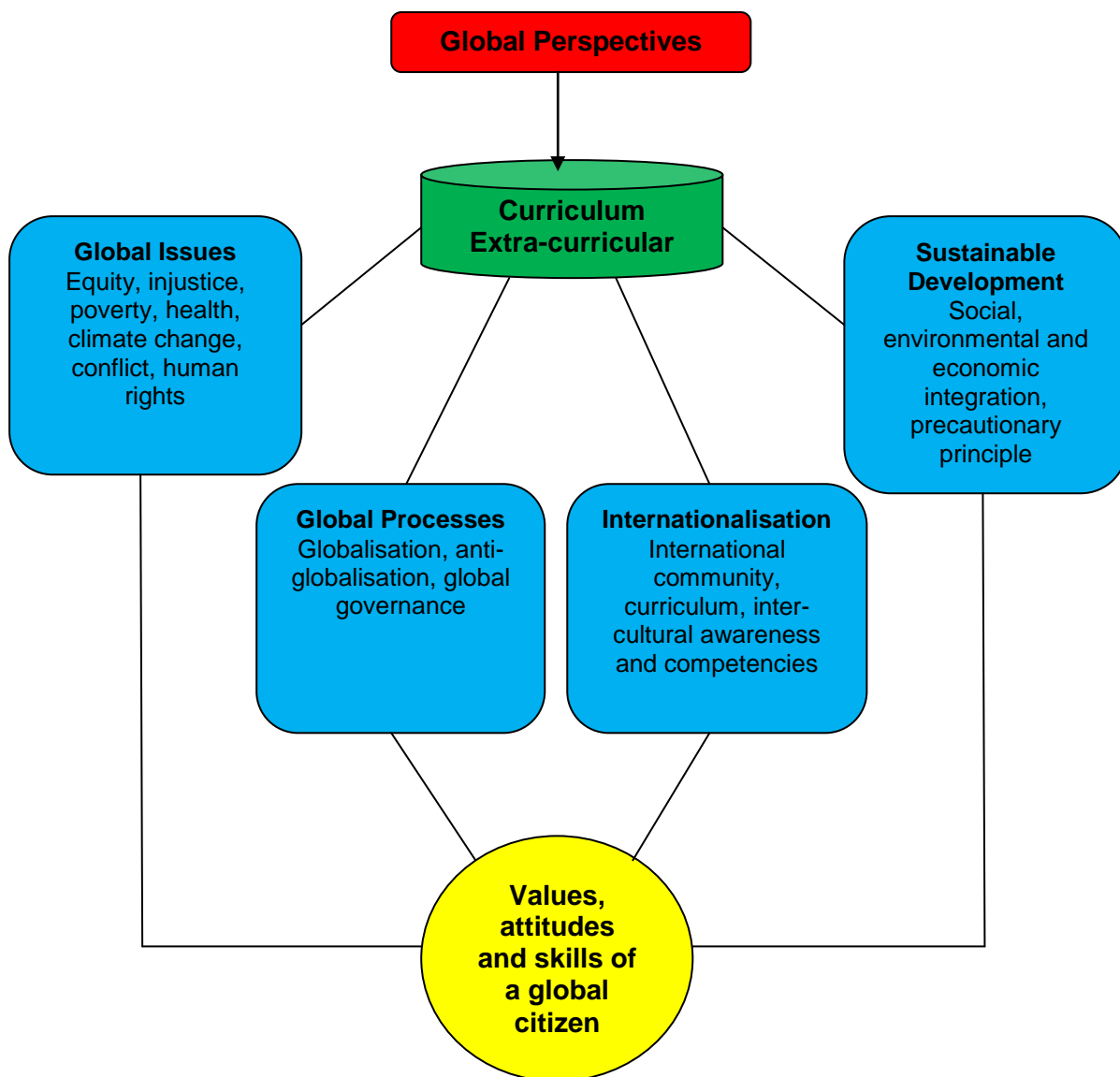
(Shiel & Mann, 2006, p 6)

local community volunteering (Appleton, et al., 2008). Voluntary engagement with international development projects has transformed both students and staff at Leeds Metropolitan University who have had an extensive volunteering scheme in place for some time (Jones, 2010).

For the development of cultural awareness, the development of 'intercultural' learning within students is critical, this inter-cultural being defined as *"relating to the diversity of cultures that exist within countries, communities and institutions"* (Knight, 2003, p 2). This is something however that does not happen automatically with proximity to inter-cultural

contact and will only normally be successful with effort by both students and the academic staff teaching them (Hyland, et al., 2008). There is evidence however that there is some resistance to this process by academic staff and that international students are regularly, albeit unfairly, stated by staff as being the reason for their frustrations (Hyland, et al., 2008, p 4). Staff are also frustrated by what they perceive to be a lack of support, resources and any recognition for innovation they have introduced to their teaching practice in environments which are becoming more culturally complex (Hyland, et al., 2008). The complexities and difficulties of dealing with cultural differences and the influence it has on behaviour has been studied extensively both generally (Hofstede, 1994; Trompenaars, 1994) and also in relation to teaching situations (Butcher & McGrath, 2004; Deakin & Sulkowski, 2007; Sulkowski & Deakin, 2009, 2010) and will not be covered in any further detail within this study. It is however important to note that for staff and students to benefit from cultural diversity it is unlikely that a "*one size fits all*" approach to pedagogy will be appropriate (Jordan, 2008, p 100) and there has been consideration of internationalised curriculum in 2.09 above.

There are a series of benefits for all staff involved in the internationalisation process, commonly these being associated with the development of cross-cultural capabilities and typically covering issues on culture, diversity, communication, language etc. (Appleton, et al., 2008). These can be initially acquired through formal workshops and training within a staff development function and then utilised within their own practice. An alternative less formal approach is to use networking opportunities arising from lunchtime good practice seminars, allowing staff with expertise and perhaps more importantly the interest in a specific area to share it with colleagues (Appleton, et al., 2008, p 8). Staff language skills can also be developed and improved, this assisting with outreach activity and volunteering whether by the supervision of students or by the staff themselves, within both the local and international communities. The mobility opportunities for staff are also increased with the development of additional language skills.

It is clear however that social and cultural issues have remained as a key rationale for internationalisation (Knight, 2007, 2008, 2009, 2011) but there has been some loss of

substance with a lack of focus on the improvement or benefits to teaching and research (Brandenburg & de Wit, 2011, p 15). The idea of this being a key rationale is further reinforced when again reflecting on the adopted definition of internationalisation. This considers the integration of intercultural dimensions into all aspects of the institution and the development of international, cultural and ethical sensitivity and knowledge within all students and the staff.

2.12   The competitive rationale

A significant shift in focus in relation to collaborative academic research has been the move from what was more traditionally seen as almost an exchange mechanism, perhaps altruistic and certainly reciprocal to a much more competitive environment (De Vita & Case, 2003, p 386). Research published in 2008 showed that 60% of EU countries were undertaking international research collaboration to improve competitiveness and not to increase the quality of that research or utilise it to support or tackle wider global issues (Universities UK, 2008d). This change of focus *"on gaining worldwide profile and prestige signals a lamentable shift from capacity building to status building as a driving rationale"* (Knight, 2009, p 9).

The competitiveness issue has also become more intense in relation to the more widespread use of university league tables and rankings and the strive for positioning within these. Traditionally it was seen as important to achieve international academic standards particularly in terms of the academic experience for students and academics but this has now changed so that the high standards are used for branding and to compete both domestically and more importantly internationally (Knight, 2004a). This name recognition internationally is seen as being key in attracting high numbers of international students, high quality students generally and high-profile research projects (Knight, 2004b). University management and their marketing and admissions departments are aware of the high visibility afforded by a high ranking and therefore see this as a major part of their positioning. There is clear evidence of institutions using their ranking for publicity purposes with 50% of them confirming this in a 2006 survey (Hazelkorn, 2008, p

9). It is also evident that potential students, particularly postgraduate students, are very aware of global rankings and use these to select and short-list possible options (Hazelkorn, 2008).

Although competitiveness has increased, there is still evidence of international knowledge production where collaboration is key to resolving a series of global issues related to health, the environment etc. where this cannot be addressed at the national level alone (Knight, 2004b).

Although the use of global rankings has become more popular, it is also considered that they have become more problematic as there are questions raised on their value and reliability (Knight, 2009). Recent research by Knight (2011) has considered the current myths about internationalisation and one of them concerns the link between internationalisation and quality. There is a belief within university senior management that the more internationalised an institution is, in all aspects, then the better its reputation however this is not proven and indeed there is evidence of *"questionable admission and exit standards for universities dependent on the revenue and brand equity of international students"* (Knight, 2011, p 15). There is also the incorrect assumption that the university's internationalisation efforts are to improve global branding and positioning, this confusing an internationalisation plan or strategy with an international marketing campaign (Knight, 2011). The above two myths are also based on the ability to quantitatively measure internationalisation with the use of key performance indicators, commonly associated with student numbers, institutional agreements, research collaborations etc., but these do not accurately assess or measure the wider social and human impact on the staff and students (Knight, 2011, p 15).

A further aspect of the competitive rationale is related to knowledge production and knowledge transfer. The role of HEIs in the production and distribution of knowledge is obviously very important and as nations generally look for greater independence there are global issues which they cannot address alone and so international collaboration becomes key (Knight, 2004a). The knowledge production and dissemination process has therefore

become a significant reason for internationalisation for institutions, commonly for this also to be supported by national governments (Knight, 2004a, p 28).

The traditional movement or flow of knowledge in relation to internationalisation is vertically, from the higher level or a special level of knowledge to the lower level or where there is a specific knowledge gap (Teichler, 2004, p 12). With the rise of the 'knowledge society', the transfer of academically based knowledge has increased however the cost of its generation needs to be recovered in some way and this has seen an increase in commercial knowledge transfer (Teichler, 2004). This involves monetary payment in some way for the knowledge generation process, including what appear to be relatively high international student fees or a direct payment for the knowledge itself securing its exclusive ownership and use (Teichler, 2004, p 12). It has been argued that this commercial knowledge transfer is an inevitable phenomenon of globalisation however it is evident that those mainly developed countries involved in this generation and transfer process are very active in developing and enforcing governing regulations, ultimately maximising their gain (Teichler, 2004, p 13). Although there has been more recent evidence of some horizontal knowledge transfer, the majority of this remains vertical (Teichler, 2009).

2.13   Rationales summary

Although the six rationales discussed above are fundamentally important to the internationalisation process at HEIs in terms of giving direction and structure, the review of them has also provided a useful backdrop and history to internationalisation generally. This has highlighted the change in focus of the rationales over time, moving from what was an initial general political focus, through to an economic rationale and now a more widely accepted social/cultural rationale, albeit balanced and mixed with any of the other rationales which are relevant and important to the individual institution.

2.14 Internationalisation at home

Although having considered this initially above and outlined the activities undertaken within internationalisation at home in Table 2, as detailed within the introduction it is worthy of further consideration in more detail as it sits within the majority of the rationales described above. Although being particularly associated with the academic rationale in terms of curriculum development, it is also associated with the social and cultural, and economic rationales in terms of the impact on the home and international student's experiences and fee income respectively. It also has relevance to the political rationale in terms of relevant race relations legislation and operation within the Bologna agreement, and finally it also has relevance to the developmental rationale in relation, in particular, to both staff and student development and institutional learning and exchange.

There does, however, also need to be consideration of the balance between internationalisation abroad and at home and the effect on domestic students and the regional community – internationalisation abroad is generally more prevalent than at home within UK HEIs (Koutsantoni, 2006b). This is a further indication of how it is considered more difficult to internationalise the curriculum and consider social integration and diversity and many universities are therefore unclear on the benefits of internationalising a domestic campus (Fielden, 2006). When considering the leadership associated with the process, it may also be more difficult for a leader to promote internationalisation at home due to it being perceived as less profitable and less adventurous that those activities undertaken for internationalisation abroad (ibid.).

There are therefore a wide range of subjects that are covered by the topic and this is illustrated by a definition of internationalisation at home taken from work published by Crowther et al (2000, p 6) as "*any internationally related activity with the exception of outbound student and staff mobility".*

Research by Koutsantoni (2006b) identified in more detail activities that HEIs consider to be included within internationalisation at home and they were grouped into three areas as shown below in Table 4.

Table 4: Ingredients of internationalisation at home

Curriculum and programmes/research	• Internationalisation of the curriculum (integration of international perspectives; international relevance) • Study abroad opportunities and study visits • Implementation of Bologna • Development of courses attractive to international students (with a view to recruitment) • Internationalisation of research • Encouragement of acquisition of foreign language skills • Provision of specialist/tailored support for international students (induction, support, advice) • EFL teaching • Study skills support for international students • International foundation programmes
Teaching/learning process	• International recruitment of staff (teaching and research) and of students • Embracing different pedagogical cultures to ensure that teaching remains sensitive to students' educational contexts • Staff development on intercultural understanding
Services and extra-curricular activities	• Improvement of current provision of international student facilities • Encouragement of international students to fully participate in social and cultural life of the campus • Compliance with the Race Relations Amendment Act • Commitment to equality and diversity • Implementation of Lisbon convention (for recognition of foreign qualifications)

(Koutsantoni, 2006b, p 25)

It is clear that the numbers of international students coming to study in the UK greatly outnumber those UK students seeking their education abroad and so internationalisation at home will hopefully ensure that all students benefit from an international experience (Jones & Brown, 2007). Although change to the formal curriculum is the most obvious and significant way of doing this, extended co-curriculum opportunities will also provide a valuable opportunity (ibid.). As discussed earlier in 2.11 this can include international student buddies, volunteering, clubs and societies, competitions and cultural events but it is important that appeal is to both home and international students (ibid.).

In terms of the curriculum, it is however becoming very apparent that due to the on-going impact of globalisation considered earlier, that curricular and qualifications attained need to be orientated away from national to international requirements (Crowther, et al., 2000). This has a significant impact therefore on the experiences of both home and international

students but there is the conflicting opinion that international students come to the UK to experience "*British education with uniquely British features*" (Luxon & Peelo, 2009). If the students have made that conscious decision to study within a UK HEI then they should accept it will have "*distinct learning outcomes and graduate profiles*" (Sulkowski & Deakin, 2010, p 112). This is further complicated by the issue that there could be a range of differing learning styles and academic cultures present in the class and so how can learning resources, assessment strategies and teaching methods be adjusted to suit the disparate backgrounds (Sulkowski & Deakin, 2010).

It is however very optimistic to expect international students from a variety of differing cultures to integrate into both the academic and social life of the institution without any issues and this unfortunately is all too often described as a problem caused by international students (Luxon & Peelo, 2009, p 55). There is also the belief that where international students are merely expected by the institution to assimilate and conform to the norms of the home students, then they are *"setting those students up to fail"* (Warwick & Moogan, 2011, p 3). Ultimately this has driven changes to the curriculum to increase the intercultural content of HE, particularly for those students who do not undertake any exchange or mobility (Svenson & Wihlborg, 2010). The increased student understanding of international and intercultural issues is correctly commonly associated with mobility but also it is now considered to be influenced by the development of new content through the 'at home' agenda (ibid.). A relevant example of this is the sharing of experiences by multi-cultural groups and how this firstly further develops cross-cultural capabilities and the additionally enhances internationalisation at home (Jones, 2010, p 95). Any adjustments, however, that are made to the curriculum and indeed wider learning, teaching and other support activities should be undertaken without compromise to what is distinctive about UK HE (Sulkowski & Deakin, 2010) and to avoid homogenisation as discussed earlier in 2.04.

Consideration of the adopted internationalisation definition within the topic of internationalisation at home reveals significant correlation and confirms how wide this area is and its importance to internationalisation overall. There is the integration of

international, intercultural and global dimensions into the institution, and not just the curriculum, and that this should benefit both domestic and international students and the staff.

2.15 Barriers to internationalisation

There are many factors which exist that may restrict or inhibit internationalisation together with inherent problems with internationalisation itself (Altbach & Teichler, 2001) and together these can be considered as the barriers to internationalisation. Early work on the identification of these highlighted the following internal and external barriers;

- *"Lack of funding*

- *The pressure to serve local immediate needs*

- *The innate conservatism of the academic profession and those involved in university governance*

- *The fear of losing local or national academic traditions*

- *The difficulty of assessing international programmes and initiatives*

- *The dominance of industrialised/developed nations in most exchanges and projects"*

  (Altbach & Teichler, 2001, p 6-7)

Although internationalisation remains a significant goal of contemporary HEIs, it is apparent that major barriers still exist to its development (Childress, 2009). To allow internationalisation to occur fully within an institution requires a "*process of institutional transformation, it requires a paradigm shift to alter stakeholder's assumptions, values and practices from a myopic, inward focus to a broader international perspective*" (Childress, 2009, p 290). The general structure of HEIs does not therefore lend itself to significant, wide reform due to diverse academic interests and rigid organisational structures preventing the normally required central coordination that develops consensus (Childress, 2009). It is also clear that involvement of all staff is required to not only "*access all levels up and down the institutional hierarchy but also up and down the vertical silos in which many units are located*" (Mestenhauser & Ellingboe, 2005, p 43).Other research carried

out in universities in the USA and Malaysia has also identified the internal issues of a lack of finance, a lack of central coordination of activities, multi-layered and complicated administration procedures, a general lack of support staff to assist with the required activities and a lack of interest by some academic staff as they do not consider internationalisation to be central to their own interests, sufficiently rewarded or they have insufficient capacity to develop activities (Dewey & Duff, 2009; Hudzik, 2011; Saat, 2007). The International Association of Universities (IAU) have organised a series of surveys looking at the internationalisation of HE. The first was in 2003 with subsequent surveys in 2005 and 2009. Although covering a full range of issues associated with internationalisation the surveys do cover the barriers and also the risks of the process. Considering the risks briefly, in the 2003 survey, the greatest risk was associated with "*brain drain*", followed by erosion of cultural identity and then an increase in overall costs (Knight, 2003a, p 10). In the 2005 survey the top three risks were *"the commercialisation and commodification of education programmes, the increase in the number of foreign "degree mills" and low quality providers, and "brain drain"* (Knight, 2007, p 10). In the 2009 survey the top three risks were the same as for 2005 although in a different order with "brain drain" swapping into second place (Egron-Polak & Hudson, 2010, p 3). Considering in more detail the internal and external barriers to internationalisation, the 2003 survey identified the top three as a lack of financial support, a lack of policy/strategy to facilitate the process and competing priorities, with the lack of financial support significantly considered the most important barrier, with 50% of the respondents highlighting this as against 18% for the next important (Knight, 2003a). In the 2005 survey the top three were lack of faculty interest and involvement, administrative inertia or bureaucratic difficulties, and limited experience and expertise of staff (Hudson, 2011, p 14). The 2009 survey was more detailed than the previous two as this considered the barriers from both internal and external perspectives separately rather than combined, however the most significant for both was insufficient funding (ibid.) as "*the vast majority of the respondents cited lack of funding as the top internal and external obstacle*" (Egron-Polak, 2011, p 2). The next two most important barriers internally were limited faculty

interest and involvement, and limited experience and expertise of staff (Egron-Polak &
Hudson, 2010) and externally, difficulties of recognition and equivalences, and language
barrier (Hudson, 2011, p 14).

Other internal barriers highlighted in the 2009 survey included;

- administrative inertia, this supporting findings from earlier studies discussed
  above in relation to an unresponsive and complicated administrative support
  function

- inflexible or too rigorous a curriculum so not allowing any suitable or required
  changes/amendments

- an absence of an internationalisation strategy or plan

- a lack of student interest to engage with the internationalisation process
  (Hudson, 2011, p 15).

Of the four listed above, both administrative inertia and the absence of a strategy or plan
also featured as barriers in the 2003 survey (Knight, 2003a, p 13).

Within the discussion on the academic rationale in 2.09, resistance to curriculum
internationalisation by academic staff was identified (Clifford, 2010) and when this is
combined with possible administrative inertia and complicated bureaucratic procedures
highlighted above, this can create a significant internal barrier.

Work published by Childress (2010, p 29) looked at how contemporary universities
develop faculty engagement in internationalisation but highlights how it is *"no surprise that
there is considerable faculty resistance to internationalisation, which is inherently a
change process."* She identifies a series of barriers at both institutional level and at a
personal level. The institutional barriers were lack of financial resources, disciplinary
divisions and prioritities, and restrictive tenure and promotion policies (Childress, 2010).
The personal level barriers were attitudes toward international learning, personal
knowledge and skills, and finally cognitive competence (ibid.).

Recent research considering the barriers (blockers was the terminology used and it also
considered enablers) to curriculum internationalisation has been carried out by Betty
Leask. She developed a questionnaire to gather information from university staff (Leask,

2012c) and although currently unpublished in its final form, a draft version identifies lack or poor communication of the vision and policy, lack of a strategy, inadequate resources (both financial and staff time), and leaders who are not committed or poorly informed (Leask, 2012d). These mirror some of the barriers identified when considering on an institution wide basis but will be further discussed in Chapter 7.

The earlier discussion on internationalisation at home identified how this is perceived as being more difficult and also is less prevalent than internationalisation abroad (Koutsantoni, 2006b). The significance of curriculum within the internationalisation at home process and the issues discussed immediately above exacerbate this situation and create a further significant internal barrier. It was also discussed how the leadership of the internationalisation at home process in particular can be more difficult (Fielden, 2006) and therefore it is clear that leadership, or more importantly a lack of it, could create a significant barrier and so requires detailed further consideration. This can only be accomplished sensibly and appropriately by also having consideration of organisational culture as the two are inextricably linked. Organisational culture will be discussed initially followed by leadership within HEIs.

2.16   Organisational culture

Culture is important at many differing levels from the national to the community but as leadership is currently considered as a "*critical variable in defining the success or failure of organisations*" (Schein, 2004, p xi), it is apparent that the relationship between leadership and culture is very important, both in terms of how culture is created by leaders and how culture creates leaders. The concept of culture has however had significant academic discussion over the previous 20 years or so and a number of differing definitions and approaches for its study have been suggested (Cameron & Quinn, 1999; Deal & Kennedy, 1999; Hofstede, 1991; Martin, 2002; Schultz, 1995; Trice & Beyer, 1993). Although this level of debate is a clear illustration of the importance of culture, it does create some issues on an overall definition and consistent use of those. The general

definitions that are considered to be relevant and appropriate to this study are that culture is;

> "*a pattern of basic assumptions – invented, discovered or developed by a given group as it learns to cope with its problems of external adaption and internal integration – that has worked well enough to be considered valuable and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems.*" (Schein, 1992, p 9)

and that it is;

> "*both a dynamic phenomenon that surrounds us at all times, being constantly enacted and created by interactions with others and shaped by leadership behaviour, and a set of structures, routines, rules, and norms that guide and constrain behaviour*" (Schein, 2004, p 1).

The culture of an organisation can also be defined as;

> "*an amalgamation of the values and beliefs of the people in an organisation. It can be felt in the implicit rules and expectations of behaviour …it is usually set by the management team whose decisions on policies and procedures influence the culture of the organisation*" (du Plesis, 2006, p 5)

Briefly looking at the above definitions does illustrate how dynamic both management and culture are and also how very closely they relate to leadership. Considering this in a little more detail, it can be argued that the main role of leaders is to create and manage culture as they have the ability to understand and work with it (Schein, 2004, p 11). In terms of distinguishing management/administration from leadership, it can also be argued that culture is created and changed by leadership whilst management/administration act and operate within that culture (ibid).

Culture can also however be viewed as providing a level of stability, meaning and perhaps predictability and therefore because of this, cultural change is difficult as the members of the organisation value this stability. Organisations with a "strong" culture, albeit this providing a very stable environment which could be considered as a foundation for effective and lasting performance, are by their very nature difficult to change (Schein, 2004, p 393). As the global environment becomes ever more unpredictable and therefore requiring flexibility and adaptability to accommodate this, traditional "strong" cultures may have to disappear to be replaced by one where the leaders have ensured cultural evolution as preparedness for future turbulence (Schein, 2004, p 394).

2.17 Leadership within HEIs

The above section has considered organisational culture generally but it is clear that the role of the leader is critical within the organisation and has a significant impact on the culture of that organisation. When looking at the approaches and rationales to internationalisation, the importance of leadership is apparent but particularly to the approaches as these relate directly to the attitudes of the people leading the process of internationalisation at the institution. The level or degree of importance of leadership within the rationales varies but the literature review highlights the importance within the academic, competitive, and social and cultural rationales in particular. It is however perhaps most apparent within the implementation of internationalisation, where it has been identified as an essential pre-requisite for success, that there is a need for "c*lear and visible leadership and an on-going commitment to internationalisation from the top of the organisation…"* (Warwick & Moogan, 2011, p 8). Leadership will therefore be discussed in more detail in the following section on implementation but it is helpful to consider leadership within HEIs in a little more detail first before discussing implementation.

Ramsden writing in 1998 on the topic of leadership and change in higher education said;

> *"We face an almost uncertain future of relentless variation in a more austere environment. There will be more competition for resources, stronger opposition from new providers of higher education, even more drastically reduced public funding. There will be even greater pressure to perform and be accountable combined with the challenges of new forms of learning, new technologies for teaching, and new requirements for graduate competence"* (Ramsden, 1998)

The quote above could however have been written much more recently and indeed within the last 12-18 months and would be an accurate description of the current state of UKHE. It is clear though that academic leadership is critically important as it faces the challenges outlined above and particularly to ensure that staff are revitalised and energised to meet those challenges (ibid.). It is also apparent that the concepts and frameworks associated with leadership, organisational culture and change within the private sector apply equally to HE and the degree of correspondence between HE's needs and those of other business areas has been described as *"remarkable"* (Ramsden, 1998, p 120). Academics

are therefore merely looking for an *"academically-inclined"* version of the person that other organisations are looking for in terms of their leadership (ibid.).

Founding work carried out by both Kanter and Kotter within the private sector in the 1990's (Kanter, Stein, & Jick, 1992; Kotter, 1996) can be combined to create a model for HE that *"is a planned approach combined with an emphasis on leadership and attention to people, communication and support"* (Marshall, 2007, p 5). Marshall carried out research involving Leadership Foundation Fellowship Programme Fellows (LFFP Fellows) who were key senior individuals at a range of HEIs who had been successful in being selected for significant Leadership Foundation for Higher Education (LFHE) research awards via a competitive process (Marshall, 2007). This showed leadership to be *"crucial"* and that to ensure staff remained committed, functioning and motivated then *"walking the talk"* and *"visibility"* of the leaders was critical (Marshall, 2007, p 13). Research by Warwick and Moogan (2011, p 12) showed that institutions who were successfully implementing an internationalisation strategy were being driven *by "enthusiasts at senior level (perhaps a Deputy or Pro Vice Chancellor)"*. The *"top leadership sponsorship"* is therefore clear but to ensure that initiatives are followed through, developed and successfully implemented at the organisational level then the importance of *"dispersed leadership and accountability"* needs to be emphasised (Donoghue, 2007, p 51).

What is also currently apparent is that the leadership of international HE receives vey little attention and in these very challenging situations, the impact that has on the leaders and their roles does not seem to be considered in detail (de Wit, 2012). It has been highlighted that most staff at a very senior level involved with the leadership of internationalisation have been 'trained' primarily by trial and error and in the case of European HEIs, emerging from other administrative functions (ibid.). It is clear therefore that there is a need, and also a desire from the relevant staff, to undertake training and further study at masters and DBA/PhD level to further enhance the knowledge level.

2.18   Implementation of internationalisation

Research in the late 1990's on leadership in Australian and New Zealand universities suggested that there were seven dimensions which colleagues used to evaluate the qualities of their leaders and these are;

- *"Leadership for Teaching – perceived effectiveness of the person's leadership of teaching and other teachers*

- *Leadership for Research – perceived effectiveness of the person's leadership of research and researchers*

- *Fair and Efficient Management – perceived efficiency and fairness of human and other resource management*

- *Strategy and Vision – perceived emphasis on future direction of work unit and positioning for future advantage*

- *Transformational and Collaborative Leadership – perceived inspirational qualities; capacity to motivate and to promote cooperation between colleagues*

- *Development and Recognition – perceived support for career development and recognition of colleagues' achievements*

- *Interpersonal Skills – perceived openness, concern, and capacity to work effectively with colleagues"*

(Ramsden, 1998, p 91).

Considering this in more detail in relation to the implementation of internationalisation, for those universities that aspire to be successful and internationalise their activities, then it is suggested that the organisation needs to be flexible and have leaders who are capable of identifying opportunities and who can adapt their approach (Warwick & Moogan, 2011). Also, as staff are the most significant resource within an HEI, then leaders need to be able to convince them that to internationalise is the correct thing to do (ibid.).

This is further reinforced by McRoy and Gibbs who state that the leaders in HE need to have transparency, open communications and also to operate *"management by walkabout"* (McRoy & Gibbs, 2009, p 700).

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Irrespective of an HEIs approach to and rationale for internationalisation and whether there is a strategy in place or not, the real key to success lies in the implementation and operationalising. Early work on this area by Knight (1994) suggested that there are six stages of development for strategies related to internationalisation to pass through to ensure that they are integrated into an organisation;

- *Raising awareness*

- *Generating commitment*

- *Detailed planning*

- *Operationalising through the organisation*

- *Systematic review*

- *Demonstrating top level commitment*

Further development of this approach by Warwick and Moogan (2011) with consideration of other work in this area (David, 2009; Elkin, et al., 2005; Lynch, 2009; Poole, 2001) created eight pre-requisites that HEIs should develop for the successful introduction of internationalisation through strategies;

- *"A formal systematic approach to strategic management, which retains some flexibility to adapt to changing circumstances in the external environment. One strand of organisational strategy being institutional internationalisation*

- *A focus on the agreed outcome of internationalisation*

- *A close link between the organisation's resource capabilities and its external environment*

- *A clear understanding of how the internationalisation strategy is going to be implemented and supported within the organisation*

- *Effective two way communication routes with staff*

- *Appropriate and on-going staff development opportunities to support internationalisation and allow incremental progress through feedback and dissemination*

- *Clear and visible leadership and an on-going commitment to internationalisation from the top of the organisation and from senior academics throughout the organisation*

- *A review system which can monitor and evaluate progress and revise the strategy as necessary"*

(Warwick & Moogan, 2011, p 7-8).

In the development of this further by Warwick and Moogan it was highlighted that it is difficult to identify successful approaches to internationalisation but "*consistent, visible and supportive leadership"* was identified as being a key constant factor (Warwick & Moogan, 2011, p 13). This is further supported by Jones and Brown (2007, p 195) who in their twenty key factors in internationalising HE, identify that there needs to be a supportive and enabling senior management to ensure successful internationalisation.

There is also debate regarding a "bottom-up" or "top-down" approach to internationalisation. Reviews of literature suggest that the most common way that institutions have made progress is via enthusiasts developing small scale initiatives rather than by central direction and promotion (Warwick & Moogan, 2011). This is therefore very much a "bottom-up" approach and has been undertaken particularly by those staff with an interest in learning and teaching who are teaching international students (Caruana & Hanstock, 2008). There is accepted wide support for the use of "enthusiasts" to move forward the internationalisation agenda as it is acknowledged that not all staff in an institution will share the enthusiasm or perhaps have the capability to do so (Jones & Brown, 2007). Although the changes made by this approach are generally small and incremental and do not have institution wide impact initially, they can be considered as an *"adaptive approach to strategy development if the initiatives continue over a lengthy period"* (Warwick & Moogan, 2011, p 10). A "top-down" approach has also been recognised as not normally creating or building commitment from academic staff (Caruana & Hanstock, 2008) and may be the reason why "bottom-up" has been the preferred approach. This lack of engagement and support by academic staff to the "top-down" approach does initially appear to contradict the importance of senior level leadership and

direction for internationalisation to be successful as identified above. It does therefore reinforce that this approach and leadership is required to be supportive, inspirational and flexible to ensure engagement by academic staff.

2.19   Internationalisation strategies

It is clear from the above that the implementation and operationalising of internationalisation through a single strategy or a series of strategies can play an important part in the success of that process and the success of the institution generally. It is therefore relevant to consider strategy in a little more detail and then consider its relationship to internationalisation.

Strategy is a term very widely used in organisations and it began as a military term in Greece and related to the role of a commander (Elkin, Farnsworth, & Templer, 2008). There are many different perspectives to strategy and this therefore may create some confusion but Johnson and Scholes (2002) describe a strategy as being the responsibility of the most senior staff, related to the long term direction of the organisation and being the focus for whole organisation decisions within the larger operational context. It is apparent that universities require and utilise strategic focus within their operation to promote and support further development via; a strategic mission, a set of strategic objectives and a strategic planning process which is iterative (Elkin, et al., 2008). There is a large amount of literature on strategies and how they are approached and developed, the two most common approaches being Porter's competitive forces school (Porter, 1996) and the resource based view outlined by Wernerfelt (1984) and Barney (1991). A definition of strategy, however, that perhaps more appropriately applies to HE is that developed by Lynch (2009, p 5), which considers a consensus middle ground between the two approaches described above, where strategy is *"organising the utilisation of resources to enhance performance of firms in their environment".* Applying this to HE;

> *"suggests that University strategy should align the organisation's internal resources (facilities, staff and reputation) to its external environment; in other words basing strategy on existing organisational resources and capabilities in the context of the rapidly changing HE landscape"* (Warwick & Moogan, 2011, p 5).

As most UK HEIs have developed or are in the process of developing an internationalisation strategy (Caruana & Hanstock, 2008; Middlehurst & Woodfield, 2007; Warwick & Moogan, 2011) and these are guided by a number of differing rationales, mission (value) statements and corporate objectives/plans, they do therefore provide an accurate description of how an institution is approaching internationalisation. Research by Koutsantoni (2006b) and Middlehurst and Woodfield (2007) very clearly identified the large range of coverage of issues contained within the strategies and also the different strategic approaches of institutions.

2.20 Summary of issues to be further explored

The research question for the study - *"What are the internal barriers to the internationalisation of UK higher education and once identified how can they be managed?"* - requires further review in relation to the outcomes from the literature review to identify clearly the issues to be taken forward for more detailed investigation and analysis.

The literature review has been extensive and covered a range of key issues around the internationalisation of HE and the wider areas of organisational culture and leadership. The approaches and rationales are relatively clear and therefore it can be theorised why HEIs undertake internationalisation based on those. The focus of this study is however on the internal barriers as it is apparent that there are real internal issues preventing or restricting the development of more widespread internationalisation activity. Although there has been identification of external barrier examples within the literature review, as these are generally outside the control of the institution and are therefore difficult to predict and manage they will not be considered further in this study. To have the internal barriers more clearly identified with proposals for how they can be managed and reduced or removed will allow HEIs to reconsider how they approach internationalisation.

From the review it is apparent that there has been identification of barriers, particularly on a macro scale by The International Association of Universities studies, discussed earlier in 2.15, and also in an ad-hoc way in numerous other published works reviewed. This

however requires further detailed development and analysis to enable the internal barriers to be more clearly identified across UKHE as this does not appear to be available within the current literature. Although a series of barriers were identified it is considered sensible to reduce those to be taken forward to the key issues which were most commonly encountered and discussed and the table below identifies these in relation to the key references utilised in the literature review and their link to the stated aims of this study;

Table 5: Summary of key issues from literature review and the main references used and link to aims of the study

Key issue	Sources	Research aim
Internationalisation of the curriculum	(American Council on Education, 2012; Banks, 2005; Clifford, 2010; De Vita & Case, 2003; de Wit, 2012b; Hudson, 2011; Jones & Brown, 2007; Jones & Killick, 2007; Leask, 2008; Leask, 2012, 2012b, 2012c, 2012d; Luxon & Peelo, 2009; Svenson & Wihlborg,2010)	Examination and analysis of rationales Identify key components and enablers of internationalisation Investigate how HEIs internationalise and identify internal barriers Confirmation and evaluation of internal barriers to internationalisation
Internationalisation at home	(Crowther, et al., 2000; Fielden, 2006; Jones, 2010; Jones & Brown, 2007; Koutsantoni, 2006b; Luxon & Peelo, 2009; Sulkowski & Deakin, 2010)	Examination and analysis of rationales Identify key components and enablers of internationalisation Investigate how HEIs internationalise and identify internal barriers Confirmation and evaluation of internal barriers to internationalisation
Research	(Robin Middlehurst, et al., 2011; P. Scott, 2010; Marjik van der Wende, 2007)	Examination and analysis of rationales Identify key components and enablers of internationalisation Investigate how HEIs internationalise and identify internal barriers
Senior management leadership	(American Council on Education, 2012; Caruana & Hanstock, 2008; Childress, 2010; de Wit, 2012; Elkin, et al., 2005; Jones & Brown, 2007; Warwick & Moogan, 2011)	Identify key components and enablers of internationalisation Investigate how HEIs internationalise and identify internal barriers Confirmation and evaluation of internal barriers to internationalisation
Staff involvement	(Childress, 2010; Dewey & Duff, 2009; Egron-Polak & Hudson, 2010; Hudzik, 2011; Leask, 2012d; J. A. Mestenhauser & Ellingboe, 2005; Saat, 2007)	Identify key components and enablers of internationalisation Investigate how HEIs internationalise and identify internal barriers Confirmation and evaluation of internal barriers to internationalisation
Internationalisation strategy	(Caruana & Hanstock, 2008; Hudson, 2011; Jane Knight, 2003a; Koutsantoni, 2006b; Leask, 2012d; R Middlehurst & Woodfield, 2007; Warwick & Moogan, 2011)	Identify key components and enablers of internationalisation Investigate how HEIs internationalise and identify internal barriers Confirmation and evaluation of internal barriers to internationalisation
Resources	(American Council on Education, 2012; Childress, 2010; Egron-Polak, 2011; Hudson, 2011; Jane Knight, 2003a, Leask, 2012d)	Identify key components and enablers of internationalisation Investigate how HEIs internationalise and identify internal barriers Confirmation and evaluation of internal barriers to internationalisation

Chapter 3   Research Methodology

3.01   Introduction

The literature review above has highlighted a number of significant areas for further investigation and the research required in this instance is to develop an understanding by seeking knowledge through questioning (Gill & Johnson, 2010). There are a range of differing approaches to research in terms of the methodologies and methods employed to carry out the research and it is also important to justify their choice and use (Crotty, 1998). This justification is however not just to explain why the methodologies and methods have been used but it will involve consideration of the researcher's assumptions about reality and their theoretical perspective (ibid.). The competing approaches to research can be contrasted by;

- their ontological base
- their epistemological base
- their methodological base

(della Porta & Keating, 2008)

Ontology and epistemology influence methodology and this then informs the choices made for the research design and the instruments used, see Figure 2 below;

Figure 2: The foundations of research (Sarantakos, 2005, p 29)

```
┌─────────────────────────────────┐
│            Ontology             │
└─────────────────────────────────┘
                 ⇩
     ┌───────────────────────┐
     │      Epistemology      │
     └───────────────────────┘
                 ⇩
      ┌─────────────────────┐
      │     Methodology     │
      └─────────────────────┘
                 ⇩
        ┌─────────────────┐
        │     Designs     │
        └─────────────────┘
                 ⇩
          ┌─────────────┐
          │ Instruments │
          └─────────────┘
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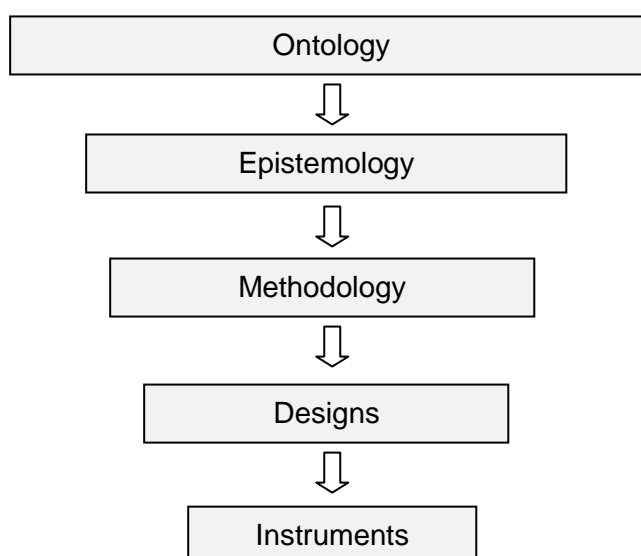
Considering each of these briefly, ontology is derived from two Greek words, *'ontos'* meaning being and *'logos'* meaning theory or knowledge (Johnson & Duberley, 2005, p 67) and so is considered as *"the study of being"* (Crotty, 1998, p 10) and is about what we study although disputes related to physical existence are now rare and now *"the question is how the world fits together and how we make sense of it"* (della Porta & Keating, 2008, p 21). Ontology therefore informs the methodology about what the research should focus on (Sarantakos, 2005).

Epistemology is derived from two Greek words, firstly *episteme* meaning science or knowledge and again secondly *logos* meaning information, knowledge, theory or account (Johnson & Duberley, 2005, p 2). Epistemology is therefore related to knowledge and is about *"how we know things"* (della Porta & Keating, 2008, p 22), *"how we know what we know"* (Crotty, 1998, p 8). Every person will have a theory on what constitutes knowledge to them, whether they have had meaningful thought on this or not, and these epistemological commitments are what allow reliable and unreliable knowledge to be distinguished (Johnson & Duberley, 2005). Epistemology therefore informs the methodology about what kind of knowledge the research is looking for (Sarantakos, 2005).

Both ontological and epistemological issues generally tend to emerge together (Crotty, 1998) rather than being two separate unrelated events. The discipline of business and management research however does not operate a single agreed ontological or epistemological paradigm (Tranfield & Starkey, 1998) and therefore there is a *"high tolerance of a wide range of ontological and epistemological views"* (Tranfield & Starkey, 1998, p 347).

The methodological base relates to the techniques and instruments utilised in the acquisition of knowledge (della Porta & Keating, 2008). Although this can be considered as being independent of ontology and epistemology in practice they do tend to be linked (della Porta & Keating, 2008, p 26), as shown above in Figure 2, and this will influence the choice of the actual method or methods to be used to acquire the data. The

methodology therefore translates the ontology and epistemology into guidelines for how the research is to be carried out (Sarantakos, 2005).

3.02   Realist ontology and pragmatist epistemology

A realist ontology accepts that a reality does exist and that this is independent of any cognitive process (Johnson & Duberley, 2005) although there are many things to be discovered. The realist ontology that informs this study is a combination of both empirical and critical realism. Rorty in his significant works in the late 1970's and early 1980's limited realism so that only by measuring and observing can something be confirmed as being real and this became known as empirical realism (Johnson & Duberley, 2005). Bhaskar however, in his works, again in the 1970's and 1980's (Bhaskar, 1978, 1986, 1989), does acknowledge that reality and how we behave and think is influenced by discourse and this is known as critical realism; *"a central issue in critical realism is the active role of the human agent, but this is with reference to their interaction with an independent external reality which can constrain or facilitate human action"* (Johnson & Duberley, 2005, p 153).

The author's own personal epistemological position is pragmatism and although this can be interpreted in a variety of ways, they have a number of common characteristics; the results are capable of a practical application and it utilises methods that work effectively to produce those results (Crotty, 1998). Pragmatism is known as an American philosophy because of the early work on this subject by three American philosophers; Charles Sanders Pierce, William James and John Dewey (Sundin & Johannisson, 2005). A pragmatist's view of the world is overall optimistic and that the world is there to be made the most of and explored (Crotty, 1998, p 74). As outlined above, a variety of methods and techniques can be utilised to carry out this exploration but care needs to be taken to ensure that those selected are relevant and appropriate, therefore avoiding the potential problems of an *'anything goes'* attitude (Sundin & Johannisson, 2005, p 27).

Figure 3 below shows the relative position of critical realism and pragmatism against a binary model of objectivist and subjectivist assumptions on epistemology and ontology.

Figure 3: The relative position of critical realism and pragmatism against other approaches to management research

ONTOLOGY

	objectivist	**subjectivist**
objectivist	Positivism	Incoherence
	Neopositivism	

EPISTEMOLOGY —

Critical theory

Conventionalism

| **subjectivist** | Critical realism
Pragmatism | Postmodernism |
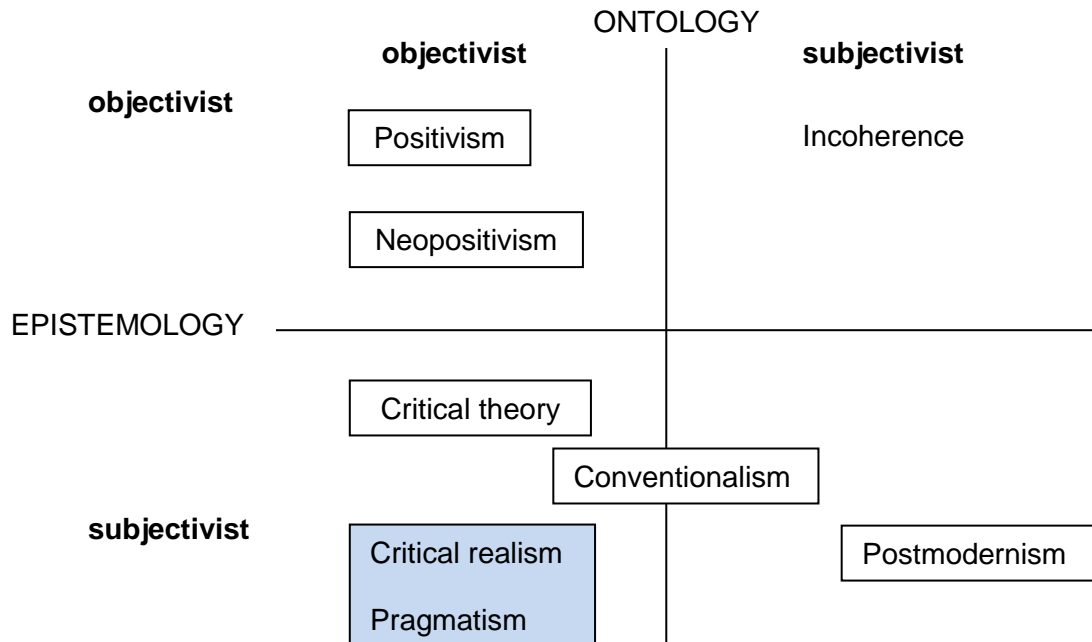
(Johnson & Duberley, 2005, p 180)

The pragmatist epistemology has been apparent throughout the author's education and career paths starting with the subjects chosen for study at 'O' and 'A' level being very much a combination of science and art and were early signs of the pragmatist approach. The subjects which were considered the most practical and useful to allow a career path in surveying to be followed were chosen. Previously working in professional surveying practice as a Chartered Building Surveyor dealing with large scale project management and professional survey and inspection work meant that a significantly pragmatic approach had to be taken in the resolution of issues and disputes that inevitably arose during the work. More currently managing a large team of academic staff in HE also requires a pragmatic approach to ensure that the wide variation of backgrounds, experience and working practices can be accommodated. Current UKHE practice is also subject to almost continuous, and not insignificant, change and it is felt that this could not be dealt with adequately without a pragmatic approach.

3.03   Method(s)

The research question for the study is *"What are the internal barriers to the internationalisation of UK higher education and once identified how can they be managed?"* and it is felt that this can only be suitably and adequately approached from a pragmatist perspective. More detail is provided immediately below but, as briefly outlined above, this perspective concentrates very much on a solution that is useful, practical and workable, considers action to be more important than doctrine and also considers experience to have priority over fixed principles (Rosenthal & Thayer, 2011). It is therefore hopefully clear and apparent why this approach has been taken. This research therefore adopts a pragmatist philosophy which focuses very much on "what works" as the truth for the investigation (Tashakorri & Teddlie, 2003) and acknowledges the researcher's role in result interpretation (ibid.). It is acknowledged that pragmatists make a decision on what they will study based on their own personal values and "*they then study that topic in a way which is congruent with their value system, including units of analysis and variables that they feel are most likely to yield interesting responses*" (Teddlie & Tashakorri, 2009, p 90).

To reiterate, the aims of the study are as follows;

- Examine and analyse the driving rationales behind why HEIs internationalise

- Identify the key components and enablers of internationalisation through content analysis of internationalisation strategies

- Investigate how HEIs internationalise and identify and confirm the internal barriers to the internationalisation process by use of a questionnaire to HEI staff with a specific interest in internationalisation and interviews with a small sample of specifically identified and selected key staff at a range of HEIs

- Evaluate the identified internal barriers to internationalisation to allow these to be clearly understood and managed, and how suggested recommendations could be put into practice

How these link to the literature review and the main references utilised in the review has been considered in Table 5 above. To ensure that these aims are fully considered and

that clear guidance to HEIs is provided, this research therefore adopted a mixed methods approach and this is the methodology most closely associated with pragmatism (Teddlie & Tashakorri, 2009). A number of significant and current bodies of research that have been identified in the literature review - (Elkin, et al., 2005; Elkin, et al., 2008; Fielden, 2008; Middlehurst & Woodfield, 2007) have utilised a mixed methods philosophical approach to their research, providing clear evidence of the relevance and applicability of this approach to research in this field.

Saunders (2008) also states the close relationship of pragmatism to mixed methods research and illustrates this within the "research onion", see Figure 4 below;

Figure 4: The "research onion"
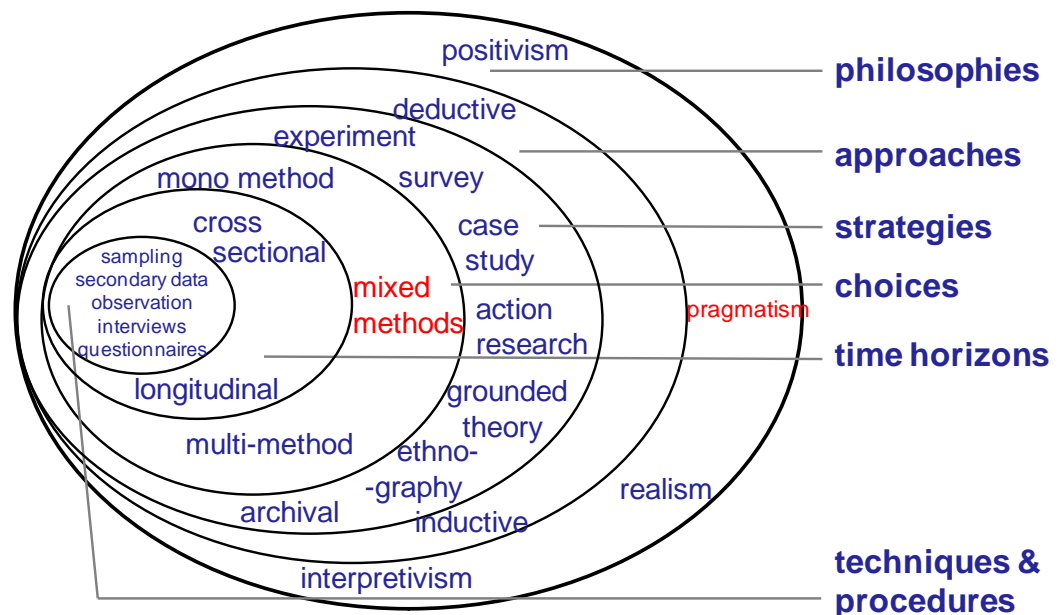
(M. Saunders, Lewis, & Thornhill, 2007, p 132)

As briefly outlined above, pragmatism is the philosophical orientation most often associated with mixed methods (Tashakorri & Teddlie, 2003) and has been defined as;

> "*a deconstructive paradigm that debunks concepts as "truth" and "reality" and focuses instead on "what works" as the truth regarding the research questions*

under investigation. Pragmatism rejects the either/or choices associated with the paradigm wars, advocates for the use of mixed methods in research, and acknowledges that the values of the researcher play a large role in interpretation of results" (Tashakorri & Teddlie, 2003, p 713).

Mixed methods research has been titled the third research paradigm (Johnson & Onwuegbuzie, 2004), the third path (Gorard & Taylor, 2004), the third methodological movement (Tashakorri & Teddlie, 2003), and the third research community (Teddlie & Tashakorri, 2009), the first and second alternatives being quantitative and qualitative research. Mixed methods research is however less well known than the quantitative and qualitative research traditions and has emerged as a true alternative to the other two traditions over the last 20 years (ibid.). It has been defined as;

"*a type of research design in which qualitative and quantitative approaches are used in types of questions, research methods, data collection and analysis procedures, and/or inferences*" (Tashakorri & Teddlie, 2003, p 711) and "*research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry*" (Tashakorri & Creswell, 2007, p 4).

The significant strength of mixed methods is that the research is allowed to develop completely and comprehensively and is not potentially constrained in comparison to a single method (Newman et al, 2003). It can address confirmatory and exploratory questions simultaneously using both qualitative and quantitative approaches (Teddlie & Tashakorri, 2009, p 33). For this study, an example of a confirmatory question in the questionnaire phase of the primary research (results discussed in Chapter 5 below) was "how many years have you worked within your current institution within the area of international matters?" the response therefore confirming the relevant time period and can be analysed quantitatively. These questions are typically closed in nature but they do not always have to be. Examples of exploratory questions are within the interviews in the third and final phase of the primary research (results discussed in Chapter 6 below) and as the term suggests they are allowing the respondent to explore the subject in their response, this thereby providing an opportunity for a qualitative analysis of this response. An

example is "How important is the support of senior staff for internationalisation and in what way can they facilitate/support this?" and they are therefore normally open-ended in nature. Mixed methods research also provides stronger inferences and finally provides opportunity for a range of divergent views (Teddlie & Tashakorri, 2009, p 33). Table 6 below shows this in more detail and also the position of mixed methods in relation to quantitative and qualitative methods.

Table 6: Dimensions of contrast among the three methodological communities

Dimension of Contrast	Qualitative Position	Mixed Methods Position	Quantitative Position
Methods	Qualitative methods	Mixed methods	Quantitative methods
Researchers	QUALs	Mixed methodologists	QUANs
Paradigms	Constructivism (and variants)	Pragmatism	Post-positivism Positivism
Research questions	QUAL research questions	MM research questions (QUAN plus QUAL)	QUAN research questions
Form of data	Typically narrative	Narrative plus numeric	Typically numeric
Purpose of research	(Often) exploratory plus confirmatory	Confirmatory plus exploratory	(Often) confirmatory plus exploratory
Role of theory ; logic	Grounded theory ; inductive logic	Both inductive and deductive logic : inductive-deductive research cycle	Rooted in conceptual framework or theory; hypothetico-deductive model
Typical studies or designs	Ethnographic research designs and others	MM designs, such as parallel and sequential	Correlational; survey; experimental; quasi-experimental
Sampling	Mostly purposive	Probability, purposive and mixed	Mostly probability
Data analysis	Thematic strategies: categorical and contextualising	Integration of thematic and statistical; data conversion	Statistical analyses: descriptive and inferential
Validity/trust worthiness issues	Trustworthiness; credibility; transferability	Inference quality; inference transferability	Internal validity; external validity

(Teddlie & Tashakorri, 2009, p 22)

It is also argued that a mixed methods analysis allows more comprehensive analysis techniques and has the ability to "get more out of the data" than quantitative or qualitative

analysis alone (Onwuegbuzie & Teddlie, 2003, p 353). A significant aspect of this is "triangulation", a term introduced in the late 1970's by Denzin (1978) to describe the combination of data sources within a study of the same phenomenon. It is also widely acknowledged that triangulation is a useful mixed methods investigation *"as congruent results from more than one method afford greater confidence in the inferences to be made"* (Greene & Hall, 2010) This 'methodological triangulation' is believed therefore to overcome any evident bias associated with the use of single method investigation on the basis that any inherent weakness will be cancelled out by different methodological strengths (Gill & Johnson, 2011). A classic utilisation of this triangulation is in the corroboration or convergence of differing methods results (Nastasi, Hitchcock, & Brown, 2010) and that is the case in this study where detailed in-depth qualitative interviews were carried out following a quantitative survey, this being a common approach in mixed methods investigations (Bryman, 2012).

How mixed methods research is designed has an influence on the entire process and as such is worthy of further consideration. The majority of existing approaches to the design have been typological and a classification of the methods and although being helpful to the researcher to make some broad based decisions on sequence, which approach will dominate, whether they are self-contained or integrated, this has limitations (Maxwell & Loomis, 2003, p 244). Typology does not allow the full range and diversity of mixed methods research to be realised and does not consider a series of important issues i.e. the purpose of the research, how is validity addressed and what conceptual framework is used or whether there are multiple frameworks (ibid.). Maxwell and Loomis (2003) have proposed an interactive model which considers the actual components of study and ways in which they are related. The five components and the issues each addresses are;

1. Purposes – what are the goals and what practice will be influenced on a personal, practical or intellectual level

2. Conceptual framework(s) – what theories about the area being studied guides the research, these being derived from personal experience, literature etc

3. Research question(s) – what does the researcher specifically want to investigate and understand and what questions will be answered?

4. Methods – how will the study be carried out and conducted in terms of approaches and techniques to collect and analyse data?

5. Validity – what are the potential threats and issues to the validity of the conclusions and can they be addressed?

    (Maxwell, 1996, p 4-5)

A diagrammatic representation of the model can be seen below in Figure 5.

Figure 5: Interactive model of research design
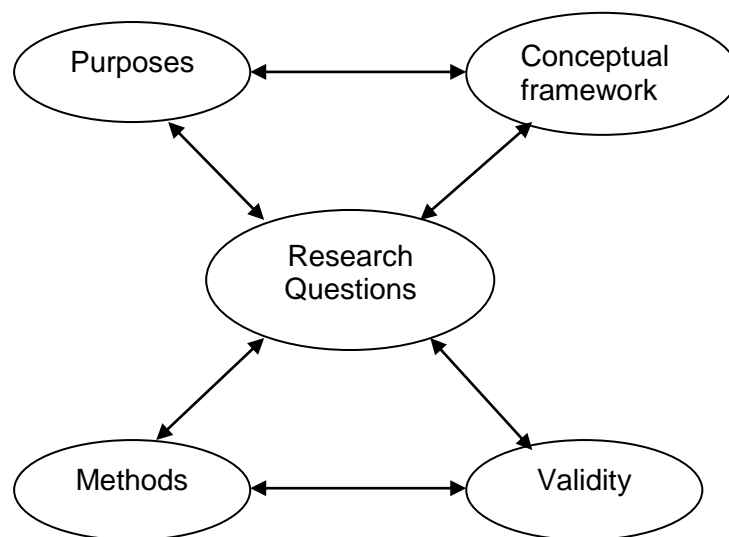
(Maxwell & Loomis, 2003, p 246)

Although the five components themselves are similar to those identified in other work on research design (Miles & Huberman, 1994; Robson, 1993) the way they link together, influence and interact with the other components is innovative and moves away from a linear sequence (Maxwell & Loomis, 2003). The research question is seen as being at the centre or hub as it links most directly to the other four components but is not necessarily the starting point, it informs and is responsive to these other components (Maxwell & Loomis, 2003, p 246). There are of course many other factors that influence the design of the study i.e. resources, researcher's abilities and preferences, intellectual or practical

issues, ethics, participants responses and concerns, data etc. but these should be considered as the environment the research takes place in or as a product of the research (Maxwell, 1996, p 6-7).

3.04 Original research question and aim and how it was amended

As briefly explained in the introduction, the original research question for this project had been "What is a suitable business process model for successful internationalisation at UK HEIs?". The aim was therefore to develop a model of successful internationalisation that would be generalisable and applicable across UK HEIs. It was intended for the model to be developed in such a way so that any institution would be able to map their internationalisation rationale and approach together with any specialist focus to identify how best they could implement their internationalisation development. Through this approach any HEI at any stage of internationalisation would be able to input their information into the model and identify how to move this forward to suit their needs. Using the Maxwell and Loomis model above and considering their five interactive components of the study;

- The purpose was very clear with the goal of producing a generalisable model that is useful to practice
- The theories at the early stage were still emerging but were based around business process modelling and business strategy
- The research question "What is a suitable business process model for successful internationalisation at UK HEIs?" was developed
- The primary research methods were in three separate sequential phases (discussed in more detail below) however these could also allow data to be transferred non sequentially
- The validity of the results were to be tested by application of the model in practice.

The three sequential phases of the primary research process that were developed to achieve this were;

- Phase one – content analysis of HEI internationalisation strategies

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- Phase two – questionnaire to HEI staff involved in internationalisation
- Phase three – interviews with identified HEI key staff involved in internationalisation.

The early stages of literature review and completion of the phase one content analysis were beginning to identify a significant number of factors that influenced the format of internationalisation at institutions. This was therefore beginning to cause some concern regarding the extent and scope of a model and whether it would be feasible to develop something suitable, useable, applicable and generalisable.

The second phase questionnaire was developed and completed and early analysis of the results and continued literature review raised further concerns on the model development. As the research progressed however it became apparent that a business process model could not be developed due to the large number of influencing factors that would need to be considered within the model making it so complex that it would not be useable. A re-analysis of the data produced from the first two primary phases alongside relevant literature review information, identified a knowledge gap in the area of internal barriers to the internationalisation process in UKHE. To have produced a suitable process model would however have required the identification and subsequent overcoming of those barriers to ensure that the model worked satisfactorily. It was apparent therefore that the internationalisation related literature review undertaken to date was relevant and also that the first two phases of primary research were relevant. A detailed further analysis and review of this literature identified a series of key issues that were combining to form internal barriers to the internationalisation process. This confirmed that it was sensible and appropriate to amend the research question to *"What are the internal barriers to the internationalisation of UK higher education and once identified how can they be managed?"*

Application of the Maxwell and Loomis model considering their five interactive components of the study provides that;

- The purpose was very clear with the goal of identifying the internal barriers and providing suggestions as to how they can be overcome so that is directly useful to practice

- The theories again were still emerging but were based around organisational culture and leadership

- The research question *"What are the internal barriers to the internationalisation of UK higher education and once identified how can they be managed?"* was identified

- The primary research methods which had been designed for the original research question were still valid, being the three separate sequential phases but again these could also allow data to be transferred non sequentially

- Threats to the validity of the results would be minimised by the extensive primary data gathering with detailed analysis following each individual phase and an overall analysis of all data leading to the conclusions and recommendations.

The three primary data phases and the relationship between them require detailed explanation and consideration. They were deliberately designed to be sequential so that the data/results from one section would inform and allow the development of the following phase. This practical sequence of investigation/research to inform a following stage is evidence of the pragmatist philosophy, using a process or system that works and is useful. The data produced from the various phases was a combination of qualitative and quantitative, and narrative and numeric, again reinforcing the pragmatist philosophy and mixed methods approach.

Although the sequential approach is discussed above, there was also a parallel approach in relation to the literature review and its relationship to the primary data gathering with this feeding into all stages and in a two-way process. There were also instances when the sequential process was not followed in that there were some items that were identified from the earlier phases of the research which were then fed-forward to one of the later stages or direct to the final analysis. This occurred particularly between phase two and

three where a high number of questions were asked within the questionnaire but these were reduced to a small number of detailed questions for interview.

As has been described above there was a significant individual analysis process related to each of the three phases to ensure that the results had been adequately processed to create data for the following sequential stage or for transfer to a later phase. Figure 6 below shows the relationship of the three phases to analysis and the literature review, and the possible routes for the transfer of data;

Figure 6: Visualisation of the research process
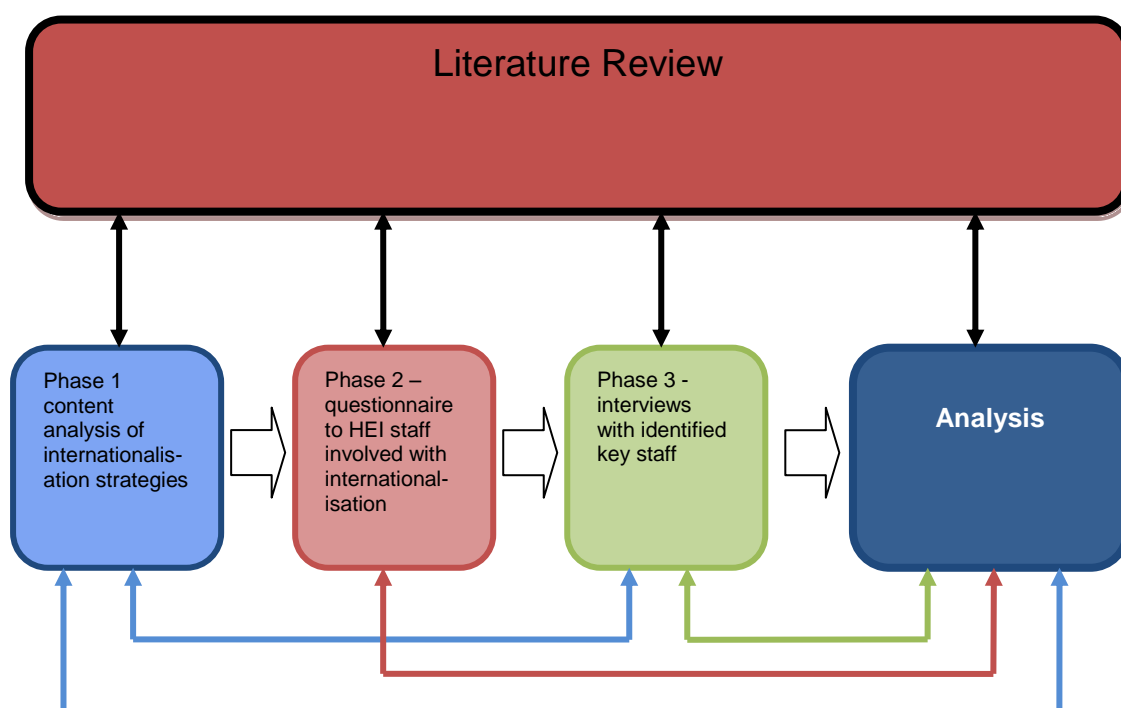
This shows the sequential phases leading to the final analysis but also the opportunity for data to be transferred directly to other stages. The analysis of each phase is also illustrated and how this is then feeds back into the sequential or non-sequential phases. The literature review is shown as being parallel with the two-way feed of information from this and then back into the review from the various phases and their related analyses. This overall illustrates the iterative nature of the research process and how there is continuous analysis and review of the data, both within and between the different phases, and in both directions.

Prior to the detailed discussion on the separate phases, it is considered sensible to briefly collectively review the sampling procedures involved at each phase. There have been differing approaches used and these do therefore need further discussion. Table 7 below summarises the sampling procedures;

Table 7: Summary of sampling procedures for primary data phases

Primary data phases	Sampling procedures/methods	Selections
Phase 1 – Content analysis	Four strategies purposively selected giving a geographical spread, a wide spectrum in relation to university league table position, a mix of pre and post 1992 institutions and also perceived leadership in internationalisation for two of the institutions	University of Bath University of Birmingham Bournemouth University Leeds Metropolitan University
Phase 2 - Questionnaire	Distributed to staff with an interest in internationalisation via two external forum email lists. Purposive sampled in terms of targeting those involved with internationalisation (full explanation in 3.06 below) with probability sampling for responses.	British Universities International Liaison Association (BUILA) - 800 members across 110 HEIs Internationalisation Special Interest Group (SIG), HEA – 1230 members across 135 HEIs
Phase 3 - Interviews	Deliberate purposive sampling with four respondents to phase 2 questionnaire followed up for interview. The four selected were based on the roles undertaken by the individual, they all being different, and in terms of the institution; its student population, geographical location, perceived quality, and whether pre or post 1992	• an academic from a post-1992 HEI in the north of England • a senior administrator from a pre-1992 HEI based in Scotland • a Pro Vice Chancellor (PVC) from a post-1992 HEI in the west of England • the Head of the International Office from a pre-1992 HEI in the midlands of England.

3.05   Phase 1 – content analysis of strategies

The initial phase involved the content analysis of four specifically selected university internationalisation strategies and this was considered to be a suitable method to begin exploring this process at HEIs. As discussed earlier in 2.19, the strategies are the means

by which most universities are operationalising their internationalisation and these are guided by a number of differing rationales, mission (value) statements and corporate objectives/plans. They do therefore provide an accurate description of how an institution is approaching internationalisation so to analyse them will identify and highlight those areas, which due to their inclusion in the strategy, have importance and relevance to the process for that institution. Limiting the number of strategies to four was considered sensible as this was the beginning phase of the primary research and was an initial investigation into the subject. The information produced from this phase would feed directly into the phase two questionnaire development, with opportunity for the data to also feed directly into the overall analysis process. It is expected that to have analysed a larger number of strategies would not have produced any more meaningful and useful information from what would have been a significantly increased effort and workload.

The strategies to be analysed were sourced from the universities of Bournemouth, Bath, Birmingham and Leeds Metropolitan. These were chosen as they represented a geographical spread, a wide spectrum in relation to university league table position, a mix of pre and post 1992 institutions and also perceived leadership in internationalisation for two of the institutions. Bournemouth and Leeds Metropolitan Universities and their staff have been involved with significant work/publications related to internationalisation and have also made previous significant medium term investment in terms of staffing and resources to support internationalisation. The deliberate choice of the institutions based on those factors also reaffirmed the decision to limit to four only as this was considered a suitable representative sample.

The strategies were available electronically as public documents and this allowed access to files for analysis via QSR NVivo. This is qualitative research software that enables a more rapid classification, sorting and arranging of information than other traditional methods of content analysis. It has a series of built in tools/functions that allow detailed and complex analysis across a series of themes/areas.

The method used for the investigation of the strategies does however need further consideration and a classical definition of content analysis is "*a research technique for the*

objective, systematic and quantitative description of the manifest content of communication" (Berelson, 1952, p 18) although a more current definition and the one to be adopted within this study is *"a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use"* (Krippendorff, 2010, p 18). A brief comparison of the two definitions shows that "objective" and "systematic" have effectively been replaced under the requirements for replicability, which is measurable, and validity, which can be tested (Krippendorff, 2010). Also "quantitative" has been omitted as although there will be some reliance on quantitative information/data, the reading of words is fundamentally qualitative and so cannot be ignored (Krippendorff, 2010, p 20).

Content analysis is seen as an important method for the study of organisations as it can analyse the organisation's values by observation of their documents (Kabanoff, Waldersee, & Cohen, 1995). As highlighted in the definition above, it is also commonly referred to as an objective method of analysis due to its transparency in relation to the process of coding and sampling (Bryman & Bell, 2007). Disadvantages of the method are that it is reliant on the quality of the documentation that is being analysed and therefore credibility and representativeness are major considerations (ibid.).

To summarise, the main purpose of the analysis of the strategies was to identify issues and enablers common to the process across the institutions used as a first stage of a sequential, longitudinal process and not to undertake any research into strategy formulation and/or the relative success of that strategy in terms of internationalisation. The information produced from this process was used, alongside relevant *a priori* identified issues from the literature review, to create a questionnaire to investigate the process of internationalisation at HEIs.

Each strategy was looked at individually and coding was carried out through initial application of the six rationales that were identified in the literature, and their constituent elements/focus; political, cultural, academic, economic, developmental and cultural (de Wit, 1999; Knight, 2003; Middlehurst & Woodfield, 2007). These were used to allow the data produced to be grouped into a series of more manageable amounts and to group the

information together to allow a more meaningful analysis and interrogation. The six rationales themselves were constants throughout the literature review and considered as fundamental to internationalisation and so were deemed to be very appropriate groupings for this process at the commencement of the primary research.

The main purpose of the phase one internationalisation strategy content analysis was therefore to identify items or subjects for inclusion within the phase two questionnaire. Although being the main purpose this was not exclusive and the strategy analysis also provided an opportunity to identify and then explore what institutions were considering as being important to and enabling their internationalisation by its inclusion within the strategy. As this was the initial phase, it was undertaken alongside the early stages of the literature review and therefore also informed that process by the identification of items that required further research within the literature. A relevant example is in relation to internationalisation of the curriculum which was heavily coded within the strategy analysis. Although clearly being identified for inclusion within the questionnaire it also illustrated the relative importance of this to the internationalisation process and so this was investigated and researched in detail within the literature review, further evidencing the iterative nature of the research process.

The strategies were methodically analysed and words and phrases having a connection and association with an aspect of a rationale were coded within sub-areas under that rationale. An example of this process is regarding research, which the literature review has already identified as being a significant factor within the academic rationale. Within the strategy for Bournemouth University, the following was identified "*synergies will be sought between individual/group research collaborations with overseas institutions and international student recruitment*" and was considered to be relevant to the research sub-area within the academic rationale. The phrase was therefore coded in that sub-area and this could then continue to be utilised for the remainder of the analysis process and on completion there were 44 separate coded references concerning research, these arising from across all four of the strategies.

There were occurrences of multiple allocations for a small number of items where it was considered that it related to more than one rationale. An example of this concerns the sub-area of staff reputation which the literature review had identified as having relevance to both the academic and competitive rationales. Within the strategy for Bournemouth the following was identified *"enhancing the reputation of BU staff"* and this was coded in the staff reputation sub-area but this was then placed within both main academic and competitive rationales.

Once the documents had been coded in this manner it was apparent that sections of the strategies remained un-coded. The NVivo software provides a function where the sections which have been coded are highlighted and so a relatively simple visual check on the whole document can easily identify the un-coded sections, see Appendix 1 for a screen shot example of a highlighted strategy within the NVivo software. To ensure that this initial coding operation had been as thorough as possible and also in an attempt to reduce any un-coded sections, a second similar coding operation was carried out on the strategies to ensure that all relevant sections had been included. This exercise did produce a small number of additional items which had not been detected in the first coding operation and were genuine errors and so this process did provide some improvement to the overall accuracy of the research.

There remained however a number of sections within each strategy that were un-coded within the original six rationales. Prior to commencing with any further coding a more detailed analysis of the nature of these identified that they were related to issues associated with operationalising the strategies and this, on reflection, is not surprising due to the comment above that the strategies provide an accurate description of how HEIs approach internationalisation. Although a strategy at the corporate level would not normally be expected to cover elements of this nature, it is apparent that the institutions were therefore utilising the strategy to provide an amount of operational detail to the process. This did therefore provide a valuable opportunity to continue the coding process to identify those words/ phrases which were considered to relate to operational issues generally. A third coding of the strategies was therefore carried out, a relevant example of

an 'operational' coding being in the sub-area of 'publicity and communication' where the following from the University of Birmingham was placed *"Innovative methods of communication and publicity will be explored, including making greater use of the University's web presence with initiatives such as International Landing pages from other related and connected websites".* This recoding was of the entire strategies and not just those sections which had up to this point not been coded to ensure that there was full consideration of the operational aspects.

The coding process outlined above and the utilisation of the data for the phase two questionnaire was undertaken prior to the change of research question. The data produced did however remain relevant following the change as this did not alter the general strategy analysis. This data therefore being used directly for the production of the phase two questionnaire and also being reviewed and utilised where required for the phase three interviews and final overall analysis.

As the research developed and the topic of barriers to internationalisation emerged along with organisational culture and leadership, a further coding operation was required to consider these areas. In terms of the barrier related issues, it was initially thought that due to the nature of the strategies being overall positive they would not normally highlight or concentrate on items that are generally considered as being negative which would normally be associated with a barrier. Further inspection of the strategies did however make it clear that although there were items in the strategies that were clearly considered as barriers from the literature review, they were not overtly identified as such. An example of this is resources which had already been identified as a relevant and significant barrier from the literature (Altbach & Teichler, 2001; Egron-Polak, 2011; Hudson, 2011; Hudzik, 2011; Knight, 2003a). The words/phrases in the strategies themselves did not indicate this directly as a barrier but they could be coded in the *"resources"* sub area, an example being *"resources will need to be directed to areas where they are most effective and this will require a selective approach"* from Birmingham. It was therefore essential that a further coding operation was carried out to identify the words and phrases that were considered to be relevant, a further example being *"the success of the strategy will*

depend on the actions of individual staff" from Birmingham and this was coded in the *"staff involvement and interest"* sub-area.

Issues associated with the leadership of internationalisation were also apparent in the strategies and this is perhaps not surprising as the literature review very clearly identified the importance of leadership to the internationalisation process (Donoghue, 2007; Marshall, 2007; McRoy & Gibbs, 2009; Warwick & Moogan, 2011). A relevant example for leadership coding is in the sub-area of 'implementation cross university' where the following also from the University of Birmingham was placed *"To establish an effective and consultative management structure to oversee the implementation of the Strategy".* The organisational culture theory was more difficult to consider as it is general in nature and in terms of this study, the culture of the institution is defined in particular by its approach and rationale to the internationalisation process. This has already been investigated in the coding process and also as highlighted in the literature review (Marshall, 2007; McRoy & Gibbs, 2009; Schein, 2004), the role of leadership is a significant factor within organisational culture. On the basis of those factors it was considered unnecessary to carry out any further coding related to organisational culture alone.

The identification of items from the content analysis was not the only method for inclusion of statements/questions within the questionnaire. Relevant *a priori* items from the literature review were also utilised for the formation of those, an example being the statement *"We have undertaken internationalisation activities in accordance with the Prime Ministers' Initiatives".* This was not identified from the content analysis but was known to the author from applying for and being successful in the award of two Prime Ministers' Initiative Phase 2 (PMI2) Partnership Development Grants, and also identified from the literature review.

The data produced from the content analysis was both quantitative and qualitative. The quantitative data was relatively simple numeric information for the number of occasions that words/phrases related to the main or sub-areas had been coded within the strategies.

The qualitative data being the actual words and phrases that were used within the strategies.

The above outlines the process that was undertaken for the analysis of the internationalisation strategies, the results of which will be detailed and discussed below in Chapter 4. Within NVivo there is the capability to produce a series of varying reports on both types of data to allow more detailed analysis and interrogation and these will be utilised in the results discussion.

3.06   Phase 2 – questionnaires

The aim of the questionnaire was to establish what was occurring with regard to internationalisation within the institutions where the respondents were based/working and is the second stage of the sequential primary data gathering process. To ensure that this second stage data and the results produced from the analysis process and study overall both relate to and can inform practice, this being a critical outcome of a successful DBA, it was considered essential that the views and opinions of those operating in HEIs be investigated. It was further considered critical to the focus of the investigation that only those staff currently involved within internationalisation activities be targeted by the questionnaire. This very deliberate choice of respondent, although ultimately the decision to engage with the questionnaire remained with the individual and is therefore probability sampled, allowed for detailed, informed, in-depth responses to both the quantitative and qualitative opportunities. This rich, relevant data was required to allow the primary investigation to be further developed and to ensure that the information and results produced did add to the investigation. To have distributed the questionnaire wider to include staff within institutions not currently engaged with internationalisation would not have assisted with this purpose and focus.

It is also to be noted that recent significant internationalisation research, albeit not formally published as yet, carried out by Leask (2012d, p 43) utilised a sample that *"could fairly be said to represent mostly staff members for whom internationalisation is a significant*

priority". This suggests therefore that the use of an unrepresentative but informed sample is suitable and relevant for research of this nature.

It is however acknowledged that for further post-doctoral investigation, then the consideration of the views of those staff not engaged may be sensible and relevant and this will be discussed further in 7.10.

The purpose therefore was to establish what was occurring with regard to internationalisation within the institutions where the respondents were employed. The respondents were asked to give their responses to the questions based on their opinions of the internationalisation process at their institution. This was also considered to be important to the study as the content analysis of the strategies had already identified marked differences in approach/rationale between the institutions and so a more detailed investigation into possible differences between differing types of institutions was necessary.

Questionnaires are the most commonly used method for data collection in business research (Cooper & Schindler, 2008) and a self-completion questionnaire was designed to be distributed to contacts at UK HEIs. To overcome some of the general issues associated with the use of questionnaires it;

- was targeted to individuals at HEIs with an interest in and knowledge of internationalisation

- included an introduction that explained fully the purpose of the research and the ethical measures in place (Bryman & Bell, 2007)

- limited the number of 'free-response' questions (Cooper & Schindler, 2008)

- on completion of piloting, this being to two Northumbria University staff with extensive internationalisation experience, should have taken 10-15 minutes to complete.

The use of a large scale questionnaire of this type is an example of probability sampling where the *"sample is planned to select a large number of cases that are collectively representative of the population of interest"* (Teddlie & Tashakorri, 2009, p 178-9) as it will provide a wide breadth of results from a large number of participants.

The questionnaire was prepared using SurveyMonkey on-line questionnaire production and analysis software (see footnote below).

As explained above, the questionnaire that was developed and produced was required to be sent to individuals working within internationalisation in UK HEIs. A previous secondment to the International Office in Northumbria University by the author had created awareness of BUILA, the British Universities International Liaison Association which has over 800 members across 110 HEIs (BUILA, 2012). This is an association with a membership of people working within UKHE who have an interest in international matters, student recruitment and the issues which impact on those (ibid.). A number of staff working in the International Office at Northumbria University are members and one of them is on the Executive Committee. Discussion with the committee member identified that use of the association for research would be possible and that they personally would have to distribute any email, this outlining the purpose of the survey and the link to the SurveyMonkey site, via the contacts list as outside access was not possible. They also confirmed that they would be happy to be involved and the required introductory and explanatory email was prepared, agreed and distributed to the association membership; refer to Appendix 2 for a copy of the agreed email.

Although this was an excellent source of relevant contacts, as response rates for surveys of this type are generally low, it was considered essential to have a wider distribution of the questionnaire. The author is a member of the Internationalisation Special Interest Group (SIG) within the Business, Management, Accountancy and Finance (BMAF) network of the Higher Education Academy (HEA). As the title of the group suggests it is for staff working within UKHE who have an interest in internationalisation and covers all aspects/roles; administration, academic, management. Although it may appear to be limited in terms of the subject area as it sits under BMAF, the membership is not restricted to staff located in that area alone and members are therefore from any subject area, the

This is relatively quick and simple to use and it commenced in 2001 and has quickly developed into a hugely popular tool used by researchers, organisations and the general public (SurveyMonkey, 2011)

author being from the Built and Natural Environment. Through attendance at previous SIG BMAF events and from receiving regular email alerts, relevant staff administering the group were identified and contacted to discuss the possibility of utilisation of the database for the purposes of the research. It was explained that there were over 1230 members across 135 HEIs, this thereby possibly increasing the sample size by 150%, although it was likely that staff could be members of both groupings. Confirmation was received that the database could be used but, as for the BUILA information, this would be coordinated by the SIG staff as direct access to the database was not possible. Again, a suitable email providing information and an explanation of the purpose of the survey and a link to the SurveyMonkey site was produced and agreed and distributed via the SIG staff to the email database.

The detailed development of the questions will be dealt with in more detail below but the majority in the six main sections were statements that were then rated by the respondent based on the five point Likert Scale. This is the most frequently used summated rating scale as it produces a greater volume of data that is more reliable than other scales (Cooper & Schindler, 2008). They are also acknowledged as being easy and quick to construct and they produce interval data which can be summed and/or averaged to show an individual or a group's overall response (ibid.). A couple of issues with Likert scales are that the use of negatives in the questions can cause confusion, particularly when the question is read quite quickly the negative can be missed and research has shown that in large-scale studies using this scale, around 10% of the respondents made this error (Schmitt & Stults, 1985). Secondly, as the scale is bipolar, respondents who feel something is good will need to disagree with a statement that is phrased negatively (Easterby-Smith, Thorpe, & Jackson, 2008). The questions were therefore developed and worded to avoid those two specific issues.

The questionnaire was developed via a series of drafts and the final version was piloted twice with senior members of International Office staff at Northumbria University. They were chosen due to their knowledge of internationalisation and also for the speed with which they could respond to the pilot with their comments.

The main changes that were made through the development process were related to the groupings of the questions so that it was easier to complete and also with the provision of free-text opportunities for the respondents to provide qualitative comments. These were provided at the end of every main section and also as a final question therefore creating both quantitative and qualitative data from the questionnaire, reinforcing the pragmatist mixed method approach. As previously identified from the literature, Teddlie and Tashakorri (2009) confirm that a major indicator of mixed methods research is a combination of both types of data and this is the method most commonly associated with a pragmatist approach.

The questionnaire commences with a general introduction and background to the purpose of the survey and an outline of the ethical procedures of the University with an explanation that implied informed consent was being used as the method of ethical consent in this instance. The ethical process for this and the other measures undertaken will be discussed in more detail in 3.08. A series of simple demographic questions then follow in relation to the respondent's job function/role, their experience and name of their current institution although the institution identity was confirmed as being used for classification and coding and would not be reported within the thesis.

The main body of the questionnaire is divided up into a series of six main sections, each related to a different aspect of the internationalisation process as identified from the strategy content analysis, to be discussed in detail later in Chapter 4, and also from the literature review;

- staff involvement

- student involvement

- academic curriculum

- collaborative activity

- administration and operationalising

- general issues.

As mentioned above, the questions/statements were developed from the initial content analysis of the internationalisation strategies together with relevant *a priori* issues

identified from the literature review. The content analysis data was relatively easily synthesised further from the six rationales and operationalising section to allow distribution amongst the main questionnaire sections listed above. This also allowed specific subjects that were identified both within the content analysis and literature review as being of importance to have questions/statements created and placed in multiple sections. A specific example of this is international links where a statement in the Staff involvement section states *"our academic staff undertakes international research/enterprise with international partners"* and in the Collaborative activity section there is a statement "*we have collaborative academic partnerships with international institutions".*

Considering further the sections within the questionnaire and why they were grouped/divided into those;

- Staff involvement – this was considered to be one of the most significant areas to investigate as the involvement of staff is key to the success of the internationalisation process and a lack of staff participation would be a significant barrier to development. Although a number of the statements were directed specifically at academic staff, further ones were aimed at all staff in the institution. Also, staff involvement can be identified within five of the original six rationales for internationalisation – social and cultural, economic, academic, competitive and developmental – showing the importance of them to the process.

- Student involvement – the literature review identified that students are integral to internationalisation and they are also a key component and focus within the strategies analysed. The statements were however generally aimed at establishing how internationalisation had improved or enhanced the students and their experience. Again considering students within the context of the original rationales, they can be identified as being involved within five – social and cultural, political, economic, academic and developmental.

- Academic curriculum – it was clear from the literature review that if internationalisation is to be fully integrated within an institution then there needs to

be full consideration of the curriculum. The statements therefore were aimed at establishing if/how curriculum had been amended to reflect this.

- Collaborative activity – the internationalisation strategies content analysis and literature review identified collaborative activity as a key component and focus for development. This however is not restricted to pure academic activity but is considered as any collaborative working – non-academic partnerships, consultancy and knowledge transfer, short courses, capacity building, outreach. The statements therefore focused on the institution's level of involvement in these areas.

- Administration and operationalising – how institutions allow internationalisation to occur is critical in terms of its success or otherwise and again the strategies analysis and cogent literature confirmed this. It was also apparent in the literature review that unsupportive administration procedures could be a significant barrier to the development of internationalisation. The statements were focused on establishing whether the infra-structure was in place to support internationalisation and also whether this was adequately resourced.

- General – this section covered a variety of issues that did not fit into the previous five sections but had been identified through the strategy analysis and germaine literature as being relevant to the internationalisation process. Typically the statements were quite general e.g. *"We have a culturally rich learning environment".*

The process of identifying these main sections and the individual statements will be discussed further in Chapter 4.

A final section considers the six rationales identified earlier in this section above and asks for them to be ranked in order of importance and also provides a final qualitative free text opportunity for the respondent's opinions on what they consider is important for an institution to successfully internationalise.

The questionnaire ends with the respondent being asked to provide their email contact details if they would be willing to take part in a future follow up interview, see Appendix 3 for the final version of the questionnaire.

The main purpose of the second phase was to provide suitable and relevant data to allow the creation of questions to be asked at the third and final phase of primary research. Unlike the transition from phase one to phase two where elements were also separately developed *a priori,* this did not occur for the phase two - three transition. This can be explained as there were a large amount of questions/statements processed within the questionnaire but only eight related questions were devised for the interviews. The subject matter of those eight questions was therefore evident and covered within the questionnaire responses but this was also jointly identified from the literature review. This joint identification did therefore provide a high level of confidence that the questions were covering the appropriate topics required.

The data produced was once again both quantitative and qualitative, providing further confirmation of pragmatism, an example of the quantitative being the Likert rating scale averages and percentage responses for each scale, the qualitative being the written comments on the various sections provided by the respondents. An example of this being for the statement;

Our academic staff undertake international study/work placement

This had a rating average score of 2.09, with a possible minimum of 1 and maximum 5. The percentage distribution across the rating options:-

Strongly Agree 27.5%; Agree 43.5%; Neutral 21.7%; Disagree 7.2%

A qualitative comment example is;

"While our students are involved in international activities, this is still a relatively

modest portion of the full student body - we would like to develop this area further".

Considering the quantitative data first, the questionnaires generated a large amount of numerical information and this could be easily identified and interrogated at a relatively basic level through SurveyMonkey. To allow a more detailed quantitative analysis however this was required to be processed through SPSS software. The main aim was to

carry out testing to identify if there was any significant difference in the responses to the questionnaire, based on the respondent's role or type of institution. The results will be discussed in detail in Chapter 5 below however there were five differing roles of respondents identified and the institutions were divided into pre and post-1992. As the sample sizes for the groups of data in the tests will have at least one of them less than 30 then it is non-parametric tests which will be carried out (Robson, Pemberton, & McGrane, 2008). The Mann-Whitney test is utilised where there are two independent samples of data (Robson, et al., 2008, p 160) and so will be used for analysis of the pre/post-1992 institution data. This will establish if there is any significance in the responses based on whether the respondent is based at a pre or post-1992 institution. The Kruskal-Wallis test is utilised where there are three or more samples (Robson, et al., 2008, p 164) and so will be utilised for analysis of the respondent's role data, again establishing if there is any significance in their responses based on those roles.

The raw data from the SurveyMonkey results were available within an Excel spread sheet but this required further manipulation to ensure they were in a suitable format to allow them to be analysed within SPSS. This entailed 'cleaning' of the spread sheet data to include only numeric responses and any missing data requires a value to enable the software to function correctly and so the number 9 was used as it did not appear elsewhere in the data.

The volume of qualitative data was relatively small in comparison to the volume of quantitative data with 82 separate written responses across all of the completed questionnaires. This is however considered to be a good response and produced excellent comments which were relatively easily analysed without the use of any software. An example of a relevant comment is *"Commitment from the top. Wide acceptance of an international perspective. A non-silo approach. A full appreciation of all aspects of the international student as a 'customer' - but also: A full appreciation that all students are NOT just customers creating a sense of friendship and belonging to a community"*. This response was provided to the final question *"Please provide your opinions on what is important for an institution to successfully internationalise"* and provides a fantastic

personal viewpoint of the issues around internationalisation which will be explored in much more detail.

As has already been explained, the original stage of the content analysis and the development and circulation of this questionnaire were undertaken prior to the amendment in the research question. Although further coding operations were carried out on the strategies to allow additional data relevant to the change to be gathered and considered in the interview phase and follow-on analysis, this was not considered necessary for the questionnaire. The questionnaire was focused on establishing what was occurring with internationalisation at institutions to inform the final phase interviews. The data gathered was therefore totally relevant and useful to this process and did not require amending. A brief analysis of the statements within the questionnaire also reveals that a number of issues associated with internal barriers and leadership are apparent. This is not surprising as the detailed analyses of the strategies provided the focus for the questionnaire development and as outlined above these strategies were providing a surprising level of operational detail, this therefore including internal barriers and leadership. An example is the statement *"the curriculum has been amended to reflect a wider global perspective"* within the academic curriculum section. This was originally included as the content analysis identified it as a recurring significant issue within the strategies and the literature review confirmed this significance. Internationalisation of the curriculum is however also identified as a major barrier within the literature review.

The qualitative comment opportunities throughout the questionnaire also allowed the respondents to provide further detail on their opinions and these did provide more data related to internal barriers and leadership. An example is related to the wider involvement of staff in the internationalisation process which is highlighted as a barrier within the literature review. The following relevant comment was provided in the Staff Involvement section *"Some members of staff are very committed to internationalisation and take full advantage of the opportunities available to them. Other staff members are not interested at all."*

The questionnaire results and the associated analysis are presented in Chapter 5.

3.07   Phase 3 – interviews

The final phase of the primary research was a series of interviews with identified key staff at HEIs. Kvale and Brinkman (2009, p 102) suggest that there are seven stages to an interview enquiry as follows;

1. Thematising - formulation of the purpose and theme of the investigation prior to interviewing

2. Designing – planning the design with consideration of obtaining the required knowledge from the interviews

3. Interviewing – undertaking the interviews based on a "guide" and being reflective to the knowledge being sought

4. Transcribing – preparation of the interviews for analysis

5. Analysing – utilising the most appropriate method of analysis based on the interview material produced and the purpose of the investigation

6. Verifying – ascertaining validity, reliability and generalisability of the findings

7. Reporting – communication of the methodology, results and ethical considerations of the study

The seven stages identified above were followed in the development, implementation, analysis and writing-up of the interviews.

Originally it was intended that these would be based at the five HEIs in the North East of England and although providing a cross-section of type/background of institution ie pre and post-1992 and also a wide spectrum on perceived quality/ranking, the close geographical dispersion was considered to be too limiting a factor. This may have created a geographical bias to the results based on location that may have been challenging to remove or explain in the analysis. There was however the opportunity to use the contacts generated by the final question in the questionnaire asking if respondents would be willing to be contacted further and this provided 20 positive responses. These were previewed to ensure a varied representative sample of both respondents and the institutions that they are employed by and also a geographical dispersion so that there was no

regional/location bias discussed above. The four selected for interview from the original 20 respondents were;

- an academic from a post-1992 HEI in the north of England

- a senior administrator from a pre-1992 HEI based in Scotland

- a Pro Vice Chancellor (PVC) from a post-1992 HEI in the west of England

- the Head of the International Office from a pre-1992 HEI in the midlands of England.

This selection therefore provides a balance of type/background of HEI based on pre or post-1992 which is still considered to be one of the major differentiators between institutions. The choice of HEI also provides a range on their sizes, this varying from a student population of 14 000 to 30 000. It was also considered important to have a range of roles/functions to ensure that the views of the differing staff could be considered in the research. The main reason for this is that staff with differing functions within an organisation may have different opinions on the culture of that organisation. This is known as the differentiationist perspective and was developed by Martin (1992) alongside, and considered as the middle-ground position of, the integrationist and fragmentationist perspectives. These two latter perspectives respectively consider culture to be organisation-wide and so it can be a controlling mechanism or that the organisation is so inconsistent and ambiguous that it has no single culture (Rollinson, 2008). Work by Hofstede (1998) also further developed and very strongly supported this differentiationist perspective and it is now considered as *"offering the most realistic view of culture in organisations"* (Rollinson, 2008, p 596).

The use of the four interviews is an example of purposive sampling where *"it is typically designed to pick a small number of cases that will yield the most information about a particular phenomenon"* (Teddlie & Tashakorri, 2009, p 178), giving more depth of information from these specifically selected participants. This, alongside the probability sampling already discussed for the questionnaires, therefore provides the mixed sampling associated with a pragmatist investigation and as detailed in Table 6 earlier.

Interviews are the main method for gathering data in qualitative research (King, 2006) and have been described as;

> "*a conversation that has a structure and a purpose determined by the one party – the interviewer. It is a professional interaction, which goes beyond the spontaneous exchange of views as in everyday conversation, and becomes a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge*" (Kvale, 2007, p 7).

The interviews were designed as being semi-structured, giving more flexibility to vary the order of the questions and latitude to probe further on any significant response (Bryman & Bell, 2007). These interviews have also been described as *"the most important way of conducting a research interview because of its flexibility balanced by structure, and the quality of data so obtained"* (Gillham, 2005, p 70). In this case semi-structured means that;

- similar questions are asked of the interviewees
- the questions have been developed to ensure that they have a focus on the topic
- supplementary questions are asked of the interviewees if their initial response has not provided sufficient coverage – ensures equal coverage for analysis
- the interview length/time allowed is approximately equivalent

  (Gillham, 2005).

The above bullet points can be considered to be the structured parts of the process whilst the less-structured elements which would not be pre-determined are that the questions will be "open" and that if the interviewer feels more information could be provided then further "probes" can be used (ibid.).

A series of questions were produced, these being developed from the questionnaire data, identified *a priori* issues from the literature review and also in consideration of data from the initial internationalisation strategies analysis. Detailed discussion on the development and relevance of the questions follows below, however there were eight main areas considered for investigation and therefore questions were developed for these eight areas. The questions were agreed with minor amendments to the wording of two questions suggested by the supervision team and implemented.

Each interviewee was contacted via email as a follow up from the questionnaire and asked if they were still willing to participate in the process following their original

expression of interest. All four were happy to be further involved and they were subsequently emailed information related to the interview, refer to Appendix 4. This comprised of information related to the background and purpose of the interview and a brief explanation of the format and the ethical procedures to be followed. Also included were the questions to be asked and the detailed ethical consent forms that required completing and signing by the interviewee. Full explanation of the ethical procedures followed and the process for approval etc follows in the next section.

All interviews were undertaken at their respective workplaces and they were digitally recorded and subsequently transcribed to allow content analysis to be undertaken. QSR's NVivo software used earlier in the content analysis of the strategies was again utilised for this analysis process.

The interviews varied in length from 44 to 64 minutes and all of the interviewees expressed how enjoyable the process was to them and how it helped them reflect on their role within the internationalisation process at their institution, this will be further discussed in Chapter 7.

The completed transcriptions were initially previewed to remove mention of names and other facts which would allow identification of the individual or institution. These were subsequently emailed back to the respective interviewees for them to confirm that they agreed with the content and they were happy for their comments to be used, albeit subject to the agreed anonymity for both the individual and institution.

An example of a sample anonymised interview transcript can be found in Appendix 5 and the results and analysis follow in Chapter 6.

3.08   Ethics

Since the mid-late 1970's significant efforts have been made to ensure that research is generally more accountable and systematic and that the inquiry is carried out in accordance with ethical and relevant professional standards (Sarantakos, 2005). There are a series of basic ethical standards in social research relating to;

"Proper identification; clear information; participant's/respondent's welfare; consent; privacy/confidentiality/anonymity" (Sarantakos, 2005, p 18).

The researcher should also demonstrate throughout the entire process *"academic integrity and honesty, and respect for other people"* (Punch, 2006, p 56).

Northumbria University and Newcastle Business School (NBS) have developed a robust and clear set of principles for the operation of ethical research. The university guidance (Northumbria, 2007b) provides a general framework and NBS provide the detailed operational information for the necessary authorisation and recording of relevant consents (Northumbria, 2007a).

The main ethical considerations for this research were;

- Implied informed consent for the questionnaire respondents

- Interviewee informed consent for the interviews

- Approval of the above processes by the relevant committees within the University

- Reflexivity of the interviewees by interview transcript confirmation/validation.

The relevant NBS Student Research Ethical Issues Form was completed and submitted to the NBS Ethics Committee. This detailed the procedures to be used for the implied informed consent for the questionnaire and how confidentiality and anonymity would be provided and explained within the introduction section of the questionnaire. It also detailed how consent would be obtained for the interviews utilising informed consent by the interviewee signing consent forms for both themselves as individuals and also their institution. This process was approved by the committee.

The opportunity for interviewee reflexivity was considered as important to ensure that their comments were correct and, equally as important, not misrepresented. A full version of the interview transcript was emailed to the interviewees inviting them to respond if they wished to amend or delete any part and no responses were received.

The transcripts included within this document have however, as confirmed and detailed within the consent process, been fully anonymised by the removal of any identifying comments for the individual or institution or any other institution mentioned during the interview.

Chapter 4 Results and analysis of the phase one content analysis of internationalisation strategies

4.01 Introduction

As outlined above in 3.05, the objective of analysing the internationalisation strategies was to identify what factors institutions considered important to enable the internationalisation process by including them within the strategy. The discussion will be divided into two sections, the first dealing with the results from the original coding related to the rationales and operational issues and the second with the leadership and barrier related items. It is necessary to consider them separately so that it is clear and distinct as to how the second phase questionnaire was developed, this being based on the original coding only. The results from the follow-on later stage coding do also need discussion to show how these were applied to the later stage interviews and overall analysis.

4.02 Original coding results

Within Nvivo there are a series of different applications to allow a more visual representation of the coding process and the results obtained, rather than this being numerical information only. The visual representation of what sections of the documents have been coded has previously been discussed but it is also possible to show the coding process itself and this can be seen in Appendix 6. This shows a typical page of text from a strategy, highlighted to show the words/phrases coded, together with coding stripes showing the separate codes allocated to those highlighted sections.

Considering initially a basic mathematical analysis of the strategies, in total 622 words/phrases were coded with the most common theme coded being Academic, accounting for 31% of all coding, the least common being Political at just 1%. The two individual code areas with the highest number of codes were research and enterprise (45) and collaborative partnerships and links (41), both being within the Academic theme. Table 8 below shows the number and percentage of codes within the six original rationales plus the later developed theme of Operational;

Table 8: Coding of internationalisation strategies – numbers and percentages of codes per rationale for each institution

Coding rationale/theme	Birmingham	Leeds Metropolitan	Bath	Bournemouth	Totals
Academic	56 (29%)	48 (23%)	40 (53%)	47 (34%)	191 (31%)
Competitive	39 (20%)	26 (12%)	14 (19%)	25 (18%)	104 (17%)
Developmental	22 (11%)	35 (16%)	4 (5%)	14 (10%)	75 (12%)
Economic	11 (6%)	15 (7%)	2 (3%)	11 (8%)	39 (6%)
Operational	48 (24%)	46 (22%)	8 (11%)	15 (11%)	117 (19%)
Political	5 (3%)	0	1 (1%)	0	6 (1%)
Social and cultural	15 (7%)	43 (20%)	6 (8%)	26 (19%)	90 (14%)
Totals	196	213	75	138	622

The table above shows both the number and percentage of codes, however when comparing across the institutions then the percentages have relevance as the strategies were unequal in length. The lengths of the strategies were; Bath – 80 lines; Bournemouth – 142 lines; Birmingham – 308 lines; Leeds Metropolitan – 404 lines. A longer strategy would therefore understandably be expected to have a higher number of codes overall and this is shown in Table 8 above with 75, 138, 196 and 213 for the four strategies in ascending order of length and so the use of percentages therefore allows comparison. The aim of this process was to identify issues and enablers relevant to internationalisation, with confirmation from the literature review and personal subject knowledge, to inform the production of the phase two questionnaire. It is possible however, although not being the main aim for the strategy analysis, that the institution's rationale(s) for undertaking their internationalisation could be identified.

When analysing Table 8 above, it can be seen that all of the institutions have a leading academic rationale identified within their strategies. When considering the core business of an HEI, this would normally be identified as teaching and research based activities and so for an academic rationale to be the most prevalent is understandable and acceptable. The identification of a competitive rationale is also evident within the Birmingham, Bath and Bournemouth strategies. As highlighted within the literature review, competition within HE between institutions is apparent and increasing and so this provides confirmation by it being revealed as a significant rationale for internationalisation.

Leeds Metropolitan and Bournemouth have a greater emphasis on a social and cultural rationale compared to the other two institutions. For Leeds Metropolitan in particular this reflects the very wide ranging and institution-wide strategy and approach that they implemented for internationalisation. This is also supported by both institutions wider involvement in internationalisation generally as they have both been at the forefront of more recent developments and activity.

At Bournemouth, Chris Shiel is an Associate Professor and is Director of the Centre for Global Perspectives and has led the internationalisation agenda since 2000 (Bournemouth University, 2010). She has published widely in journals, edited and written books and presented numerous papers at conferences on the subject and is widely acknowledged as being a leading figure in the internationalisation of higher education. Bournemouth University have also received HEFCE funding to support their research and publications into internationalisation.

At Leeds Metropolitan University, Elspeth Jones was until recently International Dean and Professor of the Internationalisation of Higher Education and co-director of CAPRI, the Centre for Academic Practice and Research in Internationalisation at the university. She has over 25 years experience of internationalisation and has published and presented very widely on the subject (Jones, 2011). She led internationalisation at the university from 2003 and authored and was then instrumental in implementing the internationalisation strategy (Policy Review, 2011). Elspeth is now Emerita Professor and a consultant specialising in international higher education.

The use of the strategies for helping provide operational detail to the internationalisation process is evidenced in the Birmingham and Leeds Metropolitan strategies in particular. Finally, it is apparent that the Political rationale is not evident as a justification or motivation for internationalisation due to the very low incidence of relevant codes.

A full detailed breakdown of the figures from the coding process can be seen in Appendix 7 as reports from NVivo. These show the total number of codes for the main rationales and operational theme for each strategy. A summary can be seen below in Table 9 which shows the sub-totals for each rationale, including the operational theme, and the most popular sub-areas in terms of the number of codings carried out.

To allow the data from the strategy coding to be processed into a series of questions for the phase two questionnaire required comparison and analysis with data from the literature review. There were significant correlations between previous research carried out in 2005 (Elkin, et al.) on a small scale sample of universities that produced an initial model for measuring the internationalisation of universities, and the results highlighted above. The findings were based on an original 13 themes or dimensions that could be considered as important or relevant to internationalisation although these were narrowed down to a final list of 11 factors ranked as follows;

1. *internationally focused programs of study*

2. *international institutional links*

3. *student exchange programmes*

4. *internationally recognised research activity*

5. *international research collaboration*

6. *staff interaction in international context*

7. *support for international students*

8. *attendance to international conferences*

9. *postgraduate international students*

10. undergraduate international students and

11. staff exchange programmes (Elkin, et al., 2005)

Table 9: Coding Summary of Internationalisation Strategies

Coding Area	Birmingham	Leeds Metropolitan	Bath	Bournemouth	Totals
Academic rationale	54	45	34	44	177
Collaborative partnerships	10	13	9	6	38
Curriculum	5	5	2	5	17
Research & Enterprise	18	6	10	10	44
Competitive rationale	39	25	9	23	96
Collaboration – non-university	4	7	5	2	18
International alumni	3	3	2	1	9
International reputation	6	2	1	3	12
Developmental rationale	22	30	3	12	67
Exchange programmes	2	7	0	1	10
Languages	2	9	1	0	12
Staff experience	3	1	0	0	4
Economic rationale	11	14	1	10	35
International recruitment strategy	1	1	1	3	6
Student recruitment	8	11	0	7	26
Political rationale	3	0	0	0	3
Government	3	0	0	0	3
Social & Cultural rationale	15	41	5	25	86
Cultural change/rich	7	15	2	6	30
Diversity	2	6	1	2	11
International perspectives/at home	1	8	0	2	11
Operational	47	46	5	13	111
Publicity and communication	3	8	2	0	13
Implementation of cross University groups	5	0	0	2	7
Risk	0	18	0	1	19
Resources	7	0	0	0	7
Staff support	5	0	0	0	5
Plans	1	3	0	1	5

This original list of factors was then further refined in a later study in 2008 of internationalisation within business schools (Elkin, et al.). The 2008 research does however require some manipulation to create an equivalent single ranked list as this had two lists of factors, depending on whether the institution had a complete or incomplete strategic focus (Elkin, et al., 2008). Interestingly this difference in focus did create a difference in opinion on what was considered important. These were therefore averaged out so that for example research which was ranked 9th and 4th respectively in the two research papers, averages to a score of 6.5. On this basis a ranked list of 9 factors is as follows;

1. Staff exchange

2. Support for international students

3. International institutional links

4. International conferences

5. Internationally focused study programmes

6. Undergraduate international students

7. International research collaboration

8. Postgraduate international students

9. Student exchange programmes.

The most recent research available on enablers is that carried out by Leask (2012d) which is awaiting formal publication. Although focusing specifically on internationalisation of the curriculum, this also identified attendance at international conferences and other links, and a leadership commitment to internationally focused programmes. Further areas identified as enablers were resources, leadership, communication, and policy/strategy and these will be considered in more detail in the remainder of this chapter and in the conclusions and recommendations.

A combination of these two lists above with the data from the strategies revealed a number of common areas and these were also further supported as being important by significant literature as shown below in Table 10.

Table 10: Identification of main areas for further investigation within questionnaire

Area for further investigation in questionnaire	Strategy analysis results	Elkin etc research combined ranking	Literature
Institutional links	56 codings	1st	(Knight, 2004b, 2011; Leask, 2012d; P. Scott, 2010)
Research collaborations	44 codings	4th	(Childress, 2010; Robin Middlehurst, et al., 2011; P. Scott, 2010; Teichler, 2009; Universities UK, 2008b; Marjik van der Wende, 2007)
Internationally focused curriculum	17 codings	2nd	(Banks, 2005; Clifford, 2010; De Vita & Case, 2003; Hudson, 2011; Jones & Brown, 2007; Jones & Killick, 2007; Leask, 2008, 2012d; Luxon & Peelo, 2009; Svenson & Wihlborg, 2010)
Student recruitment (UG and PG)	26 codings	7th	(De Vita & Case, 2003; Harris, 2008; Koutsantoni, 2006b; Shepherd, 2009)
Staff and student exchange	10 codings	5th	(Childress, 2010; Jones, 2010; Svenson & Wihlborg, 2010)
Staff interaction in internationalisation	9 codings	3rd	(Childress, 2010; Dewey & Duff, 2009; Egron-Polak & Hudson, 2010; Hudzik, 2011; Leask, 2012d; J. A. Mestenhauser & Ellingboe, 2005; Saat, 2007)

The above therefore provided an overall confirmation of main areas that could be considered as being enablers and could be investigated further and the methodology section has already provided detail on the format and general structure of the questionnaire. The individual issues forming the statements to be rated were identified from the content analysis results, both quantitatively in terms of the number of codes and also qualitatively in terms of the words/phrases used, and literature review. How the individual statements were developed is explained in detail below for each of the main sections of the questionnaire.

4.03   Staff involvement

Coding was apparent under the sub-areas of academic expertise, academic staff recruitment, staff experience and staff reputation with the following from Birmingham University *"over a third of research staff are international and have considerable expertise, local knowledge and understanding of different overseas markets, institutions and cultures"* and *"nearly a quarter of academic staff are overseas nationals"*. And from Bath University, *"to recruit, retain and support excellent staff from across the world".* The literature clearly identifies the importance of suitably qualified academic staff and the added importance of international faculty to the internationalisation process (Appleton, et al., 2008; Knight, 2007; Universities UK, 2008c).

The statements developed to investigate these areas were;

> *We recruit academic staff from outside the EU*
>
> *Our academic staff have an international profile*

Significant coding was apparent within the Research and Enterprise sub-area with 44 separate entries, making it the most coded, and examples of words/phrases were – *"to provide opportunities for academic staff to engage in international research"* from Bath and *"Synergies will be sought between individual/group research collaborations with overseas institutions and international student recruitment"* from Bournemouth. Literature support for the importance of research and other enterprise to internationalisation is extensive (Childress, 2010; Knight, 2007; Middlehurst, et al., 2011; Teichler, 2009; van der Wende, 2007). A number of statements related to research and associated activity were developed as follows;

> *Our academic staff attend and participate in international conferences*
>
> *Our academic staff undertake research and enterprise with international partners*
>
> *We have recruited international academic staff to support the Research Excellence Framework 2013*

Less significant in terms of the number of codes were interesting sub-areas linked to globalisation and employment opportunities and how staff could contribute in this area by the development of international practice and skills and undergoing international study or

work placements. The literature supports this concept (Childress, 2012; Crossman & Clarke, 2010; Maringe, 2009) and the statements developed were;

Our staff develop international practice and skills

Our academic staff undertake international study/work placement

The remaining statements were linked to internationalisation at home and were developed from the sub-areas of *"visiting lecturers"* and *"staff experience"* and *"languages"*. Examples of the coded phrases are *"international scholars to visit the University and take part in academic activities"* from Bath and *"In many areas the University is already international in terms of curriculum content, the backgrounds of students and staff"* from Birmingham. The literature is very clear on the importance and difficulties of internationalisation at home (Knight, 2003b; Koutsantoni, 2006a) and statements developed were;

Internationalisation creates a broad staff experience

We utilise visiting international lecturers/academics

Our staff are able in foreign languages

A more direct question on this issue was also developed and located in the General Issues section;

We actively engage with the internationalisation at home agenda.

4.04   Student involvement

The area of student involvement is incredibly wide and diverse in terms of the subjects that it covers. It ranges from local issues concerning the volunteering of students to the macro issue of global employment.

Considering initially global employment, the relevance and importance from the literature has been outlined above. The content analysis identified 12 different codes related to globalisation and global employability, an example from Bournemouth being to *"widen the employability of BU graduates in a global economy"*. The importance of international exposure for the students was also identified in the *"international study/work placement"* and *"exchange programmes"* sub-areas, this having links to global employability and is

supported by the literature (Crossman & Clarke, 2010). A relevant example from Leeds Metropolitan is *"The opportunity for all students to take part in international study or work placements, however short, as part of their programme of study"* and from Birmingham *"improved facilitation of placements and exchanges".* The statements developed were;

> *Our students are employable globally and useful in the global marketplace*
>
> *Our students undertake international study/work placement*

The sub-area of alumni contained nine codes from across all four of the strategies and indicated the significance of utilising alumni, particularly for recruitment activities. A code example from Bournemouth was *"Strategic and effective use of representatives/offices overseas and alumni".* The inclusion of this as a statement was not substantiated from the literature review but was *a priori* from the author's experience within international recruitment. The statement developed was;

> *We utilise international alumni in our recruitment and promotional activities*

The relevance and importance of internationalisation at home has been identified above and this has a significant relationship to students and their experiences. This embraces a wide spectrum of issues including cultural awareness, integration and volunteering (Appleton, et al., 2008; Jones, 2010; Jones & Lee, 2008; Shiel, 2006) and also links to the overall student experience and the widening of participation of all students. These were identified within relevant sub-areas and *"enhancing the understanding of domestic students and of the community generally of other cultures"* and *"the development of cross-cultural capability skills"* were relevant coding examples from Leeds Metropolitan. The statements developed were;

> *Our internationalisation creates a broad student experience*
>
> *Our internationalisation has widened participation of students*
>
> *Our students are culturally aware*
>
> *We integrate our international students within the institution*
>
> *Our international students engage with voluntary work*

A series of statements on similar topics were also included in the General Issues section, these being widened away from the students only to cover a more institution wide view and the statements were;

There is an appreciation of different cultures within my institution

We have an inclusive and tolerant learning community

We are actively engaged with the local community

We have a culturally rich learning environment

A final consideration for the student involvement section is related directly to the economic rationale with 24 codes across the four strategies in the *"student recruitment"* sub-area. Examples of coding are *"increased levels of student recruitment onto undergraduate, postgraduate and PhD programmes"* from Bournemouth and *"attract international students to courses across the portfolio"* from Leeds Metropolitan. The literature highlights the major significance of international student recruitment to the financial wellbeing of HEIs (Harris, 2008; Jiang, 2010; Shepherd, 2009). To ensure that there was concentration on activities at the home institution and not on other trans-national operations the statement developed was;

The main aim of our internationalisation is to recruit international students to our institution in the UK.

4.05   Academic curriculum

Curriculum and particularly its internationalisation is one of the most researched and published areas on the internationalisation of HE (American Council on Education, 2012; Clifford, 2010; De Vita & Case, 2003; de Wit, 2012b; Jones & Killick, 2007; Leask, 2008, 2012, 2012b, 2012c, 2012d; Luxon & Peelo, 2009; Svenson & Wihlborg, 2010; van der Wende, 2000). Within the *"curriculum"* sub-area of the academic rationale there were 17 codes from the four strategies, relevant examples being *"internationalisation of the curriculum across the university"* and *"enables the curriculum to be informed by global issues and perspectives"* from Leeds Metropolitan and *"providing an internationally*

relevant curriculum will give students the tools to be competitive" from Birmingham. The statements developed were;

The curriculum has been amended to reflect a wider global perspective

We incorporate international perspectives into our learning and research

Further issues also considered for inclusion were related to where or how the curriculum is utilised. The content analysis did code items for "top-up programmes" and "distance and e-learning" but these only had one and two codes respectively. The author's personal involvement and experience in both of these forms of curriculum delivery and the knowledge of their use in UKHE lead to the development of two related statements;

We have on-campus top-up programmes suitable for international students

We utilise distance and/or e-learning.

4.06   Collaborative activity

Within the coding, collaboration was divided between academic and non-academic partners and had 38 and 18 codings respectively in the sub-areas. Examples of coding are *"develop a portfolio of partnerships which reflects the University's strategic objectives"* from Bournemouth and *"The University has a number of partner institutions and organisations around the world"* from Leeds Metropolitan. The literature review also clearly highlights the importance and significance of collaboration to internationalisation (De Vita & Case, 2003; Knight, 2004a; Teichler, 2004, 2009; van der Wende, 2007) and therefore a full section within the questionnaire was devoted to collaboration. The two main statements developed were;

We have collaborative academic partnerships with international institutions

We have collaborative agreements with non-academic international partners

This activity is very wide in terms of the differing forms that it can undertake and so the codes were scrutinised to identify relevant sub-areas. All of the statements that were developed, other than for one area which will be discussed separately, were identified in the coding process albeit with low response rates, examples being for *"off-shore campus"* which had two codings and *"Universitas 21"* with four codes. Examples of the statements

coded were *"the University will keep under review the issue of establishing off-shore campuses"* and *"The University's membership of U21 provides a unique opportunity to learn more about other markets, share information, develop collaborative provision and provide opportunities for staff and students to belong to networks and engage with different institutions and cultures",* both from Birmingham. The statements were;

We are involved with trans-national education

We are a member of an international university consortium

We are involved with international consultancy and knowledge transfer

We deliver international short courses

We have off-shore campus facilities in partnership with international institutions

We are involved with international outreach projects.

The final statement which was developed related to the Developmental rationale and capacity building to international partners. Within the words/phrases that were coded for collaboration, the wording used suggested that, generally, the UK partner was the dominant quality provider and that the partner should match this quality and reputation. An example from Bath is *"partnerships with other world class universities"* and *"the University must ensure that those organisations and institutions with which it collaborates, at whatever level, reflect back the Birmingham brand of excellence in all that we do"* from Birmingham. Although there were the use of words/phrases such as "sustainable" and "mutually beneficial" within the Birmingham strategy, there appeared to be little evidence of a more philanthropic approach. The literature does however identify the importance of this approach (Naidoo, 2010; OECD, 2004) and so the following statement was developed;

We have assisted international institutions in their development and provided technical assistance.

4.07   Administration and operationalising

As previously discussed, the coding of issues related to operationalising internationalisation was carried out as a later separate operation. The strategies do

provide detail on this, particularly those for Birmingham and Leeds Metropolitan, who between them have the vast majority of the total 111 codings. Again this is a very wide area covering a range of operations, tasks, procedures, and approaches. All of the statements developed were identified within the coding process, with varying levels of incidence of coding. The most popular sub-areas were *"Risk"* and *"Publicity and Communication"* and *"Resources"* with 19, 13 and 7 codings respectively. There are significant risks associated with internationalisation and the literature has highlighted these previously (Altbach & Teichler, 2001; Egron-Polak, 2011; Hudson, 2011; Knight, 2003a). When considering in more detail both risk and the impact of resources generally on the process of internationalisation, this moves into the area of internal barriers and this will be analysed in more detail in the following section. Examples of coding for risk are *"to spread risk in terms of mature and emerging markets"* from Bournemouth and *"spread the risk in financial terms through market diversification"* from Leeds Metropolitan. An example of coding for resources is *"further investment will be required to achieve many of the goals in this Strategy"* from Birmingham. The statements developed for these two areas were;

> *My institution has made available adequate resources to operationalise internationalisation*

> *We have identified and are managing the risks associated with internationalisation*

The importance of *"publicity and communication"* to the institutions was indicated by the high incidence of coding in this sub-area, examples being *"Innovative methods of communication and publicity will be explored, including making greater use of the University's web presence with initiatives such as International Landing pages from other related and connected websites"* from Birmingham and *"recruitment is facilitated through effective marketing and promotion"* from Leeds Metropolitan. The statement developed was;

> *We produce a range of publicity and communication materials for internationalisation*

The remaining statements were all identified within the strategy analysis but some with low incidences of coding and so were developed particularly *a priori* from the author's

active involvement with international recruitment and associated operational matters over the last 17 years. It was considered that the following were relevant to be investigated further;

> *A series of country and regional plans are prepared and used for management of internationalisation*
>
> *Cross university sub-groups/working groups are utilised for the management of internationalisation*
>
> *We are satisfied that out groups can effectively monitor the internationalisation process*
>
> *My institution has a network of regional offices overseas*
>
> *We use a network of international representatives/agents to recruit students*
>
> *We use a Scholarship scheme to provide financial support to international students.*

4.08 General issues

The development of a number of the statements in this section was discussed previously above. The remaining are general in nature and are confirmatory of aspects of the internationalisation process and all of them were apparent within the coding process. The *"international reputation"* sub-area of these final aspects was the most coded with 12 entries across all four strategies. Examples of the coding are *"enhance and sustain BU's international reputation"* from Bournemouth and "*enhance the University's international reputation"* from Bath. The literature clearly highlights the relevance and importance of an institution's international reputation (Hazelkorn, 2008; Knight, 2004a, 2004b, 2011) and the statement developed was;

> *We have an international reputation*

Examples of coding for other items are for *"strategic aim", "internationalisation is one of the key strategic aims"* from Leeds Metropolitan, for *"competitive edge", "in order to optimise our position in an increasingly competitive global market"* from Bournemouth. The final statements developed were;

We could increase our market share of international business

We support the observance of all religions

My institution is attractive to international applicants

My institution is internationally aware

We have a strategic international aim

We have a competitive edge in internationalisation

My institution is fully committed to internationalisation.

4.09   Coding for barriers and leadership

As explained above, this coding operation was carried out following a change in research question and therefore did not produce results or data to feed into the sequential methodology process and the phase two questionnaire. It was however considered essential to process the internationalisation strategies to identify the elements within them related to barriers and leadership so that this could feed into the later stages of analysis. A full detailed breakdown of the figures from this additional coding process can be seen in Appendix 8 as reports from NVivo. These show the total number of codes for the two areas for each strategy. A summary can be seen below in Table 11 which shows the sub-totals for each area and the full listing of coding for barriers but only a selection for leadership based on the most popular sub-areas in terms of the number of codings carried out.

Analysing the figures in the table in more detail provides reinforcement to the Bath strategy being a very 'academic' rationale document as it has no coding for leadership and only seven for barriers. All three of the other institutions have coverage of barriers but there is much more variation with leadership. This overall indicates that the Birmingham strategy can be considered the most "complete" with its wider and more in-depth consideration of a range of issues. It can also be considered as being more management focused than the other strategies due to the highest incidence of *"leadership"* codings.

Table 11: Barrier and Leadership Coding Summary

CODING AREA	Birmingham	Leeds Metropolitan	Bath	Bournemouth	Totals
BARRIERS	35	34	7	26	102
Curriculum	8	7	2	5	22
Internationalisation at home	3	12	1	1	17
Internationalisation strategy	4	1	0	10	15
Resources	17	1	0	2	20
Staff involvement	5	11	4	4	24
LEADERSHIP	25	3	0	13	41
Consultation	1	0	0	2	3
Cultural change	2	0	0	2	4
Implementation – cross university groups	3	0	0	4	7
Integration	1	0	0	2	3
Monitoring	3	2	0	0	5
Strategic	3	0	0	0	3
Working groups	3	2	0	0	5

A number of the sub-area codings for both barriers and leadership have already been discussed in the methodology section but it is considered worthwhile to highlight further examples to ensure that they are explicit and can feed forward to the later analysis stages. These will concentrate on a number of the issues identified earlier in 2.20 to be taken forward for further consideration and analysis: staff involvement; internationalisation at home; the importance or otherwise of an internationalisation strategy; internationalisation of the curriculum; resources.

Internationalisation of the curriculum has been discussed in detail within the initial coding results and analysis has also been identified as a major barrier from the literature (Clifford, 2010; Hudson, 2011). The words/phrases coded generally suggest that changes to the curriculum are a continuous process and have multiple points of reference to inform that process; *"the continued internationalisation of the curriculum"* from Bournemouth and

"international experience of staff and students enables the curriculum to be informed by global issues and perspectives" from Leeds Metropolitan. These provide evidence of the difficulty and therefore perceived barrier to curriculum internationalisation.

The codings used to describe issues concerning internationalisation at home regularly use words such as opportunity, integration and enhancing, illustrating the difficulty of enabling and fulfilling this process. Coded phrases include; *"enhancing the student experience for both home and international students"* from Bournemouth; *"the integration of home students into the international life of the university"* from Leeds Metropolitan; *"Enhancing the understanding of domestic students and of the community generally of other cultures, languages and learning approaches…. entails providing opportunities for international and local students and community to develop respectful and mutually beneficial relationships in academic and non-academic settings"* also from Leeds Metropolitan. It is perhaps the final coding which encapsulates the scale and difficulty in fully internationalising at home.

The codings for leadership provide some very interesting detail on how the institutions will lead and manage the internationalisation process. The *"strategic"* sub-area includes the following; *"The breadth of the University's existing and potential international activity necessitates strategic leadership to co-ordinate different strands and provide a clear focus for development"* and *"the Board will provide strategic direction to and central co-ordination of activities",* both from Birmingham. The importance of strategy and strategic leadership has been highlighted in the literature (American Council on Education, 2012; Childress, 2010; de Wit, 2012; Elkin, et al., 2008; Leask, 2012d; Ramsden, 1998; Warwick & Moogan, 2011) and will be developed further in the analysis of the phase three interviews.

Considering staff involvement, communication has been identified from the literature as being important in encouraging this both in terms of the leadership process and for successful implementation of internationalisation (Childress, 2010; David, 2009; Leask, 2012d; Lynch, 2009; Warwick & Moogan, 2011). The following coding from Birmingham *"The work of the International Board and its working groups will be communicated as*

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widely as possible in the University to encourage participation and engagement with this important area of activity" and *"It is founded on excellent communication between faculties, the Office for International Programmes and the International Office, and is facilitated through the Leslie Silver International Faculty"* from Leeds Metropolitan provide further evidence. Also related to staff involvement is the idea of consultation and how this will encourage the "buy-in" of staff to the process as if they are more involved in consultation generally, they will feel more part of the process and engage more readily and willingly, reducing or removing the academic's resistance discussed earlier. A coding in the Bournemouth strategy demonstrates this very well; *"consultation to achieve buy-in at all levels is essential"*.

The issue of wide staff involvement is well demonstrated by a coding from Birmingham which suggests that the involvement of and communication with interested parties goes well beyond those staff directly employed and involves all stakeholders; *"Key to the success of the Strategy is the careful management of relationships – with staff, students, prospective students, alumni, partner organisations, networks, government, funders and more"*.

The literature evidences that review and monitoring of the internationalisation process is a critical component in its successful implementation and leadership (Knight, 1994, 2009; Moogan, 2011) and this can be seen in the coding for both Leeds Metropolitan and Birmingham respectively; *"an annual report will be made to Academic Board identifying progress against this strategy and regional plans"*; *"Given the large number of activities that will be undertaken under the internationalisation banner it will be essential to monitor the effectiveness of these activities and of the Strategy"*.

A final consideration to leadership of the process is the concept of cross-university working or sub-groups. These will reduce issues associated with communication as they would allow dissemination of information more widely and also by their nature and composition, should encourage wider staff participation. The following codings from Birmingham provide support for this process: "*Representatives of academic Schools and Corporate Services will be involved in the International Board and the International Region*

Working Groups and it is anticipated that the former will lead the International Region

Working Groups" and *"The Board will be responsible for determining priority markets*

based on the plans provided by the Working Groups and for overseeing the

implementation of these plans".

4.10   Summary of phase one results and analysis

The content analysis of the internationalisation strategies has allowed the production of a range of statements to form the main body of the phase two questionnaire. This utilised both the quantitative and qualitative results together with information from the literature review and other *a priori* knowledge. The qualitative data was also identified for use in the later stages of analysis which will follow the phase two questionnaire and phase three interviews.

Chapter 5   Results and analysis of the phase two

questionnaire

5.01   Introduction

As discussed above, the questionnaire was distributed via two significant email databases
in mid-January 2010 with a specified closing date of 12 February 2010, giving over four
weeks for respondents to complete the questionnaire. By the closing date there were 73
responses which was considered an excellent rate however it was decided to keep the
survey open for a further 2 weeks to elicit as many responses as possible. Emails were
sent to the two database contacts so that they could be sent on to the members informing
them of the extended deadline and a further three responses were received.

Of the total 76 responses, 61 of them fully completed the survey, an 80% completion rate.
In terms of the analysis, all responses to each individual question or statement will be
considered, whether the respondent partly or fully completed the survey.

Unlike for the phase one detailed analysis, the quantitative and qualitative results for the
main body of the questionnaire will be considered concurrently and not separately. The
qualitative comments add particular relevance and significance to the quantitative data
and so require discussion and analysis together. Also, although all of the results will be
generally discussed there will be particular concentration on the main issues previously
identified.

5.02   Demographic and early questions

Analysing the demographic questions initially, the initial question on the respondent's role
only produced 42 responses based on the provided three choices however 33 of the 34
other respondents did provide their role in the comment box in the "other" choice. The
breakdown on the 42 responses was;

PVC/DVC or equivalent   2

Director of international office   20

Senior administrator   20

As explained above in 3.06, to allow a full SPSS analysis of the responses required the data from the other 33 respondents to also be included. The qualitative comments on the job titles were therefore analysed and the categories redefined so that they were all allocated a definitive role. The revised breakdown was;

PVC/DVC	2
Director/Head of international office	23
International marketing manager	27
Academic	14
Other administrator	9

The following three questions were related to time periods and were how long the respondent had worked within HE, with international issues at their current institution, and in their current role and the result averages were 16, 6 and 4 years respectively. In terms of overall experience of working in HE, this varied from the lowest of one year to a maximum of 33 years and with an average 16 years evidences an experienced group of respondents.

The respondents were asked to provide the name of their institution although it was confirmed that this would not be revealed but was to be utilised for coding and analysis purposes. Of the 76 respondents, four did not provide the name of their institution and 52 different names were provided. Allowing for the multiple entry of a number of institutions, the highest having five representations and two others had four each, these were divided into 26 pre and 46 post-1992 institutions.

The next question was asked to establish whether the institutions had an internationalisation plan/strategy in place. It has already been established in the literature that most UK HEIs have already developed or are in the process of developing a strategy (Caruana & Hanstock, 2008; Middlehurst & Woodfield, 2007; Warwick & Moogan, 2011). The results below in Figure 7 confirm this with nearly 76% of the respondents stating their institution had a plan/strategy.

Figure 7: Percentage results for internationalisation plan/strategy

My institution has a detailed internationalisation plan/strategy
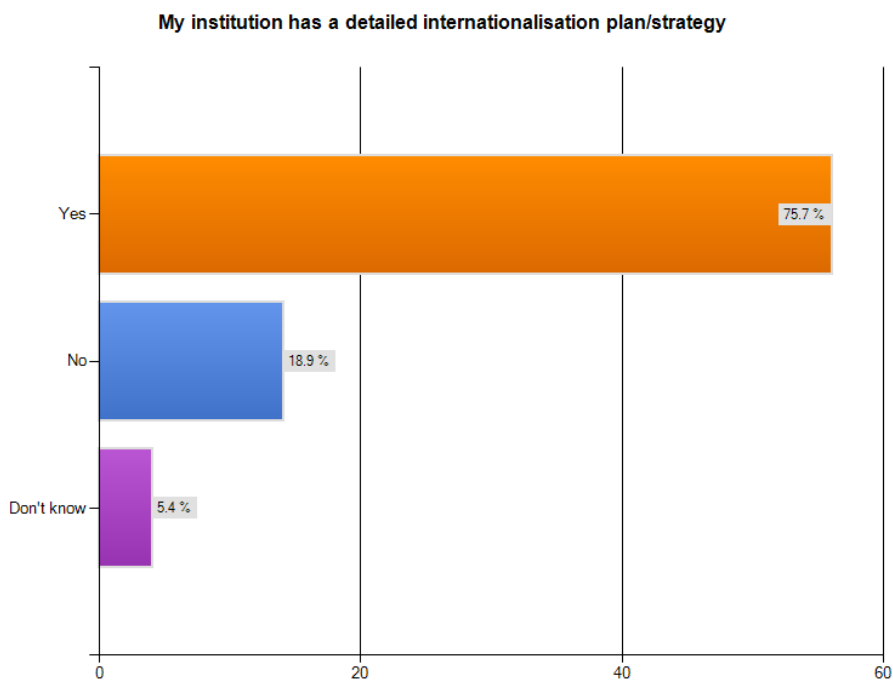
The following question seven had three statements that were based on what are considered to be non-core issues generally but have an impact on the internationalisation process and related to:-

- The Bologna Process; currently this does not have a significant impact on how HE is structured and organised in the UK as the one year postgraduate (PG) course remains unaltered and therefore remains attractive to international applicants. Bologna does however require a greater amount of study time than that currently included in a UK PG course, this normally being 1800 hours, and it is therefore unclear whether this is considered equivalent to other European PG courses with a longer duration and increased study time. Bologna does also state that it will increase international openness, make European study more attractive and make movement between countries and education systems simpler (European Commission, 2012). With over 70% agreeing that their international activities considered this, see Figure 8 below, it is therefore apparent that most institutions are considering their activities in light of this but it could also be considered as a risk to future recruitment and attractiveness. This is a clear example of an external

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barrier that could have an impact on the international activities of an HEI but will not be investigated further within this study.

Figure 8: Question 7 – Percentage results for the 3 sub-statements – Bologna, REF and PMI

Please indicate whether your institution is consistent with the following statements

Our internationalisation activities have cognisance of the Bologna Agreement	Yes 70.3 % / No 10.8 % / Don't know 18.9 %
We plan international activity in consideration of the Research Excellence Framework 2014	Yes 37.8 % / No 24.3 % / Don't know 37.8 %
We have undertaken internationalisation activities in accordance with Prime Minister's Initiatives	Yes 74.3 % / No 8.1 % / Don't know 17.6 %

Legend: Yes, No, Don't know. Axis: 0, 20, 40, 60.

- The Research Excellence Framework (REF) 2014; international research has already been established as being of critical importance to HEIs in terms of their status, ranking and attractiveness (Knight, 2007; Middlehurst, et al., 2011; Teichler, 2009; van der Wende, 2007). The REF is how this is assessed and therefore for institutions to consider whether this is taken into account in their international activities – recruitment of staff, research collaborations etc – was very relevant to establish. The operation of the REF and the assessment could, however, overall be considered as an external barrier but there is significant control of the process and input internally and so will be investigated within this study.

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The results, above in Figure 8, were mixed with less than 38% confirming it was considered and an equal amount stating they did not know the position. Those statistics on their own did not provide sufficient detail to make any further comments and so analysis utilising SPSS was undertaken. As described earlier this was to investigate whether there was any significance in the responses based on whether the institutions were pre or post 1992 and also on the differing roles undertaken by the respondents. A Mann-Whitney test on the institutions and a Kruskal Wallis test on the roles both confirmed that there was statistical significance at the 5% level and at the 1% level in the responses, see Figure 9 below;

Figure 9: Statistical Kruskal Wallis and Mann Whitney test results – significant results shown red – for questions related to REF and PMI (Q3 and Q4 respectively)

Test Statistics[a,b]

	Q1	Q2	Q3	Q4
Chi-square	.909	1.646	10.860	14.343
df	4	4	4	4
Asymp. Sig.	.923	.800	.028	.006

a. Kruskal Wallis Test – Variable: Roles

Test Statistics[a]

	Q1	Q2	Q3	Q4
Mann-Whitney U	527.500	555.000	377.500	511.500
Wilcoxon W	878.500	1590.000	728.500	862.500
Z	-.904	-.446	-2.640	-1.132
Asymp. Sig. (2-tailed)	.366	.655	.008	.258

a. Grouping Variable: Institutions

For the institutions, there was a significant difference with the pre-1992 planning more of their international activity in consideration of the REF. This is not surprising as the majority of research funding is to pre-1992 institutions, the most recent assessment of research activity in the Research Assessment Exercise (RAE) 2008 having the highest placed post-1992 university at position 52 in the

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table for amount of funding received (Corbyn, 2009). For the respondent roles, the highest level of support came from PVC/DVC and the Head of the International Office, illustrating the greater relevance of the REF and strategic decisions on research to those involved in the leadership of the internationalisation process.

- Prime Minister's Initiatives; a 74% confirmation figure for undertaking of internationalisation activities in accordance with PMIs shows strong support for the initiatives. As for the REF discussions immediately above, this is technically an external factor but with internal control and input and so again is worthy of further investigation.

There has been funding available through PMI and this has therefore targeted HEIs within certain country markets and also specific activities within those markets. As briefly outlined above, the author was successful in the award of two prestigious PMI2 Partnership Development Grants. These were applied for via a competitive application procedure administered by British Council and around 20 grants were awarded, providing a financial sum to support internationalisation activities with overseas partners. The partners had to be from a defined list of countries, in this case the two successful being Thailand and Vietnam. The conditions of the award were that a full report on the visits be provided to British Council outlining the specific objectives achieved and a full schedule of relevant costs and receipts also be supplied. A Kruskal Wallis test on the roles again confirmed that there was statistical significance at the 1% level in the responses, see Figure 9 above and results for Q4, with the PVC/DVC, Head of International Office and International marketing managers supporting this statement more strongly than the other administrators and academics. This can be attributed to a greater knowledge of the PMI process at the senior levels of the institution as a PVC/DVC and Head of International Office had to approve and support an application for funding under these initiatives.

5.03   Main body of the questionnaire

The main body of the questionnaire consisted of the statements to be rated on a five point Likert Scale, from Strongly Agree to Strongly Disagree with a neutral central choice. For processing and analysis of the results, a point score was applied to the choices, with one point awarded to Strongly Agree, two points to Agree etc. to five points for Strongly Disagree. The results therefore allowed for both percentages and a rating average to be used in the analysis. The application of the point scores also allowed SPSS statistical analysis to be readily undertaken on all of the results.

Results from each of the main sections of the questionnaire will be analysed separately and sequentially as originally set out, beginning with Staff Involvement. A full set of results showing the percentages for the five choices and the rating average can be found in Appendix 9. A full set of results for the Mann-Whitney and Kruskal Wallis statistical tests on the responses to the statements in the main body of the questionnaire can be found in Appendix 10 and 11 respectively. These are listed by question number, question one being the statement *"We recruit academic staff from outside the EU"* in the Staff Involvement section through to question 54 *"My institution is fully committed to internationalisation"* at the end of the General section. Those responses with statistical significance have been highlighted in red within the appendix and are discussed in detail at the relevant points below.

At the beginning of each main section a summary table of the key results will be provided prior to the discussion. The statistical test section will outline which test was used, how significant the result was and which grouping of respondents supported the statement the most strongly creating the significant difference.

5.04   Staff Involvement

The lowest rating average score was attributed to the statement regarding academic staff attending and participating in international conferences, with a score of 1.45 and in terms of percentage scores, over 96% agreed or strongly agreed with this statement. A Mann-Whitney test proved statistical significance (Appendix 10 Q2) with

Table 12: Summary of responses for Staff Involvement

Question	Rating average	Percentage	Statistical test
Academic staff attend and participate in international conferences	1.45 (lowest in section and overall)	96% agree or strongly agree	Mann-Whitney (MW) - 1% level – Pre - 1992
We recruit international academic staff to support REF	2.92 (highest)	27% agree or strongly agree	MW - 5% level – Pre-1992
We recruit academic staff from outside the EU			MW - 1% level – Pre-1992
Internationalisation creates a broad staff experience			MW – 5% level – Pre-1992
Our academic staff have an international profile			MW – 1% level – Pre 1992
Our staff are able in foreign languages			MW – 5% level – Pre-1992

the pre-1992 institutions supporting this more strongly than the post-1992. The comments above regarding the REF and research generally are equally valid here as an explanation for the difference.

The highest rating average score was for the statement related to the employment of academic staff in relation to the REF, with a score of 2.92 and only 27% agreeing or strongly agreeing. Although the direct employment of staff for this purpose is not therefore supported, a Mann-Whitney test showed that there was statistical significance (Appendix 10 Q9) with the pre-1992 institutions again supporting this more strongly than the post-1992. Earlier comments regarding REF and research once more are relevant.

The qualitative comments concentrated in particular on staff involvement generally in the internationalisation process. There were four specific comments related to this and all of them had a similar theme in that staff involvement was not equal across the institution and varied from School or Faculty and was very much dependent upon the individuals own personal interest and involvement. A comment being;

Some members of staff are very committed to internationalisation and take full advantage of the opportunities available to them. Other staff members are not interested at all.

The literature has confirmed that staff involvement in activities of this type is very much driven by self-interest of some kind and also by perhaps a "champion" who very much drives it via a "bottom-up" approach (Caruana & Hanstock, 2008; Jones & Brown, 2007; Warwick & Moogan, 2011). Ensuring the wider involvement of staff is therefore important to ensure a more comprehensive and successful internationalisation.

Significance testing on the remaining statements in this section confirmed that there was no statistical significance related to the roles of the respondents but there was related to the type of institution. Mann-Whitney tests confirmed that the statements on recruiting staff from outside the EU, the creation of a broad staff experience, staff having an international profile, and finally an ability in foreign languages all had significance, with pre-1992 being more in agreement with all of these (Appendix 10 Q1, Q5, Q6, Q10 respectively). All of these are related to the faculty within the institutions and this has a connection to the academic standing and reputation of the university. A look at most of the respected university league tables will show that pre-1992 institutions dominate, commonly these occupying the top 50 or so places.

5.05 Student involvement

The lowest rating average score was attributed to the statement regarding students being employable globally and useful in the global marketplace, with a score of 1.90 and in terms of percentage scores, over 84% agreed or strongly agreed with this statement. Students being able to operate within a global marketplace have been discussed previously in 2.11.

The highest rating average score was for the statement related to international students engaging with voluntary work, with a score of 2.68 and only 38% agreeing or strongly agreeing. This demonstrates the difficulty in the wider integration of

Table 13: Summary of responses for Student Involvement

Question	Rating average	Percentage	Statistical test
Our students are employable globally and useful in the global marketplace	1.90 (lowest)	84% agree or strongly agree	
Our international students engage with voluntary work	2.68 (highest)	38% agree or strongly agree	Kruskal Wallis (KW) – 1% level – PVC/DVC more strongly supports
The main aim of our internationalisation is to recruit international students to our institution in the UK	2.64	Most diverse range	

international students into the university and internationalisation at home more generally. The qualitative comments also concentrate in particular on the difficulty of internationalisation at home with six relevant contributions, samples of which are;

"We also want to internationalise our UK students"

"Re integration with UK students I think we try but could do better"

"It can be difficult to encourage UK students to take advantage of the exchanges etc available to them. Encouraging interaction between international and UK students can also be difficult"

The statement on engagement with voluntary work also showed statistical significance for the roles of the respondents (Appendix 11 Q18) with the PVC/DVC role supporting this far more strongly than the 'other admin' role. It is unclear whether this has arisen as there is a lack of knowledge by the admin staff of voluntary work opportunities or that the senior management have over emphasised the amount of activity taking place.

The statement regarding the main aim of internationalisation being to recruit international students has the most diverse range of opinions in terms of the split of percentages;

Strongly Agree 15.9%; Agree 37.7%; Neutral 18.8%; Disagree 21.7%; Strongly

Disagree 5.8%

Although the economic rationale is strong and the financial impact of international

student recruitment is significant, the respondents therefore appear to be aware of the

other rationales and wider aims associated with internationalisation. There were also

two qualitative comments supporting this;

> *"Student recruitment is only a sub-set of our internationalisation strategy"*

> *"There is still a perception that it has to be an income generating activity whenever*
> *possible rather than embracing of internationalisation in the true sense of the*
> *word..some see internationalisation as a synonym for international student*
> *recruitment"*

5.06   Curriculum

Table 14: Summary of responses for Curriculum

Question	Rating average	Percentage	Statistical test
We incorporate international perspectives into our learning and teaching	1.90 (lowest)	82% agree or strongly agree	
We utilise distance and/or e-learning	2.43 (highest)	60% agree or strongly agree	
We have on-campus "top-up" programmes suitable for international students			MW - 1% level – Post-1992
The curriculum has been amended to reflect a wider global perspective	2.13	77% agree or strongly agree	KW – 5% level – Head of IO weak support

The lowest rating average score was attributed to the statement regarding the

incorporation of international perspectives into learning and research, with a score of 1.90

and in terms of percentage scores, over 82% agreed or strongly agreed with this

statement. This is a fairly general statement covering what would be perceived as a wider

range of possible opportunities to incorporate and can be contrasted with the more

specific statement regarding amendments to the curriculum reflecting wider global

perspectives. This had a rating average score of 2.13 with 77% agreeing or strongly agreeing and highlights how more difficult this is. The 12% who disagreed with this statement do cause some alarm as it suggests that this has not occurred at the institution. There was also significance related to the respondent role for the curriculum statement with the Head of International Office not being as strong in support of this in comparison to the other roles (Appendix 11 Q21). This could be explained by the other roles being more closely associated with curriculum internationalisation by leading it (DVC/PVC), implementing it (academic), supporting it (other admin) and advertising/discussing this in-country (international marketing manager).

The qualitative comments related mainly to the amendment of the curriculum and how this varies across the institutions, with there being a lack of consistency generally. This relates closely to the comments above in Staff Involvement and how initiatives and changes of this kind are driven by interested individuals and often commence with a 'bottom-up' approach. Specific comments were;

> *"The degree to which global perspectives are integrated into the curriculum will vary by School/department"*

> *"Again this type of inclusive international practice varies across the programmes at the institution"*

> *"Again, some schools demonstrate a high level of good practice in this field, other schools do very little. It is dependent on there being someone in the school with a belief in internationalisation and a commitment to drive it through at all levels. It would be nice to see more consistency"*

Internationalisation of the curriculum has previously been identified as a significant part of internationalisation at home (Koutsantoni, 2006b) and so this lack of consistency in curriculum change further demonstrates the difficulty of the 'at home' agenda.

The highest rating average score was for the statement related to the utilisation of distance/e-learning, with a score of 2.43 and 60% agreeing or strongly agreeing. This version of transnational education appears therefore to not be universally adopted with 19% of the respondents disagreeing that it is utilised.

The statement relating to on campus "top-up" programmes for international students had the widest spread response for this section and significance based on the type of institution (Appendix 10 Q20). This was the only statement throughout the entire questionnaire where the post-1992 institutions supported it more strongly than the pre-1992. These programmes are commonly short duration, typically 12 months or less, on successful completion a degree is normally awarded and they are exclusively for international students, often via partnership arrangements. The author's own experience confirms that institutions most commonly involved in this type of activity are post-1992 with the pre-1992 generally avoiding them due to a perception of quality issues.

5.07   Collaborative Activity

Table 15: Summary of responses for Collaborative Activity

Question	Rating average	Percentage	Statistical test
We have collaborative academic partnerships with international institutions	1.61 (lowest)	97% agree or strongly agree	
We have off-shore campus facilities in partnership with international institutions	3.53 (highest in section and overall)	59% disagree or strongly disagree	

The lowest rating average score was attributed to the statement regarding collaborative academic partnerships with international institutions, with a score of 1.61 and in terms of percentage scores, nearly 97% agreed or strongly agreed with this statement. This is a classic example of internationalisation abroad and very clearly illustrates how institutions find this an easier process than internationalisation at home and also how much more familiar the staff are with this type of activity.

The highest rating average score, and the highest for any statement within the questionnaire, was for the statement related to offshore campus facilities, with a score of 3.53 and over 59% disagreeing or strongly disagreeing. There are currently only 13 UK university branch campuses based overseas (Morgan, 2011) and so it is not surprising that the statement achieved this response. The costs of establishing an overseas campus

are high and this has been seen as a significant risk in the development however UK HEIs are still considering this investment despite the risk (Coughlan, 2011). Universities involved in these developments are a mix of both pre and post-1992 and with 18% of all students studying for a first degree at UK HEIs being based wholly overseas (Whitehead, 2011), albeit also via franchise or other models, and uncertainty over student recruitment following changes to home student funding there may be further investment in this activity. The two statements related to capacity building and international outreach achieved relatively similar results with rating averages of 2.58 and 2.51 and agreement to involvement with both at 59% and 57% respectively. There was also a quite similar spread of percentages across the five choices. Although capacity building has been identified as being a possible significant benefit for partner institutions (Jiang, 2010; OECD, 2004) it appears that this is not a widespread activity. Similarly, the benefits of involvement in international outreach have also been identified (Jones & Lee, 2008; Shiel, 2006; Shiel & Mann, 2006) but again there is not full support for initiatives of this type.

5.08   Administration and operationalising

Table 16: Summary of responses for Operationalising and Administration

Question	Rating average	Percentage	Statistical test
We use a network of international representatives/agents to recruit students	1.46 (lowest)	95% agree or strongly agree (60% strongly agree highest individual %)	KW - 5% level – other admin least supportive
My institution has a network of regional offices overseas	3.39 (highest)	58% disagree or strongly disagree	
My institution has made available adequate resources to operationalise internationalisation	3.09	28% agree or strongly agree, 34% disagree or strongly disagree	KW - 5% level – PVC/DVC most supportive

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The lowest rating average score was attributed to the statement regarding the use of a network of international representatives in recruitment, with a score of 1.46 and in terms of percentage scores, over 95% agreed or strongly agreed with this statement. Strongly agree at over 60% was the highest for any single percentage for any rating in the questionnaire. Interestingly there was significance in this response in that the other administrative roles did not support as strongly as all of the others (Appendix 11 Q39). This could be explained by those administrative staff being in positions where they are unaware of how the institution operates in-country via what is a universal use of representatives for recruitment in-country. A qualitative comment provided by an administrator involved in a very specific role around the organisation of assessment supports this;

"*My role means that I have limited knowledge of these aspects*".

The highest rating average score was for the statement related to a network of regional overseas offices, with a score of 3.39 and 58% disagreeing or strongly disagreeing. Although the use of representatives in-country is universal, institutions establishing and operating their own offices is clearly not. The author's own experience and knowledge of operations at Northumbria University support the use of overseas offices in recruitment and other internationalisation activities. As for overseas campus development, there are significant costs and risks associated with the establishment of regional offices and it is clear that some institutions rely therefore on the in-country representatives and UK based staff visiting and supporting activities when required.

The statement regarding adequate resources being made available to support internationalisation had a relatively high rating average of 3.09 and with 28% agreeing and 34% disagreeing, produced a very wide range of opinions. There was also significance in the responses with DVC/PVC being more in agreement with this than all of the other role categories (Appendix 11 Q38). Resource has been identified as a significant issue and barrier to internationalisation and it clearly divides opinion across institutions and the strong support of the DVC/PVC role that this has been adequate is not a surprise. They

will have strategic responsibility, maybe individually or shared as part of a Board, and so are therefore going to confirm that their actions and decisions have been correct. Statements regarding the management and leadership of the process provide broad support for the use of specific country plans and cross-university working and sub-groups, with a 70% and 64% agreement respectively.

The monitoring of internationalisation and the identification and management of associated risks had less support with respective rating averages of 2.39 and 2.48 and disagreement at 35% and 19% respectively. This suggests that these processes are not well established and enforced, despite the literature identifying this as a critical part of implementation and management (Knight, 1994; Warwick & Moogan, 2011).

An interesting qualitative comment regarding internationalisation strategies is made;

> *"The questions assume internationalisation is a discreet strategy, and managed and monitored separately. With us it is integrated into our overall Strategy, and monitored accordingly".*

There had been no assumption made regarding a strategy being present or in place and in fact one of the early questions established whether or not one existed. The individual statements had been designed to be responded to in either case or if there was another overall strategy as in this situation.

5.09   General issues

This section, other than curriculum issues which only contained four statements, had the lowest range of average rating scores across the statements, a low of 1.72, for active engagement with the local community, and a high of 2.42, jointly for actively engaging with internationalisation at home and having a competitive edge in internationalisation. Internationalisation at home has been discussed on numerous occasions and this is further evidence of the difficulty with this area with 14% disagreeing there was active engagement. There was also significance in the responses with the DVC/PVC supporting this more strongly than all of the other roles (Appendix 11 Q47). As outlined above, the involvement of senior management in the leadership and decision making of this process

Table 17: Summary of responses for General Issues

Question	Rating average	Percentage	Statistical test
We are actively engaged with the local community	1.72 (lowest)	86% agree or strongly agree	
We actively engage with the internationalisation at home agenda	2.42 (joint highest)	53% agree or strongly agree	KW - 5% level – PVC/DVC most supportive
We have a competitive edge in internationalisation	2.42 (joint highest)	49% agree or strongly agree	
We have an international reputation	2.08	69 % agree or strongly agree	MW – 1% level – Pre-1992

will naturally lead them to be more in agreement with the statement.

A series of statements related to the cultural aspects of internationalisation had high levels of agreement; appreciation of different cultures 86%; inclusive and tolerant learning community 82%; culturally rich learning environment 88%. These issues relate more broadly to internationalisation at home (Koutsantoni, 2006b) and therefore there is some encouragement that these are well supported.

There was a further statement that had significance related to the type of institution, with the pre-1992 institutions showing the strongest support. This was related to the institution having an international reputation, had 69% agreement, and with the importance of international research collaboration already being well established and discussed it is not surprising that the pre-1992 institutions support this more strongly (Appendix 10 Q50). The statement related to a full commitment to internationalisation by the institution produced a more spread opinion with 63% agreeing and 12% disagreeing. A number of qualitative comments regarding this issue were also made and it is the use of "full" which causes the more split opinion;

> "*Internationalisation is such a wide issue and such a wide agenda that I agree we are committed as an institution to some parts of it but not equally*"

"Gaining full support for the internationalisation agenda is difficult in such a large and complex organisation"

"As noted earlier, we have a commitment to international excellence in teaching and research, but this is not necessarily the same thing as a commitment to internationalisation"

"We are at early stages of internationalisation. The questions you ask also reflect a centric approach. In some cases we have international excellence and reputation in some specific areas of academic expertise but overall I would have to mark the institution down".

These comments clearly articulate the difficulty of internationalisation in a large organisation, with lots of separate academic schools/departments, support services and functions, and large numbers of staff carrying out a huge range of differing functions. It is therefore perhaps understandable that a full commitment across the entire institution is difficult to support, resource, and also just as importantly inform staff of this commitment and keep them updated on progress.

5.10   Rationales

The ranking of the rationales produced the following results shown below in Table 18 (the lowest possible response average being 1 and the highest 6).

The first three ranked rationales are reasonably close on their response average and Competitive, Academic and Economic being the top three is not surprising. All three have been extensively discussed in the literature review and also within the results from phase one and this results section. Competitive being the highest ranked is a little surprising but the more current increase in the importance of league table positioning and ranking has perhaps been an influencing factor.

Political being the lowest ranked was expected however Social and Cultural being second lowest is again a little surprising. There has been extensive literature coverage on the

Table 18: Ranking of rationales for internationalisation

Rationale	Response average
Competitive	2.55
Academic	2.68
Economic	2.87
Developmental	3.63
Social and Cultural	4.00
Political	5.27

importance of this to internationalisation at home and to the wider institution but this suggests that it is not seen as a driving rationale and again highlights the difficulty of the 'at home' process.

5.11   Final question – what is important to successfully internationalise

The final question within the questionnaire was a qualitative opportunity for the respondents to detail what they consider was important for an institution to successfully internationalise. This produced 38 responses which provide an excellent insight into the views of those who participated in the survey and they were also not linked to what was occurring at their own institution. Most of the responses were very detailed and covered a range of issues and although all of the responses can be seen in Appendix 12, three examples are below;

> *"Adequate resources and commitment from top management. In this School, a Dean who has an academic background and understands the need for learning and teaching strategies and curricula which encourage more inclusive learning of international and home students. Devolved responsibility (and resources) in each school to internationalise the curriculum, providing a series of communication*

initiatives like the development workshops for academic staff. Long term strategic planning focus rather than short term financial control which sabotages any realistic chance of implementing anything that doesn't have immediate financial gain."

"Vision and support from the top - including Principal and VP level. Resources to achieve the vision. Support from academic staff. A means of internationalisation becoming the norm in the institution."

"It is a key plank of the future path for any HEI, and so a successful internationalisation strategy is required to guide that. Students are becoming more globally aware, no matter where they are from, and a framework is required to provide a suitable environment for that. Staff and student mobility, employability and an international curriculum are areas that my institution is currently discussing, but hasn't made suitable progress on".

The comments were manually analysed generally for their focus and overall content to allow the most popular and regularly mentioned items to be identified. The ranked list in order of popularity was;

1. Internationalised curriculum

2. Support of senior staff

3. Resources

4.= Mobility of staff and students

4.= Involvement/support of all staff

6.= Internationalisation strategy

6.= Cultural awareness

8. Internationalisation at home (note this was for direct mentions of this topic and was not related to other associated issues ie internationalised curriculum)

5.12   Summary of phase two results and analysis

The main aim of the questionnaire and subsequent analysis was to identify more clearly relevant issues that would form the basis of interview questions for the third and final phase of the primary research. This however does not prevent any relevant results or comments being fed directly into any later analysis process for the interviews or within any conclusions or recommendations. There was a huge amount of data collected, both quantitative and qualitative, and parts of this will inevitably be utilised in later analysis.

To reiterate, the internal barriers to internationalisation previously identified in Table 5 as those to be further developed and considered were:

- Internationalisation of the curriculum

- Internationalisation at home

- Research

- Senior management/leadership of the process

- Staff involvement

- The importance or otherwise of an internationalisation strategy

- Resources

When considering these alongside the ranked list of issues from the final question in phase two above, they all appear in both listings with the exception of research, cultural awareness, and mobility. It is clear therefore that the literature review and sequential primary research from phases one and two has identified the significant internal barriers. The subject of each individual interview question was therefore focused on the six common issues, together with mobility, however it was decided not to include cultural awareness as a separate question as this could be covered within the internationalisation at home area. It was however decided to include a question related to research as this has had significant discussion within the literature review and both completed phases of the primary research.

The questions to be asked at the interviews were phrased and worded as being investigative on the internal barriers and deliberately not negative and the word 'barrier'

was not mentioned. It was considered that to mention 'barrier' would narrow the discussion and investigation and not allow full examination and exploration of the issues. The questions were worded to ensure that the participants would reflect and deliberate on the associated issues by the use of phrases such as *"what do you feel are the major issues…."; "in what way can they facilitate and support…"; "….is often considered to be difficult and how would you encourage…"*.

There were therefore eight questions developed as follows;

1. For an HEI to be internationalised, internationalisation of the curriculum is seen by many as being a significant factor. Do you agree with this and what do you feel are the major issues in this process?

2. To facilitate and allow internationalisation to occur, adequate and appropriate resourcing is required. Do you agree with this and what would you consider to be the main resources required and also the prioritisation of their allocation?

3. How important is the support of senior staff for internationalisation and in what way can they facilitate/support this?

4. How would you encourage the wider engagement of staff throughout an institution to support internationalisation?

5. Do you consider working internationally in academic research to be an important aspect of internationalisation and if so why? Do you think this would benefit the results of the Research Excellence Framework 2014?

6. Can internationalisation succeed without a detailed strategy and what aspects do you think should be included within the strategy?

7. Why do you think "internationalisation at home" is often considered to be difficult and how would you encourage more engagement with this?

8. Do you feel that the mobility of staff and students is an important aspect of internationalisation? What would you include as mobility and how should this be encouraged?

There would also technically be a final ninth question at the end offering the interviewee the opportunity to add anything that they thought was important and hadn't been covered in their previous responses.

Chapter 6   Results and analysis of the phase three

interviews

6.01   Introduction

To recap, the interviews undertaken were;

- Interview 1 - an academic from a post-1992 HEI in the north of England

- Interview 2 - a senior administrator from a pre-1992 HEI based in Scotland

- Interview 3 - a Pro Vice Chancellor (PVC) from a post-1992 HEI in the west of
  England

- Interview 4 - the Head of the International Office from a pre-1992 HEI in the
  midlands of England

The coding of the interviews was undertaken within each of the nine questions and a
further two categories were utilised to also cover organisational culture and leadership,
and any other general issues that could not be attributed to the question topics.
Organisational culture and leadership was coded as a separate topic to ensure that this
was fully considered from all aspects and not just within the question regarding the
importance of the support of senior staff. As for the coding of the internationalisation
strategies in phase one, there were instances of sections being coded in more than one
category, an example is in relation to a 'top-down' approach to the organisation of
internationalisation. Interviewee three commented;

> *"it's kind of initially top down but then it's gradually changing and we're kind of in
> that transition here"*

This was coded both within *Support of Senior Staff* and *Organisational Culture and
Leadership.*

6.02   Initial quantitative analysis

Considering firstly a quantitative assessment of the interviews, Table 19 below provides
an overall summary of the total number of codings per topic per interview. A full detailed
breakdown of the figures from the coding process can be seen in Appendix 13 as reports

Table 19: Coding of interviews – numbers of codes per topic for each interview

Coding topic	Interview 1	Interview 2	Interview 3	Interview 4	Totals
Curriculum	25	5	12	16	58
Resourcing	19	11	15	8	53
Senior Staff	7	8	15	9	39
Wider staff engagement	18	7	5	4	34
Research	9	5	5	2	21
Internationalisation Strategy	14	5	8	9	36
Internationalisation at home	15	8	6	9	38
Mobility	14	18	9	15	56
Organisational Culture & Leadership	18	10	14	6	48
Final question	8	4	2	0	14
General	0	1	8	6	15
Totals	147	82	99	84	312

from NVivo. These show the total number of codes for the eight main question topics and the added *Organisational Culture and Leadership*, *final question* and *general* sections.

A brief summary shows that the most coded topic was around *'internationalisation of the curriculum'* and the least coded, excluding the general and final question sections, was *'research'*. This is not unexpected as to internationalise curriculum has been identified as a significant issue and barrier and research was added as an extra area to be investigated and is not a barrier in itself.

The most coded interview was one with 147 coded sections, the least coded interview two, these being the longest and shortest interviews respectively at 64 and 45 minutes. The participant in interview one was also a very experienced academic with extensive experience of internationalisation, being directly involved in the delivery of internationalised curriculum and also in researching, publishing and presenting at conferences etc on this topic.

A detailed analysis of the responses to each main topic question follows below and these will be considered in the order that they were asked during the interview. Where direct quotes from the interviews are used, these will have a number in brackets after them to identify from which participant they originated. (Note that words removed for anonymity purposes in the statements are replaced with ????).

6.03 Analysis of question 1

For an HEI to be internationalised, internationalisation of the curriculum is seen by many as being a significant factor. Do you agree with this and what do you feel are the major issues in this process?

All of the interviewees agreed that this was a significant factor and indeed was a fundamental component of the internationalisation process, so much so that if this was not present or being undertaken then internationalisation could not be stated as occurring;

"if an institution thought it was internationalising and wasn't looking at the curriculum I mean an institution like a university you'd have to ask what it thought it was doing I think since the principal business of the university aside from research is delivering learning so if the curriculum's not being internationalised then I don't see how it can be claiming to be internationalising" (1).

Literature also provides substantial support for the importance of this process but highlights issues around how difficult this process can be, a lack of clarity on what it actually means and a lack of support from academic staff. Considering clarity and direction, there is an urgent need for this to be defined so that academics will engage and help overcome any resistance that exists (Clifford, 2010);

"it's quite difficult you're trying to sell something you're trying to really sell more than one thing to people and perhaps we ought to be a bit clearer in desegregating what we think it is that people might be doing" (1)

"the main issue is getting staff on board and the issues why they won't get on board is overload and the difficulty of the message that we're trying to sell to them" (1)

From the above, it is apparent that it is not only a lack of clarity but a lack of opportunity as staff do not have the available 'space' within their workload to allow, this will be considered in more detail in Wider Staff Engagement below.

In terms of actually how curriculum is internationalised, the 'infusion approach' of introducing a series of case studies and examples has already been observed in the literature (Banks, 2005; Clifford, 2010; De Vita & Case, 2003; Leask, 2012d; Ryan, 2000). This is not however considered to be authentic internationalisation and the inclusion of the examples themselves may not always be relevant;

"we are at an institutional level asked more and more to look at the international aspects of the curriculum again it's more kind of international examples and you know would a particular say perhaps practice of working be relevant in a particular country and the different issues in particular in other countries that might not be relevant to working in Europe for example" (2)

"I think a lot of institutions use buzz words and say we have an internationalised curriculum but I think that the content and the delivery mechanisms may still be very westernised and very traditional so there may be a packaging here which actually doesn't reflect the reality" (3)

The provision of a UK educational experience does create a tension in terms of the curriculum (Luxon & Peelo, 2009; Sulkowski & Deakin, 2010) as some international students may have deliberately chosen to study in the UK for that experience and to make it more international may result in a poor educational experience for them and weaken the appeal generally;

"I think there's an interesting tension there between saying people are coming here to study a UK degree and therefore they would expect to be taught in the way that you'd expect here" (4)

It should also be acknowledged that it is very difficult to internationalise some subjects and also that by their very nature some subjects are already truly international without requiring any alteration;

"certainly within the disciplines that I'm involved with is that some of them actually don't really lend themselves to an internationalised curriculum" (2)

"my understanding is mathematics is mathematics is mathematics whether it's Japanese mathematics or American mathematics or British mathematics I mean what you're studying is a global subject so how can you internationalise the mathematics curriculum" (4).

A further pressure in terms of academics implementing any changes is that there are a series of other competing strategies and initiatives which may also require consideration and amendments to the curriculum;

"I'd identify a number of reasons why it's difficult to get them on board one is sheer pressure of work and overload of initiatives and other drivers like employability into your curriculum, enterprise into your curriculum and you know so a number of things that you've got to fit into your curriculum" (1).

Although internationalisation at home will be discussed in more detail below within its own section, the interviewees did highlight this as a particular consideration within curriculum internationalisation and if it is not addressed then internationalisation will not be complete;

"unless it were accompanied by work to help enable the home student body to see the international dimension in their studies their curriculum their potential profession and so forth unless it were accompanied by other measures I wouldn't see that as internationalisation in itself" (1)

"opportunities for a curriculum which you know is internationalised in the sense of bringing an international perspective to the home student" (1)

A final consideration in terms of amendments that are required does not concern the curriculum content itself but the range of differing learning styles and approaches that students may arrive with and how is this accounted for;

"do you make special allowances from students who may be very capable but have come from a background where the sort of rote learning uncritical thinking approach is more normal and that is what is rewarded and then they come here and they're told that they have to think critically or they won't be you know that that's not proper learning so there's all sorts of tensions there and how to move students from the, to characterise it, very crudely the rote learning method towards a critical thinking method" (4).

The institution's approach to curriculum internationalisation and the mechanisms in place to support the process are significant factors in determining the success or otherwise;

"quite a small group of people in the institution started thinking about the need to internationalise the curriculum based upon our own experiences and research in the States and Australia in particular and so we started to try to introduce this through academic committees in the university and so forth with some limited success I'd have to say" (1)

"so we revalidated the whole of our undergraduate provision then the following year we revalidated the whole of our postgraduate taught provision and as part of that exercise we were asking each programme team and what we were looking at as part of the revalidation exercise was the way in which they tried to embrace international issues in the recast curriculum. I think it would be fair to say that some parts of the institution were more creative and took on board what we trying to do rather than some other areas" (1).

The above two comments illustrate that a 'bottom-up' approach with a small group of interested colleagues had little success whilst what would appear to be a wider more strategic approach also did not achieve total success. These will be discussed in more detail in the *Senior Staff Support* section below*.*

Finally, the economic rationale and significance cannot be ignored and therefore there is support for an internationalised curriculum overall having more interest and being more attractive to all students;

"if we are in a more competitive challenging environment than we have ever been we will need to have products that will be attractive to put it crudely will sell…having a product which is broader than the shores of the UK in my view is essential" (3)

6.04   Analysis of question 2

To facilitate and allow internationalisation to occur, adequate and appropriate resourcing is required. Do you agree with this and what would you consider to be the main resources required and also the prioritisation of their allocation?

As expected, and in accordance with the literature and earlier findings, all of the interviewees agreed that adequate and appropriate resourcing was required;

"I'd agree with it because it's almost implicit that you need adequate resources to do anything so yes" (1)

"from my experience it's very difficult to implement internationalisation fully across the institution unless there is appropriate resourcing" (2)

In terms of the main resources, both finance and staffing were clearly identified but staffing was overall considered to be the most significant;

"I think the main resource which is required is that of staff time, ingenuity, will, drive and so forth. It doesn't really require a great deal of financial resource for materials or anything of that nature. It doesn't require additional estate so what it requires is staff development time and people who are going to do that include not only the people who are going to deliver that but the people who are going to participate, so you know a drive to get staff involved in that participation." (1)

"I would consider resourcing to be staff available to actually implement the internationalisation …….resources to be able to deliver it whether it's additional staff or whether it's actually financial resources or people's time as well because there is obviously a lot of aspects to internationalisation so if you're looking, for example, at internationalising the curricula perhaps it's probably reasonably resource intensive in terms of staff time." (2)

There is therefore very clear support for staff involvement in the internationalisation process and how important they are to its success but the wider question of ensuring their involvement will be considered later.

Internationalisation of the curriculum and relevance to resources was discussed in some detail by interviewee one, the academic. Although their experiences were very much centred on curriculum and therefore staff involvement as the resource, they did acknowledge that the staff resources issue had now extended beyond the curriculum area.

The finance comments were initially around the issue of it being required to travel and identify potential opportunities and then to develop and continue to support them.

"if you're looking at developing partnerships and going out visiting institutions then obviously that requires a certain amount of finance to be able to go over that and continue to fund it across and furnish it and develop the partnership over a period of time" (2)

It was also apparent that the early financial support would be very much 'up-front' and that it would have to be viewed as an investment with returns coming at a later date. This would therefore necessitate a level of senior management support for approval of the expenditure and this will be discussed in more detail below.

"there would be some upfront costs you know in terms of kind of looking at the bottom line profit or loss each year there was going to be some costs and initially it might cost us more than we were generating but actually we needed to invest to get it right so it has benefits downstream" (3)

"I had quite a battle at senior management team but said you know we've got to invest but if we're going to do it properly it's going to cost but the rewards will come two three four years down the line" (3)

The two comments above which were the most insightful were from the PVC and clearly illustrate how their position within the institution allows them to drive and influence internationalisation opportunities.

Considering in a little more detail the gaining of support/approval for expenditure, if this is linked to a sensible business opportunity that does provide a return from new business then approval would seem to be relatively easily gained;

"I think when the resource crunch comes it's quite relatively easy to get resources for international recruitment because finance directors can see the return" (4)

"from our faculty point of view we have to look at generating business given the economic climate that we're in so that I think has to be the bottom line in terms of developing new links with institutions and articulations ....I'd say certainly the priority would be business" (2)

This is of course being undertaken against a significant period of financial uncertainty and although international student recruitment and other international collaboration do provide

opportunity to increase revenue out with of any direct government intervention, there could still be factors that reduce the institutions activities;

"we've already gone through a period of staff reductions and of course I think the government announced further cuts either last week or the week before so again we're going to have to look how that could be factored into how we operate as an institution. So it's very likely that there might be more cuts coming up in terms of either staff numbers or reducing the work that's done but the University strategy is based very much on being an international technological university so to achieve that it has to pursue its internationalisation agenda" (2)

Issues associated with resources were identified as being a lack of control, this being more associated with staffing rather than financial control. The more staff involved, and this lack of wider involvement has already been identified as a barrier, then it becomes even more difficult to control;

"one of the things that we're trying to do eventually is to look at whether there's a way of kind of spreading out the information so people are aware of the links that we might have at one particular institution as someone else is going out. Centrally there isn't a lot of control over it and then of course we have our International Office which goes out on specific visits and again they have all their links. So I certainly think there would be merit in terms of information sharing." (2)

Other issues discussed were related to marketing materials, the use of international in-country representatives, and attendance at organised recruitment events overseas. In terms of marketing materials, although hard-copy is still being utilised, there is a wider investment in web-based information and also translated material for particular markets. The author's own experience has seen the development of marketing materials in a range of languages – Chinese, Arabic, and Vietnamese. It is clear though that if recruitment of international students, and the economic benefits that it provides, is a significant aim of internationalisation, which the literature and other primary data suggest it is, then investment in marketing will be necessary;

"it depends on what we see as the main point of internationalisation so if internationalisation includes massive increase in the recruitment of international students then you need a big resource to put into marketing and all of that side of things". (1)

The use of in-country representatives has previously been discussed but the costs associated can be significant. Although only normally being paid per student recruited, the percentages paid by institutions do vary and this may cause some tension;

"agents can be highly variable and if they're being employed by a number of different institutions they can be pulled in different ways so they may not necessarily always have your interests at the centre of their heart and of course yes their fees per student can be quite high. Some of our agents have, the maximum we're paying them is 15 % of the student fee. I don't think if I'm honest any of them we pay less than 10 %". (3)

Attendance at international recruitment events has traditionally been a significant investment in internationalisation for UK HEIs, both in terms of staff time and costs for attending, these being the registration fee, travel, hotels, subsistence etc. The British Council have been at the forefront of this activity although more recently attendance rates for visitors have dropped, the numbers of institutions attending have reduced and the number of organised events has also decreased. There is therefore some doubt as to the effectiveness of this expenditure;

"we've upped the expenditure on attendance at things like British Council fairs and related activity…..historically I think what we've done is gone to British Council fairs and we've stood alongside the likes of ???? and everybody else trying to shout the loudest, wave the fastest with our prospectuses to try and attract punters and we then had agents in particular geographical parts of the world. Now my view is in certain parts of the world I'm not sure how effective British Council fairs are". (3)

A final consideration on resources, and linked to the above point regarding investment in marketing, is that there must be a clear rationale and message to all staff and wider

throughout the institution generally so that it is clear what the focus and purpose of internationalisation is;

"that's a challenge about internationalisation and it's partly resources but it's partly too understanding what we're trying to achieve" (4)

If this is clearly articulated then the allocation of all resources should become a simpler process. The task of defining and disseminating this would normally involve senior management staff within the institution and this leads into the following question.

6.05   Analysis of question 3

How important is the support of senior staff for internationalisation and in what way can they facilitate/support this?

There was universal agreement from all four interviewees that senior staff support is essential and this supports the evidence from the literature (American Council on Education, 2012; Childress, 2010; de Wit, 2012; Elkin, et al., 2008; Leask, 2012d; Ramsden, 1998; Warwick & Moogan, 2011) and the earlier phases of primary research. There was no difference in overall opinion based on their individual roles although the PVC did have an interesting comment regarding their own role in this process;

"you know what I'm going to say because otherwise I'll be doing myself out of a job…I think it does need senior level commitment and it's not just me it's the whole of you know the senior management team yes". (3)

They all firmly believe that with this clear and apparent support from senior staff that other staff will be encouraged and convinced to engage with internationalisation;

"I think they're tremendously important in many ways. I think where it's most important is in voicing it, just giving the institution that understanding that you as a senior manager the more you know as a vice chancellor in particular and deputy vice chancellors recognise

that this is an important agenda for the institution and with that recognition other people will feel partly driven and partly legitimatised to sort of do things". (1)

"I don't think you get that unless the vice chancellor and his team are committed to it and part of that" (4).

There was also an opinion however that the more senior staff support there is, the more this is viewed as a 'top-down' approach. This despite the literature highlighting in particular a 'bottom-up' approach as being a more widespread approach initially;

"it's kind of initially top-down but then it's gradually changing and we're kind of in that transition here". (3)

If this 'top-down' approach is too firm then there is a belief that this can create some resistance with academic staff in particular;

"one thing I would say from the approach when we did have top-down support, there's also a kind of slightly negative side if it's too strong because if it becomes a dictat then you're having to kind of fight that and if it becomes a dictat people they either resist it or they comply rather than engage if you like….I think there was evidence of you know some compliance rather than engagement with the last one so showing enthusiasm, showing commitment to it but perhaps not telling people you will do it which doesn't go down very well with academics generally". (1)

The supply of appropriate resources must be expected in a 'top-down' approach otherwise it would be very difficult for the senior management to demonstrate their commitment to internationalisation however a 'bottom-up' approach will also require support from senior management in the form of resourcing to ensure that this is successful and also has a positive impact;

"I think from the bottom-up what they would probably want is more support in terms of resource to enable them to do more" (2).

It has been discussed above how there are many differing and competing initiatives on-going in HE and therefore direction from senior management, subject to the issue of over-promotion above, is seen as being important to ensure that staff engage;

"I do think it's very important because there are so many things that we are supposed to do, you know in our academic lives, so you know new initiatives and things we're supposed to respond to that inevitably the ones that you respond to are the ones which you feel are important to the organisation as represented by you know senior managers and so forth" (1).

Interviewee one provided some excellent insight into how internationalisation had been managed by senior staff at their institution. This showed that the 'top-down' approach ensured the appropriate message was relayed to Deans from the senior management but that it was not universally accepted by the next layer of management, Heads of Schools;

"perhaps where the drive was missing really was at that time we had Heads of Schools and they I think were not necessarily all fully on board so I think you saw a difference in where some schools really got hold of it and others didn't and I think you could see it almost at that kind of school level. Deans weren't persuaded but accepted because it was very top down on them but Heads of Schools were maybe the main resisters or champions depending so we probably didn't put enough resource there probably wasn't enough resourcing at that sort of level" (1).

This clearly illustrates the importance of monitoring of the process so that if issues had been identified at the Heads level then these could have been investigated further and hopefully resolved by the suitable use of further resource commitment by the senior staff.

Whatever approach is adopted for the implementation of internationalisation and even with full senior staff support, the initiative can only be considered as successful with the wider engagement of staff throughout the institution. This wider staff engagement was the subject of the following question.

6.06   Analysis of question 4

How would you encourage the wider engagement of staff throughout an institution to support internationalisation?

The wider engagement of staff was acknowledged by all of the interviewees as being important and there were a number of suggestions as to how this could be encouraged. Firstly, and as discussed above in relation to both resources and senior staff support, there needs to be a clearly articulated message about what internationalisation is and this needs to be communicated widely;

"firstly what internationalisation is because actually not a lot of people understand more broadly what the internationalisation agenda is. People can get quite bogged down with saying with thinking it's about recruiting students and it's much more broad than that so I think there needs to be something that says first what internationalisation at a particular institution means to that particular institution" (2).

This should be very specific to the institution as described above because as considered within the literature review there are many different approaches, rationales, and strategies that can result in different forms of internationalisation. It is also not just defining what it is but also what are the benefits to all of this process;

"establish what the benefits are for the students primarily, for the staff, for the institution and more broadly perhaps for the city that they're kind of operating in or the environment that they're operating in" (2)

"with academic staff we have tried to sell the benefits of having international students as part of a cohort in terms of the ideas, different cultures etc that they can bring to the learning experience to enrich UK or Western Europe you know the UK kind of student experience so learning benefits" (3).

Although the above latter statement concentrates very much on academic staff and the benefit to the learning experience and therefore "internationalisation at home", outlining of the extended benefits to the institution would encourage all staff. There was also strong

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support from the interviewees for the idea of 'celebrating' internationalisation so that staff could very clearly see the benefits;

"more you can bring out into the public domain the good things that people are doing the more you sort of talk about best practice and what's happening here and what's happening there I think is also important…so just seeing it happening and sort of normalising it if you like you know it's what people do, oh I'm not doing it, oh maybe I should, how could I, oh that's not too difficult let me take that and run with it" (1).

The mechanisms for actually disseminating this celebration message could vary and examples have included an internet based reflective journal and an in-house journal;

"*We had ???? which I thought worked brilliantly which were sort of up there every day and a lot of staff contributed. You know that was the interesting thing it got quite a broad base of staff and I think things on the celebrating of things that have caught the imagination of staff and students"* (1)

"an in-house learning, teaching, and assessment journal you know and the next issue is about internationalisation and we're trying to pick out the quite diverse stories about what people are doing. I'm editing it as it happens, you know there's a bit of tension because quite a bit of the stuff that's going in there isn't perhaps that academically rigorous ok but I'm seeing it as I want to celebrate the story" (1).

This will ensure a wider audience in terms of reading the articles but also should encourage staff to contribute to the initiatives and detail what they have been involved with.

Related to this is the concept of making internationalisation part of the 'normal business' of the institution and the use of the word 'normalising' above is very interesting so that it is not seen as something extra or an 'add-on' to the core business;

"can you make it part of the daily business of the university, not something else I have to do" (1).

As already outlined above there are normally many competing initiatives occurring concurrently within institutions and so a suggestion is to try and embed internationalisation within others;

"Well I think the more other initiatives you can align it with the better in some ways but without watering it down. So I mean I mentioned the equality and diversity I think I never met a member of academic staff who would say anything negative about equality and diversity they might not all be champions and they might not all be on board whereas I have met people who will talk about internationalisation in very negative terms you know so I think for a start if you align it with EQD you've got a broader support base in many ways. We have always felt that the two things are very closely aligned" (1).

This is an excellent suggestion and assuming that there was not the problem of 'watering down' suggested above, this could help overcome the problem of initiative overload.

The interviewees were also clear that the staff involvement was institution wide and not just academic focused;

"well not just teaching but perhaps learning support which is also in the academic side so we've done stuff with library staff and learning support officers and we've had them on-board and them talking about things that they've done you know in learning support materials and things like that" (1)

"with support departments it hasn't actually been too difficult to kind of enthuse our marketing department, registry service people like that. Support services have kind of just followed in a way which kind of makes me think having reflected on your question whether we should have done more to encourage them" (3).

There appears to have been engagement and support from those staff and so this reinforces the concept of 'academic staff resistance' discussed earlier being more difficult to overcome.

To assist staff engagement there does have to be a series of support measures in place;

"the more support you can offer so you know if you can say to people, if you're struggling with this a bit you know we've got a workshop here or somebody can come and talk to you about that" (1)

"we can certainly try and understand what they want to do and how we might be able to support that" (4).

For new academic staff who are required to undertake an HE related post-graduate course as part of their induction and training then there is an ideal opportunity to embed internationalisation within this;

"the final one which hits a small number of staff but it's important is through the Postgraduate Certificate in Higher Education you know the one we do with new staff, it's compulsory for new staff to undertake" (1).

This should ensure that those new staff do have an appreciation of what internationalisation means at their institution from an early stage and so hopefully will engage with it more readily.

Finally, for most of the initiatives above to encourage wider staff engagement there is a resourcing implication. The importance of suitable resourcing has been discussed at length but this once again illustrates how significant this is to the success of internationalisation initiatives.

6.07   Analysis of question 5

Do you consider working internationally in academic research to be an important aspect of internationalisation and if so why? Do you think this would benefit the results of the Research Excellence Framework 2014?

There was not widespread support across the interviewees regarding the importance of international research to internationalisation overall. There was agreement that it has a place in the process but this was generally seen as being more relevant to the individual

personally and the institution in terms of REF and academic reputation but not to internationalisation more widely;

"I think it is potentially so but we're not a research intensive institution. In terms of its potential to internationalise an institution I'm rather sceptical about that because of that very private nature of the activity" (1)

"but whether that does anything to actually internationalise it in the ways that we've been talking about and in terms of helping people to understand how they fit in a global world and things like that I'm not sure. It can per se in some subject areas which are focused on that then yes but so I'm less convinced of the case of the benefits of internationalisation of the research to internationalise an institution" (1).

There was also support for the concept of high quality research being inherently international and so therefore not considered as being part of the wider internationalisation process;

"I think this aspect can kind of quite often get overlooked in internationalisation and I think the reason for that might be is that academics tend to regard good research as international anyway so it's almost kind of inherent in what they do so they wouldn't consider it to be part of the internationalisation agenda" (2).

There was suggestion of a difference in opinion based on whether the institution concerned was research intensive or not. Interviewee one in the first comment in this section mentions that their institution is not research intensive and then goes on to add;

"So I think the answer may be very different if I were speaking from a research intensive university" (1).

This was also supported by comments from interviewee three;

"research in this institution is important and undertaking research of advanced scholarship is important but in terms of what we're about as a higher education institution we're not a Russell Group redbrick university where research is kind of by and large the predominant

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kind of driver so in that sense it's kind of there but it's not dominant in our international strategy" (3).

The interviewees from the pre-1992 institutions, which would normally be considered as being more research intensive, suggest from comments above from interviewee two and the comment below that international research and reputation generally has a relatively high importance;

"And the quality and excellence of research is an important reason why international students come here and other universities want to partner with us so I think that it's absolutely essential…. and also international staff is a very important aspect of it and we do for I think it's for any post we'll call them all associate professorships here which makes it confusing, a senior lecturer or above must have an international shortlist for when we're recruiting so there must be somebody who's not British on the shortlist. Because we want to make sure that we're attracting people who can stand up internationally, have an international reputation" (4).

This difference in emphasis on research between types of institutions has previously been identified in the earlier phases of primary research but as long as this is consistent with the institution's strategy and is well communicated to staff and other stakeholders then this difference should have no impact.

6.08   Analysis of question 6

Can internationalisation succeed without a detailed strategy and what aspects do you think should be included within the strategy?

This question produced what initially appeared to be the most diverse range of interviewee responses. Some of the difference may have been down to the use of the word 'detailed' in the question as illustrated below;

"I think it needs a strategy and one of my difficulties is around the word detailed…don't think I want a detailed strategy because I think a lot of this lies then around trusting the communities of the university to deliver on it in ways that they know best how to do that…

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assuming that we have some idea of where we're trying to get I'd say we need some overarching view at least as an institution if not as a sector of what it is our graduates should be about at the end of the day" (1).

There was also further support for the idea of a strategy but not necessarily detailed;

"I think it can succeed without a strategy, without a detailed strategy, however I think it's more likely to succeed if it does have a strategy" (2).

Moving away from the concept of a strategy was the idea of a "framework" to operate within to give some structure to the wide variety of activities that internationalisation comprises of and in particular to ensure the correct and adequate resourcing of those;

"without a framework you could just have chaos and the danger is that the resource that you pump in these people I mentioned earlier, our eight intentional office people and the people in the faculties, you would be wasting that staffing resource and also the other associated resources unless you have a clear framework" (3).

A further view was that there was no need for a separate internationalisation strategy and that a single institution strategy, albeit with 'strands' within it, would be sufficient;

"we have the university strategy with some very important international strands running through it…And I don't think there has been much appetite for developing an international strategy….. just had its strategy and that was it and I just felt it was much easier to engage with something at that level and then really think through in detail, well what does that mean in practice, you know we've got these ambitions so what does that mean in practical things like student mobility, research links, international student recruitment, internationalisation at home, rather than sort of producing a great strategy" (4).

The literature had suggested that most institutions were utilising internationalisation strategies (Caruana & Hanstock, 2008; Middlehurst & Woodfield, 2007; Warwick & Moogan, 2011) and the phase two research also confirmed their extensive use. Considering the responses above it is therefore most likely that even though an institution

may not be either preparing or utilising an internationalisation strategy in itself, they will be operating from a main institution overall strategy or framework. This hopefully still being relevant and supportive to internationalisation activities and is reflected perfectly in the following;

" is a university with aspirations and ambitions for international excellence and that means that internationalisation is part of the university's DNA and in effect you ought to be finding it in every cell that makes up the corporate body of the university and therefore although in our new strategy there's sort of five main areas of objectives as you can imagine, research excellence, teaching excellence, internationalisation is one of those, it's not detached it's an integral part of the strategy and if you look at the other four areas you will find aspects of the international in there so I would say we have a strategy that is international, we don't have an international strategy" (4).

Accepting that there is either a separate or embedded internationalisation strategy, there needs to be consideration of what this will include;

"Because it's so broad so you know if you look at the new institutions they're focusing on the cultural aspects so for them that's achieving what is right for them. Whereas perhaps if you look at the Russell Group for example they might want to focus more on aspects on international research and then there's I suppose a spectrum across there" (2).

This once again suggests a difference of approach to or rationale for internationalisation based on type of institution and although maybe not being 100% accurate has some basis for application. As discussed earlier for the communication of the message of internationalisation, the strategy content can very much be relevant and related to that institution. The strategy is one of the main ways in which the communication of what internationalisation is can occur and be diffused through the entire institution. It is therefore important that the strategy is inclusive of aspects that relate to as many staff as possible and that they are, again where possible, involved in its production and development;

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"I think you need to be clear about what the university is trying to achieve internationally and then look at what that means across every aspect of the university whether it's research, teaching, student welfare, accommodation the you know what, any other aspect of financial and so on" (4)

"we were very keen to ensure that all parts of the institution both academic and support were involved in its formulation, and so that they had ownership of it, I wanted there to be a sense of ownership, understanding, buy in, because otherwise we weren't going to achieve what we are trying to achieve" (3).

The latter statement is an excellent illustration of this and the strategic position of the PVC in this process is clear.

A final consideration is in relation to how this is operationalised. This of course has resource implication however a more fundamental aspect was raised in the interviews;

"actually how can we make it happen is you can have the greatest strategy in the world but if you don't have the means of implementing it and making sure that it works then it's really not worth the paper it's written on" (2).

A qualitative comment from the questionnaire adds further to this issue;

"espoused versus in-use strategies especially in today's very competitive international student arena".

This must therefore relate back to the senior staff support and monitoring of the process to ensure that the strategy delivers.

6.09   Analysis of question 7

Why do you think "internationalisation at home" is often considered to be difficult and how would you encourage more engagement with this?

There was universal acceptance that this aspect of internationalisation was difficult and there were a number of possible reasons considered. Firstly there is the difficulty of a

definition and ensuring that staff are aware of what this involves and includes, once again linking back to the communication within the institution;

"it's difficult because…internationalisation at home like internationalisation in any sense is a process and unless you know where you're trying to get with it you can't really get people to engage with it so that's one thing as I understand internationalisation at home" (1)

"it's not easy to do that I think there are all sorts of barriers and some of them around social expectations how do you interact with other people" (4).

There is also the perception of the dominant empire and former colonial power and therefore why should we internationalise what we do at home as the students are coming to experience a UK education and so why change?

"I think it's probably a reflection of the British psyche isn't it that the world comes to us and it's that it has been a dominant part of our history for many centuries and most parts of the world speak English..we've expected the kind of almost the empire still exists" (3)

This was also highlighted as an issue in curriculum internationalisation above.

The literature has previously illustrated the very wide nature of the areas that this includes (Koutsantoni, 2006b) and the earlier primary research phases have also identified the significance of this and how there are differing views depending upon the role within the institution. A significant component of internationalisation at home is curriculum and this has been considered in detail earlier and so does not need further scrutiny. There was however an interesting comment made regarding how effective curricular and extra-curricular internationalisation can be in this process overall;

" it is the internationalisation stuff at home through the curriculum and extracurricular stuff at home that's going to hit the majority of students" (1).

If the entire curriculum is internationalised then this will involve all students and all academic staff whilst other activities and initiatives may not have the very wide impact that

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this has. These may be more optional or only involve small numbers of students e.g. exchanges, volunteering.

Picking up on an issue from one of the comments at the beginning of this section regarding social interaction, integration of the students is highlighted as a problem;

"we are reluctant to say the difficult things about diversity which is principally that diversity is difficult, it is not easy to get on with people who are not like you and it's not and somehow it feels politically incorrect to sort of start talking in that kind of way so we kind of fudge the issues and we say it's great we've got a wonderfully diverse campus community and let's just ignore the fact that lots of people go out and move around in groups that are you know birds of a feather and don't integrate and let's have some token integration through this and that and the other and isn't it sort of wonderful but we don't really talk about the fact that our students don't actually want to integrate with each other. Alright I believe that they don't or they might want to but they're afraid to integrate with each other….and so if we want to overcome that which I think is probably the most legitimate thing for higher education to want to do if we want to overcome that we've got to be prepared to say it's hard work and it won't just happen by you know having an international students' evening, you've got to grasp it and work with it and be prepared to take some risks with it" (1)*.*

This is a very honest and open opinion regarding this difficult aspect and very effectively describes the issue but this was also discussed by the other interviewees further. Although there is much discussion on how UK students generally lack ambition to integrate and engage with internationalisation at home;

"I think we're still too British in that sense we're not internationalised" (3).

 It is however considered not to be wholly their responsibility alone;

"I don't think it's only we can't blame only our own students I think you know international students also have some responsibility" (1)

"It's not just British students as my quick and dirty research showed it works both ways" (4).

One of the interviewees outlined how they have taken a slightly different approach to the issue of home and international students engaging and interacting by describing all students as being international;

"One of the phrases that we've got in there is every student is an international student so we are deliberately saying a bit like ???? saying it's ???? global university. We're saying that if you come to ???? as a British student or a student from outside the UK you will expect an international experience that means you'll be rubbing shoulders with students from around the world, there will be mobility opportunities, there'll be opportunities maybe to work on projects with students from other countries remotely" (4).

This is an interesting approach and does in some way deal with the issue of trying to make internationalisation a part of normal everyday business for the institution.

The concept of international student evenings etc are raised by interviewee one above and there is some acknowledgement that this sort of activity is not at a high level in terms of widening internationalisation at home, they are seen as a way of exposing a student body to the culture and traditions of other international students;

"we do have a big student-run festival called ???? week where typically it's been run by international students but this year we had one was UK, one was an Irish student and the two were joint leaders of it so that was trying to get more home students involved in that sort of activity coz it's a lot of fun, there's a big fashion parade… It's the what I call the crude form of intercultural relations... which is you show me your folk dance and I'll show you mine" (4).

The Students Union is seen as having an important part to play in this process;

"I think engaging the students' union in that sort of support level is very important …I mean they're a major part of our institution and our students' lives you know" (1).

There are however some issues with their involvement in that although they play a central role in the organisation of a range of activities, there is generally a pervasive focus on alcohol in a lot of activities that they organise and more widely in the UK;

"different cultures have different ways of doing that I think that coz the pervasive alcohol culture in the UK is actually a real barrier towards that" (4)

"I'm very pleased our Students' Union now has at least one food and drink outlet that does not serve alcohol and I wish that there was more about that … and the trouble is the Students' Union makes all its money out of alcohol" (4).

This alcohol culture can therefore prevent wider engagement of students either because of their own personal opinion or view or because of a religious or cultural view.

In terms of many of the questions already analysed above, resources are required to support and enhance or expand the activity and this also applies to internationalisation at home.

6.10   Analysis of question 8

Do you feel that the mobility of staff and students is an important aspect of internationalisation? What would you include as mobility and how should this be encouraged?

This question produced a lot of discussion and was seen as being an important part of the internationalisation process for both staff and students. The benefits of mobility were clearly articulated in responses;

"I think students and staff get a richer experience if they're involved in mobility because certainly when I've spoken to students who've been involved in exchange they have just a much broader understanding of the world in general I think in terms of experiencing a different culture" (1)

Student mobility will be considered initially and there was however some reality expressed regarding the obstacles and difficulties associated with this, not only from the UK student lack of engagement perspective which has already been considered above in internationalisation at home. This included issues with funding and real opportunities for actually undertaking mobility within a degree programme;

"we are entering a great period of uncertainty about the student funding envelope from 2012 onwards and one of the unintended consequences of whatever fees and graduate contributions regime emerges is how that will impact on students who they wish to take a fourth year and go and maybe take an internship or study for a period outside the UK, are they going to have to stack up another £6-9,000 of debt" (4)

"I would say I used to run the exchanges programme here and my assessment of the principal barrier to students was the three year degree and it is not long enough for students to undertake a semester abroad" (1).

This suggests there are 'structural' issues in relation to the format and length of a standard three year degree programme not providing the necessary opportunity to arrange an international experience. Although the four year thick or thin sandwich currently exists, as outlined above the long term viability of these programmes may be in doubt under the new fee regime. As for funding of mobility opportunities generally, this does limit the numbers of students who can engage as there are normally a series of costs associated with these activities, some of which are substantial. This does therefore limit the numbers of students involved and the term 'minority' was used on a number of occasions;

"I think it will never ever be anything more than a minority participation in that you know I think where it's something between one and two percent of UK students that do that and I can't see how that's going to change very dramatically you know in the future. It might.. if it increases six hundred percent it's still only a small number of students" (1).

It was also considered that the cost may impact on students from poorer backgrounds in that they would not be able to participate in relevant initiatives;

"I would expect that students from poor non traditional backgrounds who have made the grade to come to the university are much less likely to take up those opportunities for international mobility because of the cost and so on" (4).

When HEIs have targets to be met for widening participation and the links to scholarship support under the new fee regime and to meet government targets set by the Office For Fair Access (OFFA), there is complexity on the organisation of finance. The OFFA has required all HEIs to produce an Access Agreement confirming the fees that home students will pay and what financial support there is for students to study at that institution (Office for Fair Access, 2012). The author's own university's University Access Agreement confirms that £14.62 million has been provided in academic year 2012-13 for a commitment to increase access and retention to the students from the least affluent socio-economic groups (ibid). With this level of support it is hoped that those students may be able to further engage with mobility opportunities.

Although the benefits to student mobility have been discussed generally above, these require a more detailed consideration. There was strong support for the concept of the acquisition of global skills and perspectives which would be beneficial in terms of employment within an increasingly globalised workplace, this also being supported from the literature (Crossman & Clarke, 2010; Svenson & Wihlborg, 2010);

"So some people have actually got jobs on the back of it but they have more of a broader experience. One of the things that I've found that I think could be promoted more is that employers are looking for international experience so then if employers are looking for students who have international experience then that could be used as a lever to try and encourage more mobility because it helps them so much more, they're more confident if they have to go and work in another country for example that kind of thing" (2)

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"it looks very advantageous now there are drivers, employers say they really like students who've had an international experience, students are very keen to do that, there's a big demand from students partly from an employability angle and partly because they're just curious people who want to go off and do something a bit different" (4).

In terms of what students do actually learn or acquire from their mobility experience, at present this does not appear to be that formally measured or assessed in many initiatives. Some initial research detailed by one of the interviewees showed that the students understand how they are acquiring social skills and some cultural experiences and language ability from their mobility. There was not however a wider consideration of inter-cultural skills and how this could be important to them;

"the sort of inter-cultural learning doesn't really take place and we're doing some research on that at the moment about and trying to think about students setting targets for what they want to learn about themselves and their experience" (4).

Although the individual student does therefore benefit from this experience, and with more consideration of the acquisition of skills etc via target setting this could be enhanced further, utilisation of these experiences to further internationalise the remainder of the cohort needs to be considered. The simplest way for this to occur is by the returning students presenting an account of their experiences to their peers;

"So students can talk about for example you know what they've experienced when they've been overseas we have blogs……we have student profiles so when we're actually recruiting our students when we have open days then potential students can come in and see that somebody's gone away and you know perhaps you know gone to Malaysia or whatever Singapore, talk about their experience that they've had there and the impact it's had upon them when they've come back" (2).

This will therefore allow for some diffusion of that knowledge and experience to the wider institution but as outlined above may also be utilised in advertising and promotion to potential students.

A final consideration regarding student opportunities is in relation to volunteering and there was strong support for involvement in this activity. This is therefore out-with of the formal curriculum and is the co-curriculum outlined earlier in 2.12 and evidenced in the literature as being an excellent opportunity to increase internationalisation (Jones & Brown, 2007). Organisationally this is generally more simple as it takes place outside of formal teaching time but it is very much a limited experience firstly for those who are interested but also for those who are able to self-fund the opportunity or raise funds as sponsorship;

"the volunteering thing has been particularly successful because it takes place principally outside the academic year in the summertime but that is also all they're ever going to be because even though the university supports our students they still have to find a lot of money as well as not go on their summer job and all the rest of it in order to participate so it's an elite who are and I don't decry it I think it's wonderful and it's great for those students but we cannot put all our eggs in that basket you know" (1)

"there's an organisation called ???? which is run by students and they again will run international projects across other countries looking at sort of implementing engineering solutions and that kind of thing so again it's kind of like interested parties that will do that in terms of you're looking at bottom-up internationalisation from staff this would be a bottom-up from students" (2)

"I think one ought to look much wider than that at things like volunteering opportunities which students are very keen to take up and maybe even raise money for them to help them go out to Africa or India or something in the vacation…..we also have ???? which is a student volunteering organisation and they have an annual sort of celebration where students are awarded certificates and talk about the work they've done" (4).

Once again, there needs to be the opportunity for this to be more widely disseminated through the institution on the student's return.

Considering the availability of international extra-curricular activities for students, these were stated as being widely available by one of the interviewees;

"there are lots of extracurricular international activities going on so the idea is that if you come to ???? you will expect an international experience" (4).

The institution concerned is however a very highly ranked pre-1992 and perhaps due to availability of funding, whether internally or self funded, and reputation, their students are able to be generally more internationally mobile.

The mobility of staff also has a positive impact on internationalisation (Childress, 2010; Knight, 2004a; Koutsantoni, 2006a; Scott, 2010) and this was seen as being relatively common within academic staff but very much an individual initiative and therefore organised 'bottom-up' but it may be concentrated in pockets of interested staff;

"In terms of staff I think slightly differently in fact because I think there is the potential for a lot of staff in most universities to get experience oversees" (1)

"it tends not to be a lot of staff it tends to be a few staff getting a lot of experience and they understandably become good at it and adept at it and so forth but also I suspect the benefits of it to them diminish quite exponentially after the first few visits so I would like to see a lot more emphasis placed on encouraging more staff to get involved in those outbound mobility experiences coz what I do see what I experienced myself is that it refreshes you anyway" (1)

"I would probably see it as more that staff do it anyway" (2)

"most of academic staff mobility is handled by the academics themselves or through their department" (4)

"that's department specific because they have the academic links and that's been going on for twenty years now so that's a kind of bottom-up approach and an example of good practice across the university" (2).

Irrespective of how the initiative may have been organised, there is still the need for this to be disseminated throughout the wider institution, as discussed above for students, ensuring that staff are aware and this also assists in the wider engagement of those staff in the internationalisation process;

"if people go overseas and do things like that we either get them to write a report of some form or give a presentation so other people can learn from it" (3).

A further consideration for staff mobility is inbound international academic staff to an institution. These are not uncommon and are generally for relatively short periods of time where the staff are involved in teaching and/or research activities. It was expressed however that these may not be that well supported to ensure that the maximum benefit is gained from the experience;

"the impression I get is that the ones who do come in kind of don't get much opportunity to integrate and make an impact….I'm not sceptical about the potential benefit, I'm sceptical about how those staff are allowed to benefit.. or enabled to benefit" (1).

Considering barriers as to why mobility may not be as widespread, for students this has been identified above as particularly financial and although finance will be a factor in staff mobility, a further significant factor for both was identified as the administrative procedures involved;

"there's an enormous amount of bureaucracy that has to go into that so it's a very administrative intensive process" (4).

Over-complicated administrative procedures and a lack of co-ordination of activities have previously been identified from the literature as barriers (Dewey & Duff, 2009; Hudzik, 2011; Saat, 2007).

6.11   Summary of phase three results and analysis

The interviews provided a huge amount of information and data that was highly relevant to the study and provided an invaluable insight into the interviewees' opinions of the internal barriers to internationalisation at their own institution and more widely. A summary of each question is as follows in Table 20;

Table 20: Summary of phase three interview analysis

Question	Summary of responses
Internationalisation of the curriculum	Identified as very significant to internationalisation but barriers to implementation; a lack of clarity of what it is; how it is carried out; lack of "space" within the curriculum; needs a support mechanism
Resourcing	Identified as being "implicit" and includes financial and staffing but barriers are; a significant amount of "up-front" costs requiring business case approval; a lack of control; a lack of clarity on what can be included
Support of senior staff	Identified as being essential and support needs to be clear and apparent but barriers are; issue of "top-down" being too controlling; direction needed within competing initiatives; need to provide resources; needs clarity in the information
Staff involvement	Identified as being important and has to be all staff but barriers are; needs a clear and widely communicated message; "benefits" of involvement require identifying; internationalisation needs to be "normalised"
Research	Identified as being not significant to internationalisation but there was some difference in opinion between pre- and post-1992 institutions with those pre-1992 placing more importance on research. Seen as more relevant to the individual rather than institution more widely
Internationalisation strategy	Provided most diverse range of opinions and although identified the need for a framework or a strategy to work within it did not need to be separate or detailed and further barriers are; requires senior staff support; requires clearly articulating and communication; requires monitoring
Internationalisation at home	Identified as being very difficult and barriers are; requires detailed definition and communication on what it involves; integration and involvement of all students – resistance not just from UK students; needs to be "normalised" as far as possible; resourcing of initiatives
Student and staff mobility	Identified as having a very clear benefit and barriers are; lack of UK student engagement and difficulty with funding of opportunities creates only a "minority" involvement; lack of accurate or suitable measuring/assessment of student activities; staff involvement more "bottom-up"; lack of organisation for "in-bound" visiting staff; needs dissemination of activities; complicated and lengthy administrative procedures

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6.12   Overall summary of primary data analysis

The primary data analysis has been a very comprehensive and iterative process which has provided a series of results from each phase. Phases one and two were particularly focused on providing a set of results to inform the following phase although other information did arise which fed directly to a later phase or to the overall conclusion, this process having been illustrated in Figure 6 previously. It is however sensible to show a brief summary of the main results, see Figure 10 below, and in particular the internal barriers which were identified from the phases to further confirm that those arrived at are comprehensive and relevant;

Figure 10: Summary of main results/internal barriers from primary research phases
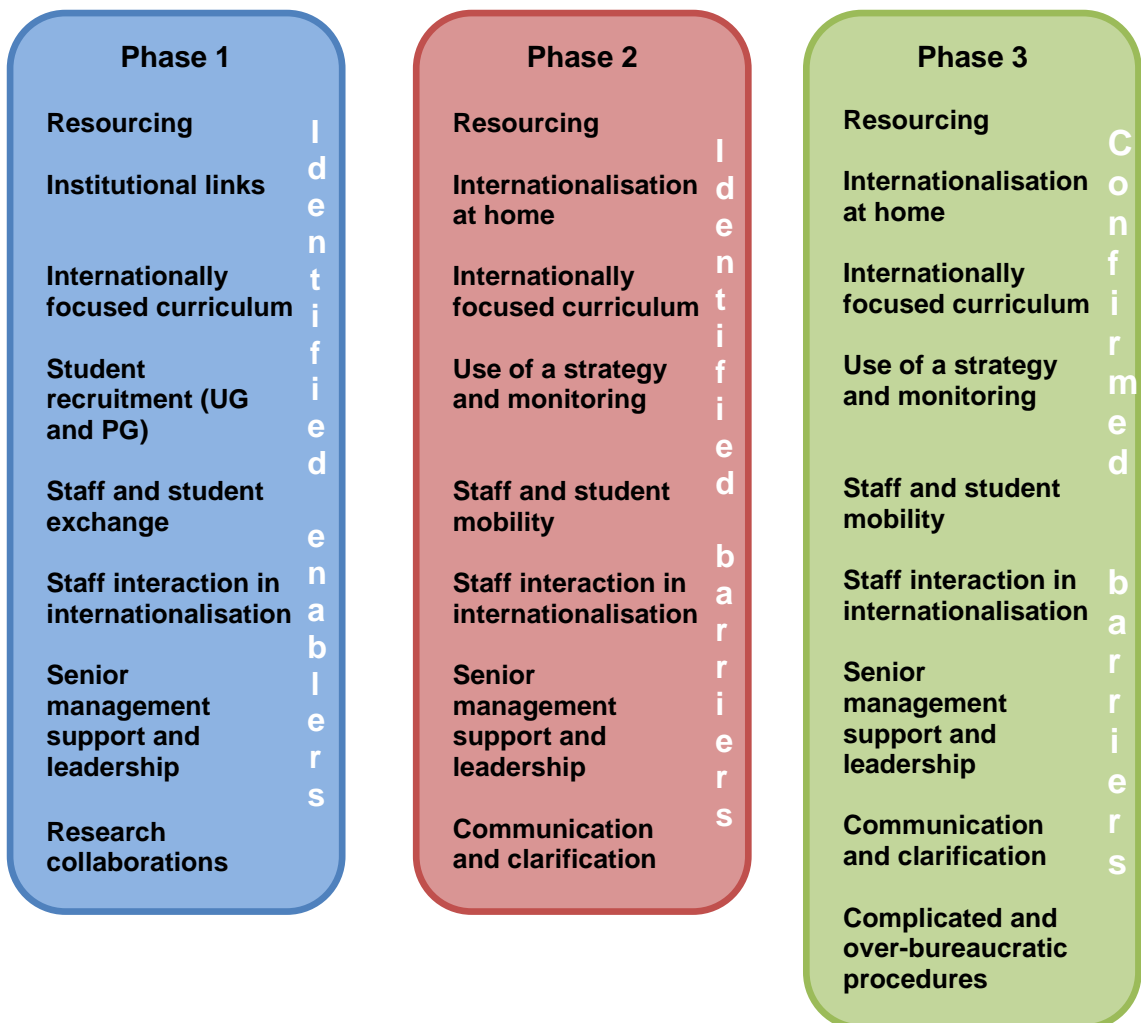
The phase one results as already described were primarily to inform the following questionnaire development by the identification of areas identified as being important to enable the internationalisation process and the initial processing was also carried out and completed prior to the amendment of the research question to the focus on internal barriers. As illustrated in Figure 10 above however, the main issues identified in phase 1 for further investigation via the phase 2 questionnaire did include three significant barrier areas that remained as constants through the following primary research phases. A fourth area, originally titled *Staff and Student Exchange* within phase one also remained but under a changed title of *Staff and Student Mobility,* this more accurately describing the full range of mobility opportunities and not just those limited to exchange activities. Three areas – *International Collaborations, Research, and Student Recruitment* – did not emerge within phase two as a barrier although they were included within the questionnaire itself.

 A series of new internal barriers emerged from phase two - *Resourcing, Internationalisation at home, Use of a strategy/monitoring, Communication and clarification* – and these barriers alongside those discussed above as constants were then included within the interviews that comprised phase three. These were all re-confirmed by this process but this more in-depth investigation via the interviews allowed greater detail to be provided on those internal barriers and the identification of a further main barrier related to the procedures necessary to gain approvals and support for internationalisation activities – *Complicated and over-bureaucratic procedures.*

The findings of this research project have now been discussed in great detail and the following chapter will seek to draw conclusions and consider these in relation to the revised research question and the aims of the study. It will also consider the relevance to and impact on practice and the contribution to knowledge that the study has made.

Chapter 7   Conclusions

7.01   Introduction

This thesis has investigated and explored in detail the internationalisation of higher education and this chapter will draw final conclusions to answer the revised research question; *'What are the internal barriers to the internationalisation of UK higher education and once identified how can they be managed?'*. It is however worth noting that there does need to be some caution exercised when making conclusions to ensure that there is not over-confidence and that they do not over-claim or over generalise (Wallace & Wray, 2011). Often the most plausible conclusions and claims from research are those that are modest, admitting to limitations and that the research *may* influence practice etc rather than making substantive claims something has been *definitely* proven (Wallace & Wray, 2011, p 184).

Prior to the consideration of the detailed conclusions, it is appropriate to briefly reconsider the working definition of internationalisation adopted for the study. Two existing definitions were combined together to create the following;

> ***'Internationalisation at the national, sector and institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education and it should aim to create values, beliefs and intellectual insight in which both domestic and international students and staff participate and benefit equally. It should develop global perspectives, international and cultural and ethical sensitivity and useful knowledge, skills and attitudes for the globalised market place'.***

This definition has proved to be helpful and useful in the discussions, and applicable as it encompasses the significant processes, participants, and outcomes associated with internationalisation. It has also been referred to at the appropriate points through the earlier results and analysis sections.

Returning to the main conclusion, this will be accomplished firstly by a critical re-appraisal of the aims of the study together with a final overview. There will then follow a detailed evaluation of the impact of the findings on knowledge and practice of internationalisation of UKHE. Finally, there will be reflections on the study and consideration of suggested areas for post-doctoral research.

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7.02   Review of aims of the study

The stated aims of the study were to;

- Examine and analyse the driving rationales behind why HEIs internationalise

- Identify the key components and enablers of internationalisation through content analysis of internationalisation strategies

- Investigate how HEIs internationalise and identify and confirm the internal barriers to the internationalisation process by use of a questionnaire to HEI staff with a specific interest in internationalisation and interviews with a small sample of specifically identified and selected key staff at a range of HEIs

- Evaluate the identified internal barriers to internationalisation to allow these to be clearly understood and managed, and how suggested recommendations could be put into practice

Each aim will be individually critically re-appraised below.

7.03   Examine and analyse the driving rationales behind why HEIs internationalise

This was mainly accomplished through the extensive literature review that identified six main rationales which drive internationalisation;

Academic; Competitive; Developmental; Economic; Political; Social and Cultural

These are key to the success of internationalisation as they provide direction and structure to ensure that any stated and required objectives and benefits can be attained. The rationales and associated approach of the institution to internationalisation relate directly to the attitudes of the people leading the process at the institution and therefore the role of leadership can also be analysed via the rationales.

The literature review confirmed how the driving rationales had changed over time, beginning with a predominantly political rationale in early internationalisation of HE. This moved through to an economic rationale and is now more widely associated with the academic and social/cultural rationales.

The six identified rationales were also used for the internationalisation strategy content analysis to assist with the categorisation and coding process. As shown in Table 8 earlier,

on a mathematical analysis of the number of codings, the dominance of the academic rationale was very clear, with around 31% of all coding being under this area. The competitive rationale was the second most prevalent with 17% of coding, ahead of social/cultural with 14%. The lack of significance of the political and economic rationales, in relation to the others, was very clearly demonstrated with 1% and 6% of coding respectively.

There was also investigation of the rationales within the phase two questionnaire with the respondents ranking the six rationales in order of importance to them within the internationalisation process. Mathematical analysis of the response average scores, as shown in Table 18 earlier (p. 135) indicates competitive as being the most highly ranked followed fairly closely by academic and economic. Social and cultural is ranked fifth with political again in last position.

Reasoning for the difference in the relative positioning of the rationales is clearly not that simple to assess due to the variations seen. The academic rationale covers a wide range of issues that are at the core of pedagogy – research, teaching, curriculum, standards – and so for this to be strongly supported in the internationalisation process by the literature and also by the content analysis and ranking exercise is sound.

The social and cultural rationale is prevalent in current literature as it is seen as being very closely linked with globalisation and issues around global citizens and cultural diversity, these being described as the "moral good" of the internationalisation process. The reality of internationalising however would appear to be different as the content analysis, and in particular the ranking exercise, provide differing evidence. The staff perception of the social and cultural rationale being less significant can perhaps be explained by its direct and strong link to internationalisation at home. This is acknowledged from all aspects of the research in this study as being difficult and therefore the staff involved perceive the other rationales as more obvious and simpler to engage and be involved with.

The economic rationale is evidenced in the literature as being less important than it was previously, however the ranking exercise placed this third in the list of six. This suggests that staff in UKHE still perceive the recruitment of international students to have

significance to the financial health of the institution and therefore is a major driver for their recruitment. It is difficult to divorce the economic impact of international student fees from internationalisation more widely and perhaps the recent changes to the funding of UKHE have brought this back into sharper focus more generally.

The competitive rationale achieving first place in the ranking exercise was surprising, and it was also the second most highly coded rationale. The literature does however clearly evidence the increased use and involvement with rankings and league tables and the associated impact this can have on branding and marketing. These performance indicators are used on both a national and international level and so the pressure within institutions to perform well is considerable. There have been significant drives to increase the quality and participation in various measurable aspects i.e. research activity, but this move to "status building" has, in the views of some, weakened internationalisation. It is clear though from the responses within this study that staff have recognised the rise of league table status and understand its relative importance to the internationalisation process.

7.04   Identify the key components and enablers of internationalisation through content analysis of internationalisation strategies

The content analysis of the internationalisation strategies was a thorough and detailed process that considered these documents as they provide an accurate description of how, being guided by the rationales, mission (value) statements, and corporate objectives/plans, an institution approaches internationalisation.

The quantitative results, shown in Table 9 (p. 101), for the initial coding exercise initially identified the following areas as being regularly coded:

> Collaborative partnerships; internationalised curriculum; research and enterprise; staff and student exchange; student recruitment; cultural development; internationalisation at home; risk; resources; implementation/working groups.

The strategies were then considered qualitatively, analysing the words and phrases used, and this allowed a more detailed examination of the content and meaning and re-

confirmed the above areas as being important to the internationalisation process. When considering these areas in relation to the adopted definition of internationalisation for this study it is apparent that a number are out-with of the scope. These are risk, resources, and implementation/working groups and are operational related and so their absence can be explained.

Although the aim of this phase of the primary research was to identify key components and enablers of internationalisation, the main purpose was to then use this information as the basis for the development of questions for the following phase two questionnaire. This was not used in isolation however but was cross-referenced back to the literature and also *a priori* information was utilised. The question/statement development was a thorough and detailed process and following piloting produced a questionnaire covering the following main areas;

> Staff involvement; Student involvement; Academic curriculum; Collaborative activity; Administration and operationalising; General issues

Although at this point there had not been direct consideration of barriers to internationalisation and leadership of the process, it is apparent when looking at the questions/statements utilised that there was coverage of these issues. This reflects how embedded these issues are within the internationalisation process.

The follow-on coding exercise considering barriers and leadership was undertaken following the amendment to the research question and both quantitatively and qualitatively identified the following areas as being important;

> Barriers – curriculum, internationalisation at home, internationalisation strategy, resources
>
> Leadership – implementation, monitoring, working groups, cultural change, consultation

It was apparent that a number of the areas identified as enablers to internationalisation were also identified as barriers in the later exercise. This is expected as if something can enable a process, if it was reduced or removed then it will become a barrier. An example

is resourcing as this is a critical enabler to allow internationalisation to occur, however if that resourcing is reduced or removed then it becomes a significant barrier.

Combining the coding operation results with cogent literature identified the following key components and enablers of internationalisation;

Resourcing; institutional links; research collaborations; internationally focused curriculum; student recruitment; staff and student exchange; staff interaction in internationalisation; senior management support and leadership.

7.05 Investigate how HEIs internationalise and identify and confirm the internal barriers to the internationalisation process by use of a questionnaire to HEI staff with a specific interest in internationalisation and interviews with a small sample of specifically identified and selected key staff at a range of HEIs

The probability sampled questionnaire will be considered first as sequentially this was carried out prior to the interviews. This produced a huge amount of quantitative and qualitative data that provided a detailed insight into the current perceptions of internationalisation within UKHE.

A series of questions at the beginning of the questionnaire established the respondent's role and institution allowed statistical analysis of the responses to establish if there was any significant difference in their opinions. In terms of the roles, this differentiationist perspective is very important to establish how those with differing functions may have different opinions and it also offers a realistic view of the organisation (Martin, 1992; Rollinson, 2008). There were evidenced differences in a number of areas, an example being the PVC/DVC role more strongly supporting statements related to strategic and institution wide issues e.g. resourcing of internationalisation, this being due to their direct involvement and leadership of those issues at their institution. There were however more instances of statistically different opinion based on the type of institution, pre or post-1992, than for respondent roles. This shows that the divide between institutions based on this broad categorisation is still very evident, despite the change to former polytechnics into universities occurring nearly 20 years ago. This data adds much support to the idea of

pre-1992 universities being more research orientated, having a more international faculty and a higher international profile and reputation.

Considering the quantitative and qualitative results overall allowed identification of the following internal barriers;

> Resourcing; internationalisation at home; internationally focussed curriculum; use of a strategy and monitoring; staff and student mobility; staff interaction in internationalisation; senior management support and leadership; communication and clarification.

A comparison of this list is to the previously identified enablers shows there is commonality on six of the eight identified internal barriers. As outlined above, the concept of enablers also being barriers is confirmed but there does need to be more detailed consideration for two of the enablers not being considered as barriers. Firstly, student recruitment was an enabler as it is clearly a direct consequence of internationalisation within the economic rationale, and can be considered as a metric for measurement of the success or otherwise of the process. Continued recruitment will therefore enable senior management to continue to support internationalisation and it has been identified how crucial this is in terms of success. Secondly, research collaborations were identified from the literature and the content analysis as an enabler due to the direct link with the relatively strong and dominant academic rationale and the possibility of associated staff exchange and conference attendance, and influence on league table status within the competitive rationale. It became apparent however from a detailed analysis of the questionnaire qualitative comments that a lower participation/involvement with research activity was not considered as a barrier to internationalisation for an institution. This can be explained by the fact that research is overall of an individual or more personal nature in comparison to the other aspects of internationalisation being discussed. Analysis of the statements related to research within the questionnaire did not show any significant statistical difference between the types of institution for staff undertaking international research other than for those related to the REF in terms of the employment of international staff and research being undertaken specifically for the REF with pre-1992

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institutions supporting these more strongly. There is therefore evidence to confirm the literature position that pre-1992 institutions have a greater interest in research.

The purposive sampled interviews provided a detailed investigation of the previously identified internal barriers to allow their confirmation. The four selected interviewees provided a range of differing roles, continuing the differentiationist perspective from the previous questionnaire, and also a split on pre and post 1992 institutions. The interviews confirmed the previously identified internal barriers;

> Resourcing; internationalisation at home; internationally focussed curriculum; use of a strategy and monitoring; staff and student mobility; staff interaction in internationalisation; senior management support and leadership; communication and clarification.

There was also the identification of a further additional barrier – complicated and over-bureaucratic procedures – in relation to obtaining the required level of support and approval for activities connected to internationalisation but this will be evaluated further in 7.065 below. The interviews also re-confirmed that research was not a barrier as it was again considered as a particularly personal activity, although adding to some aspects of internationalisation i.e. staff mobility.

7.06   Evaluate the identified internal barriers to internationalisation to allow these to be clearly understood and managed, and how suggested recommendations could be put into practice

Following identification of the barriers, it is important that these are critically evaluated so that they can be clearly understood and managed in practice;

7.061 Resourcing

Suitable and adequate resourcing has been identified as being critical to internationalisation so much so that it will not succeed without it. Early studies on barrier identification highlighted resourcing (Altbach & Teichler, 2001, p 6-7) and this was identified as the most critical internal and external barrier within the most recent IAU

survey in 2009 (Hudson, 2011, p 14) as "*the vast majority of the respondents cited lack of funding as the top internal and external obstacle*" (Egron-Polak, 2011, p 2). The most current research available further identifies resourcing as being a significant barrier (American Council on Education, 2012; Leask, 2012d).

The interviews supported this; *"from my experience it's very difficult to implement internationalisation fully across the institution unless there is appropriate resourcing"* (2); but also added staff availability within the resources so this was not just a financial consideration; *"I would consider resourcing to be staff available to actually implement the internationalisation …….resources to be able to deliver it whether it's additional staff or whether it's actually financial resources or people's time as well…."* (2).

The questionnaire however identified that although it is critical, the level of current support provided by institutions is overall considered to be inadequate with a rating average of 3.09 (third worst rating of entire questionnaire) and over 34% of respondents disagreeing and strongly disagreeing there was adequate resourcing. The PVC/DVC respondents did however significantly disagree with this overall response and their strong support that this has been adequate is not a surprise. They will have strategic responsibility, maybe individually or shared as part of a board, and so are therefore going to confirm that their actions and decisions have been correct. Qualitative comments within the questionnaire on what is important to successfully internationalise provided responses related to resourcing which were third in order of prevalence, typical comments being; "*Financial resources to underpin staff activity"; "Resources to achieve the vision".*

If institutions and their senior management teams want internationalisation to be successful then they must be prepared to fully support the process with adequate resourcing. This is not just financial but also ensuring that staff who may wish to engage in a more detailed or comprehensive way receive suitable support or allowance within their workload. The use of *champions* to support 'bottom-up' developments is accepted but they can only be effective by having the time and space within their workloads to allow them to achieve.

It is also apparent that the processes for obtaining approval/support are required to be clear and not over-bureaucratic, if this prevails then staff will not engage, this will be discussed further in 7.065.

Finally, a lack of clarity on how the use of resources are monitored together with a lack of staff understanding exactly what resources are available and how they can be used effectively further restricts the development of internationalisation. This communication and clarity issue will be discussed further in 7.069.

This does therefore confirm the criticality of resourcing to internationalisation activities but illustrates in a novel way the connection to approval processes and communication/clarification.

7.062 Senior management support and leadership

This has been identified in the literature as an essential pre-requisite and a key constant factor for the success of internationalisation (American Council on Education, 2012; Caruana & Hanstock, 2008; Childress, 2010; de Wit, 2012; Elkin, et al., 2005; Jones & Brown, 2007; Leask, 2012d; Warwick & Moogan, 2011). It was also confirmed that this leadership needs to be clear, visible and on-going (Warwick & Moogan, 2011, p 8) and that it should be supportive, inspirational and flexible.

The internationalisation strategies analysed did contain information relating to leadership and this concentrated very much on how the process would be lead and managed but this will be discussed in more detail below in 7.064.

There were numerous qualitative comments within the questionnaire related to senior staff support e.g. "*Vision and support from the top - including Principal and VP level*", these being second in a ranked list of popularity, reinforcing its importance and significance.

The interviews provided universal support for support and leadership being essential, this providing drive to the staff and direction for which initiative to support within an environment with many competing, different, opportunities. This will also provide legitimacy to initiatives that they are involved with, particularly those which are 'bottom-up' in nature. A possible issue was identified in terms of this leadership being too 'top-down'

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and how this can be viewed as being a dictat and create staff resistance, particularly with academic staff.

A lack of suitable support and leadership will therefore have a significant impact on internationalisation and it is therefore critical to ensure the process is appropriately managed and monitored (Knight, 1994, 2009; Moogan, 2011). Even with full senior staff support, the initiative can only be considered successful with the wider engagement of staff throughout the institution, this being the confirmed barrier to be discussed immediately below.

The identification of this barrier is therefore very much confirmatory and it was evident in all of the primary data phases.

7.063 Staff interaction in internationalisation

The importance of a wide staff involvement is very clear within the literature and the results from the International Association of Universities surveys in 2005 and 2009 confirm this importance (Dewey & Duff, 2009; Egron-Polak & Hudson, 2010; Hudzik, 2011; Mestenhauser & Ellingboe, 2005; Saat, 2007). The 2005 results had limited faculty interest and involvement as the main identified barrier (Hudson, 2011, p 14) with the 2009 survey confirming this as second in the internal barriers (Egron-Polak & Hudson, 2010). Both surveys also identified limited experience of staff as the third most popular barrier but it is unclear whether the lack of interest and involvement is caused by the limited experience or indeed if this is reversed. The lack of staff interest may have a link to the staff resistance discussed above. Further current research also identifies how this lack of staff engagement is a barrier and how resistant staff can be to the change process associated with internationalisation (Childress, 2010; Leask, 2012d).

The questionnaire provided further confirmation of the difficulty of ensuring a wide staff interaction, this being fourth on a ranked list of most qualitatively discussed barriers. It is also apparent that staff feel this will not be achieved unless internationalisation is clearly communicated and clarified. As HEIs are large, complex organisations ensuring commitment to internationalisation is difficult without defining what it is and, in particular, what benefits are there from engagement with this process.

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This message was very clearly repeated within the interviews, the concept of clarifying and communicating also including celebrating internationalisation achievements and initiatives, where relevant, so that staff can see the positive impact of these. Utilising 'champions' who are contributing via the 'bottom-up' approach is suggested to assist with the dissemination of information.

The most significant message however was to 'normalise' internationalisation as much as possible into the core business so that it is not viewed as this extra thing to do or as a separate strategy or initiative. This was also supported by qualitative comments within the questionnaire stating that if internationalisation was the norm it would be successful. If normalising is problematic it was outlined in the interviews how, by internationalisation being aligned or embedded with other strategies or initiatives, this would ensure wider exposure to staff. The issue of watering down of the impact of internationalisation by this process does need consideration however to ensure it remains visible.

Returning to the issue of the possible limited experience of staff, the development of experience and skills in this area is almost self-perpetuating in that the more experienced staff member is likely to engage with initiatives more often. It is clear therefore that relevant, targeted, staff development is necessary to ensure they acquire the required knowledge and skills, this importance being reinforced within the literature (Appleton, et al., 2008; Bell, 2008; Childress, 2010; Leask, 2012d; Luxon & Peelo, 2009). It is apparent however that some of this can be accomplished via the clarification and celebratory events mentioned above. There is a need though to ensure that senior management support these events, not just from a resource perspective but also in terms of their 'message' and this will be discussed in detail in 7.069.

The identification of this barrier is also confirmatory however it brings together a range of issues impacting on staff involvement that had not been evidenced previously within a single article/paper.

7.064 Use of a strategy and monitoring

Although the literature supports the use and importance of an internationalisation strategy (Caruana & Hanstock, 2008; Hudson, 2011; Knight, 2003a; Koutsantoni, 2006b; Leask,

2012d; Middlehurst & Woodfield, 2007; Warwick & Moogan, 2011) the primary data investigations and more detailed discussions within the interviews in particular were less supportive. The IAU survey 2003 results did include the absence of a strategy or plan as an identified barrier, as did the 2009 results as an internal barrier.

The strategies that were utilised for the content analysis do provide clear evidence of their use in and usefulness to the internationalisation process however around 19% of the questionnaire respondents confirmed their institution did not have a detailed internationalisation strategy or plan. The use of the word 'detailed' did however influence some of the respondents to reply negatively as they believed there was something in place but that it was not detailed.

The qualitative comments within the questionnaire included a number related to strategies, being 6th most popular in terms of number of mentions. These support the idea of a strategy but one that is applicable to all staff within the institution, is well communicated, and allows some level of ownership to the staff.

The interviews confirmed however that a separate internationalisation strategy was not required and a major high league table ranking pre-1992 institution currently operates without one. There was agreement however that there should be something in place to provide structure and direction; this being a plan or internationalisation being embedded within other strategies. This links back to comments made above regarding staff interaction and how aligning or embedding internationalisation with other strategies could be advantageous.

Irrespective of the form of strategy or plan, the interviews make it apparent that there needs to be clear articulation on what this is and how internationalisation is to be planned, supported and managed. Senior staff support is linked directly to this issue so that other staff within the institution can have assurance and confidence that any initiatives aligning with objectives within the strategies/plans that they may be involved with will be supported.

There also needs to be monitoring to ensure that however objectives have been agreed and set that these are measured and assessed. The questionnaire results however

suggest that this monitoring process could be improved as 25% of the respondents disagreed or strongly disagreed that monitoring of the internationalisation process was effective.

Although once again confirmatory, the research in the identification of this barrier did show that internationalisation could be successful without a separate, individual strategy albeit with internationalisation being embedded within other exisiting strategies.

7.065 Complicated and over-bureaucratic procedures

Literature confirms this as a significant barrier with the IAU survey in 2005 confirming bureaucratic difficulties as the second most significant barrier and it was also identified within the 2003 survey results being described as *'administrative inertia'*. The 2009 survey results also identified '*administrative inertia'* as being an internal barrier. Other research, although not in the UK, also confirmed the procedures as being multi-layered and over-complicated, exacerbated by a lack of suitably qualified support staff to assist with the complicated systems (Dewey & Duff, 2009; Hudzik, 2011; Saat, 2007).

The interviews highlighted a number of situations where procedures and processes of this nature would restrict and perhaps prevent both staff and student involvement and engagement. This was centred on the issues of wider staff involvement and staff/student mobility where intensive and complicated administrative procedures are a clear barrier. These processes must therefore be simplified and supported by staff that have the relevant skills and expertise to assist.

A very clear confirmatory identification of this barrier however with wider consideration of how this impacts on staff and student involvement and interaction.

7.066 Internationally focused curriculum

The literature highlights curriculum internationalisation as a significant issue with many key writers and contributors discussing it (American Council on Education, 2012; Banks, 2005; Clifford, 2010; De Vita & Case, 2003; de Wit, 2012b; Hudson, 2011; Jones & Brown, 2007; Jones & Killick, 2007; Leask, 2008, 2012, 2012b, 2012c, 2012d; Luxon &

Peelo, 2009; Svenson & Wihlborg, 2010). They do also however identify a series of restrictive/preventive barriers and key is the actual altering or adaptation that is carried out to create the internationalised curriculum. This needs to be as complete as possible and therefore the more familiar and relatively low risk additive or *infusion* approach is not ideal. Although this does allow some internationalisation to occur, it lacks the wider consideration of personal awareness, intercultural, and global perspectives that occur with a transformative approach to curriculum internationalisation. Unfortunately the move to this approach from additive is identified as being difficult within the literature (Clifford, 2010) and from the primary data of this study. The questionnaire strongly confirmed agreement that international perspectives had been incorporated into learning, these however could be additive, whilst the more difficult transformative incorporation of global perspectives was less strongly supported.

The questionnaire qualitative comments had the highest number of responses related to curriculum internationalisation, *"international agenda present in all aspects of teaching and learning"* and *"the curricular must reveal a truly international component"* being two typical examples. The comments highlighted however that the level of change and overall commitment was very variable across institutions as there was a perceived lack of consistency; *"it is dependent on there being someone in the School with a belief in internationalisation and a commitment to drive it through at all levels. It would be nice to see more consistency"*. This can be attributed to the 'bottom-up' approach to staff involvement discussed earlier, this naturally creating variability in involvement, commitment and practice.

The interviews showed the discussion on curriculum to be the most coded and that it was fundamental to internationalisation, so much so that if this was not present or occurring then an institution could not claim to be internationalising and so it is a significant barrier. The main issues identified are that there is a lack of clarity of what and how the curriculum can be amended, this requiring a consistent and clear message from the senior management leading the process. Further, variability by subject is more difficult to manage as there will be differences based on the nature of the subject being studied, the

example of mathematics being raised at an interview as being perhaps the most international subject. Finally, the lack of 'space' and therefore time for staff to undertake the required amendments can only be overcome with suitable intervention and 'resourcing' by senior management. Academic staff, who will be most heavily involved in this process, will need to have allowances made within their workload to create the opportunity to undertake this task otherwise it will be subjugated against the other core business activities and other competing activities. A more overall strategic approach could be taken with this being an institution wide initiative but the scale of commitment and resource is acknowledged as a potential limiting factor. Also, other institutions have recently taken this view and despite this 'top-down' approach, there has still been variability on end results and the overall degree of curriculum internationalisation. A further confirmatory barrier identification that does however cover and include the incredibly wide range of issues associated with curriclum internationalisation. Finally, it was identified in the interviews how curriculum internationalisation will impact on all students and all academic staff through a single, albeit relatively significant, initiative and that this would have a major impact on internationalisation at home, this being discussed below.

7.067 Internationalisation at home

This is an area which covers a range of differing issues making it one of the most difficult aspects of internationalisation to engage with. Curriculum internationalisation is a major component but this has been discussed above in detail and therefore will not be reconsidered within this section.

It is widely discussed within the literature (Crowther, et al., 2000; Fielden, 2006; Jones, 2010; Jones & Brown, 2007; Koutsantoni, 2006b; Luxon & Peelo, 2009; Sulkowski & Deakin, 2010) and this supports the difficulty of ensuring the home campus and student experience is internationalised, in comparison to what is perceived to be the more simple internationalisation abroad. The abroad activities overall are also considered to be more adventurous and will be overall income generating, compared to those at home which

involve social and cultural issues with student interaction and engagement. This therefore creates immediate issues for the leadership of the process as it becomes more difficult to promote to other members of a senior management team and the staff more widely.

The questionnaire results related to internationalisation at home, although showing a small majority confirming engagement (53%), had a relatively high rating average confirming there is some uncertainty. Also, the PVC/DVC response was statistically different to the other respondents, with them supporting engagement more strongly. The interviews reaffirmed this as being difficult, arising initially from a lack of staff understanding on what this involves and includes. The importance therefore of clear communication and explanation is critical and this may explain the PVC/DVC position above in that they believe their message is clearly articulated but in reality it is not. There is also the added issue that even if the communication and message is clear, unless there is resourcing to support initiatives then they may not be occurring.

The interviews also confirmed the dilemma regarding the internationalisation of the 'British' educational experience and how there could be international students who wish to experience this and not the internationalised version. The overall benefit to all students, staff, and the institution more widely does however outweigh this consideration, particularly as UK students generally, although not exclusively, appear to lack ambition and interest in internationalising. The social interaction and integration associated with internationalisation at home was highlighted as being difficult, this again not just being confined to the UK students alone as there was also experience of international students remaining in their own cultural groups and not mixing. The positive impact the Students Union can have on this process was identified and they should be involved and utilised wherever possible. Volunteering and other co-curriculum opportunities that often originate within the Students Union do assist and are valuable, particularly to the individual, but as these tend to be associated with low student participation rates the overall impact is not significant.

The approach of one institution was to describe all students as international and, subject to this being true, state that all students who study with them would expect an

international experience. This does not commit to full curriculum internationalisation etc but does provide a significant opportunity for the normalising of internationalisation within the institution, this being outlined above as also important for wider staff involvement. Again a confirmatory barrier identification which however also considered in a novel way the differing views of those involved in the internationalisation process and the influence this has on an institution's approach.

7.068 Staff and student mobility

Although not being as extensively discussed within the literature as other aspects of internationalisation, this is considered to be important (Elkin, et al., 2005; Elkin, et al., 2008; Jones, 2010; Leask, 2012d; Svenson & Wihlborg, 2010) and the primary data provided strong reinforcement to this.

The questionnaire confirmed academic staff as engaging and being involved with mobility opportunities with over 98% confirming staff attendance at international conferences and 71% undertaking international study/placement. The opportunities for students undertaking international study/placement were more limited with only 55% agreeing they took place. The qualitative comments within the questionnaire had mobility as the fourth most popular discussed area and this involving both staff and student mobility opportunities.

The interviews provided a surprising amount of discussion on this topic and it was the second most coded question. The benefits were very clearly outlined in terms of enriching the participants, exposing them to different cultures, and for students in providing opportunity for acquisition of global skills and perspectives to increase employability. There was however reality expressed in relation to the lack of participation of UK students in outward mobility opportunities and the relative high cost of that participation. This lack of student participation generally in internationalisation was identified as an internal barrier within the IAU 2009 survey. Unfortunately significant opportunities are therefore restricted and confined to a minority, this word being used often in the related discussions. It is acknowledged therefore that the level of resourcing required to enable a wider

participation is not available and it may remain as an opportunity for students with access to a higher level of personal financial support.

For staff, there were considered to be numerous opportunities for involvement with mobility although overall these were originating 'bottom-up''. The result is they may be concentrated on certain individuals and therefore without a significant amount of central control and organisation. The procedures to obtain necessary approval were described as being bureaucratic and administrative intensive, this having been discussed above as an issue overall with aspects of internationalisation. This may also explain why only a small number of staff are involved as they have become familiar with this process and are prepared to persevere, being aware of the end benefits.

There was also discussion on in-bound staff mobility and how this overall could be better organised to ensure that maximum benefit is achieved for both the individual and the institution.

Whether the outbound opportunities are staff or student, there needs to be wider communication of the availability of these initially and then, perhaps more importantly, dissemination and sharing of that experience to the wider institution on their return, with the literature confirming this as being important (Appleton, et al., 2008). If this does not occur then it remains very much an individual experience and any opportunity for wider interest, learning and enhancement is lost. This is the responsibility of senior management to ensure that these are appropriately advertised and communicated and as part of the approval process there is a commitment to sharing on their return.

Substantial primary data support provided this confirmatory barrier identification however it was considered in a very wide context of resourcing, required approvals, dissemination of benefits and both inward and outward mobility.

7.069 Communication and clarification

A significant finding from this research has been the relevance and importance of communication and clarification to the internationalisation process. This was highlighted within the literature as being of importance to the senior management and leadership area

with the requirement for a clear and consistent message articulating what internationalisation is and how staff and students can engage and benefit from the process.

The questionnaire qualitative responses highlighted this importance further with direct comments that this is required to allow an institution to successfully internationalise; *"there must be a proper understanding throughout the institution of what internationalisation is, how we are initiating this and why".* A strategy, whether separate, embedded or integrated, as discussed above, provides an opportunity for some of that communication but there is a need for this to go much further. The comments above related to leadership and staff engagement reinforce the critical part this will play in disseminating the internationalisation message and encouraging participation and this is clearly supported within the literature (Childress, 2010; Jones & Brown, 2007; Leask, 2012d; McRoy & Gibbs, 2009; Warwick & Moogan, 2011). All of the interviews also made reference to the need for communication and clarification within each of the question responses, a number of these highlighted above in the individual barrier discussions.

The final confirmatory barrier identification, this being considered holistically and including leadership, staff engagement, mechanisms for communication and it's importance as a critical success factor.

7.07   Summary of the contribution to practice

Considering contribution to practice in the broadest terms, to raise awareness of the internal barriers to internationalisation to those working within UKHE would be the basic aspiration. As Professor Elspeth Jones declared in a recent article *"it is now time for internationalisation to 'pervade' and to reach all aspects of university life – vice-chancellors, presidents and provosts, take note…….Enough rhetoric – let's get on with it!"* (Jones, 2011b, p 2-3). This thesis will hopefully assist with the concept of pervading and ensuring more awareness and understanding for staff and students.

There has also been a recent initiative by the International Association of Universities (IAU) which is prompting HEIs globally to reflect in detail on their rationales, drivers,

operationalising, and the impact of this internationalisation on themselves, other institutions, nations and more widely to the higher education landscape globally (IAU, 2012). The information in this thesis will hopefully assist with that process and in particular when institutions are considering what barriers are blocking or preventing their internationalisation and therefore the relative importance of those barriers in terms of critical success factors. The concept of critical success factors that are generalisable and applicable across the spectrum of HEIs is unclear and with the many differing approaches, rationales, goals etc it makes *"success hard to define"* (Green, 2012, p 2). There is also the further issue of the metrics to be used to measure that success however if not considered then HEIs will be unclear of their progress and uninformed about their success (Green, 2012).

The information gathered in this thesis does however allow an attempt to be made to define a series of critical success factors that should enable HEIs to define, organise, plan and operationalise their internationalisation so that it is 'successful'. In essence these are the identified barriers being considered as those critical success factors and these will also be considered as a hierarchy, beginning the listing with the most important, providing a more detailed structure to any decision making and intervention that is required. Accepting that there will be inevitable issues of generalisability of these, it is still absolutely valid to provide this information. It is accepted that the importance and ultimate impact of each factor will vary between HEIs and therefore the level of intervention required will also vary. It is also accepted that varying internal structures and operating systems and procedures will enable or restrict how each individual institution will be able to approach the implementation of the factors.l. The proposals and information below will, however, allow senior management teams and their staff to make appropriate decisions relevant to their own institution;

- It is critical that there is adequate and appropriate resourcing, this being clearly defined, communicated, and clarified, outlining the support that is available, this being financial and also in terms of staff time. Without this appropriate resourcing, internationalisation will not be successful and will be restricted to only a small

number of interested parties within an institution, operating 'bottom-up'. There is also a need to ensure that appropriate monitoring of the utilisation of resources is implemented to assure progress.

- It is apparent that communication, as outlined above in 7.069, is significant internationalise and is considered second only to resources in terms of the importance to the internationalisation process. There therefore needs to be clear and unambiguous communication on what internationalisation means generally and in particular to the institution. This should define what it is in terms of its scope and impact and detail how this translates to students and staff and be fully espoused by senior management. This communication could commence with a separate internationalisation strategy, however this is not a requirement although some form of structure and framework is required. Embedding within other strategies is suggested, subject to this being suitably monitored to ensure it is not subjugated, and this may also reduce 'initiative overload' and assist with some 'normalising' of internationalisation.

- Senior staff support provides the necessary impetus and belief to the staff that an HEI is serious as it looks to internationalise. Those leading the process therefore need to be visible and vocal in their support and assist with the communication issue highlighted above. There does however need to be a balance attained to ensure that this is not viewed as too 'top-down' to avoid academic staff resistance which is real and does exist.

- A high level of resourcing, suitable and appropriate communication, and senior staff support does not guarantee or provide successful internationalisation without the involvement of staff. A wider staff involvement and engagement is therefore essential to allow internationalisation to occur institution-wide and be successful. The mechanisms allowing staff engagement and involvement need to be communicated and clarified, and in particular there needs to be outlining of the benefits that can be attained. The utilisation of a 'bottom-up' approach and the use of 'champions' should still be supported, alongside other wider initiatives, although

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the limitations of their use acknowledged that this is unlikely to provide institution wide changes.

- The internationalisation of curriculum is an excellent opportunity to ensure exposure of all students to a range of aspects of internationalisation. Ideally this should be an institution wide initiative and be undertaken with a transformative approach rather than additive or *infusion.* There needs to be consistency and clarity on what this will involve and suitable intervention by senior management to ensure that it does occur, this being in terms of resourcing – both financial and more importantly appropriate staff time to allow the curriculum development and amendment. If curriculum development is not undertaken institution wide then the 'bottom-up' approach of interested staff and their individual approaches should be continued, albeit accepting the impact will be limited to only those students undertaking the amended study material.

- Internationalisation at home will be enhanced by the suggestions and initiatives above but again there is the need to clearly communicate what this involves and how staff and students can engage and the benefits attained. Utilisation of the Students Union in these activities is essential to assist with student engagement and to use their expertise in cultural awareness and volunteering activities.

- Appropriate staff development is required for all staff involved in internationalisation to remove a lack of understanding, encourage engagement and ensure that staff can receive appropriate and relevant assistance and support from colleagues.

- The mobility of staff and students should be encouraged and resourced, with an acceptance of a limited unit of resource, particularly for student opportunities. These initiatives can provide excellent examples of internationalisation but the opportunities themselves require suitable communication and advertising. The results and experiences attained from all completed mobility require disseminating to allow sharing and to encourage wider staff engagement.

- Over-complicated and bureaucratic procedures that are present within a number of aspects of internationalisation and normally associated with applications for resources and mobility opportunities require simplifying and streamlining to ensure wider participation.

- To assist with the normalising of internationalisation, suggested above to commence with the embedding of a plan or strategy into other currently existing strategies, the concept of all students being described as international is persuasive. If this is continued with a message that all students will have an international experience it is further normalised and assists also with internationalisation at home.

This process of dissemination of the above has arguably already commenced as the author made a presentation at the 3 Rivers Consortium Learning and Teaching Conference in April 2011, see Appendix 14. The theme of the conference was "Curriculum Change – A House of Many Rooms?" and this allowed the findings of the research available at that point to be presented and discussed. The presentation was well received and the discussion was lively and helpful in shaping the future direction of the remaining research. In terms of wider dissemination of the findings to inform practice, it is planned to make further presentations at forthcoming events organised by the British Universities International Liaison Association (BUILA), one of the organisations that were utilised for the questionnaire distribution. They organise a series of events throughout the year and have recently been contacted to discuss forthcoming opportunities. The Higher Education Academy (HEA) has also been contacted to identify suitable opportunities for further dissemination of the findings as they have highlighted internationalisation as one of their current themes from 2012 onwards, providing focused support and services in this area.

7.08   Summary of the contribution to knowledge

A significant contribution to knowledge of this study is the academic rigour that has been applied throughout and the linking together of the primary research phases to produce a coherent and relevant process and series of results. Previous studies on

internationalisation which have been identified and discussed utilised one or at most two of the primary data methods but there has been no evidence of an example of the combination of these within a single study. The previous studies utilised and the methods implemented are;

- Interviews – (Caruana & Hanstock, 2008; Elkin, et al., 2005; Jones & Brown, 2007; Warwick & Moogan, 2011)

- Strategy analysis – Koutsantoni, 2006b; Koutsantoni, 2006c

- Questionnaire – Elkin, Farnsworth & Templer, 2008

- Focus groups – Hyland, et al., 2008

- Interviews and questionnaire – Maringe, 2009

- Documentation analysis and interviews – Middlehurst & Woodfield, 2007; Childress, 2009

The methods have been very carefully selected, implemented thoroughly and therefore do achieve the correct balance for this unique investigation into internationalisation. This therefore evidences that this combination of mixed methods and rigour can produce suitable and appropriate results.

The previous studies have also generally been balanced between either practice enhancing or knowledge informing but this investigation joins the other small number of studies that are both. The results are providing an addition to the knowledge in the field of academic internationalisation when considering the internal barriers that exist to restrict or prevent a UK HE institution internationalising. There is no evidence of a previous study having covered these issues in this detail, thereby filling the knowledge gap that exists in this area. The three main internal barriers that have been identified following the rigorous and detailed process, listed in terms of their significance, are;

Resourcing; senior staff support; staff interaction/engagement

Arguably the most surprising finding however was the importance attributed to communication and clarification within HEIs to the internationalisation process. It is clearly apparent from the study that even if adequate resourcing is provided, senior staff support

and there is an element of staff interaction and engagement, without communication and clarification this will not be widespread within the institution or successful.

It is also now clarified that the internal barriers are significant enablers to the internationalisation process. The detailed suggestions in 7.07 above regarding practice, will therefore, if implemented, not just remove or reduce the barrier but also enhance and enable successful internationalisation within an institution.

Reconsidering the comments from Wallace and Ray (2011) however, discussed in 7.01, it is sensible to balance that these should not be over-claimed and that a claim that the findings *may* influence practice, discussed immediately above, is plausible and acceptable. Also, aspects of the knowledge contribution have been confirmatory as the idea or concept of a lack of resources, for example, being a barrier is certainly not new and would be applicable to almost any initiative or enterprise. This study has however, rigorously and systematically provided authorative confirmation of those relevant internal barriers.

7.09   Reflections on the research

As an academic involved in the recruitment of international students and the development of study opportunities for them, alongside the development and delivery of suitable curriculum for all students, the knowledge gained from this research process has been invaluable. The literature review has provided an expanded bank of general knowledge that has already enhanced discussions with potential students and institutional partners overseas. The questionnaire and in particular the interviews and those in-depth discussions with other staff involved in internationalisation have however provided the greatest opportunity to change approaches. These are both personal and institutional, and through my involvement with management committees have already allowed that enhanced knowledge to be utilised directly. I have been able to discuss development opportunities with senior colleagues and suggest amendments to proposals based on the knowledge gained.

The research process has been at times infuriating and frustrating but most of all interesting and has satisfied a long held interest in carrying out a significant research investigation at doctoral level. The consideration of detailed ontology and epistemology has informed my own discussions with research students and how this can impact on their approach to research design and methodology. The acquisition of skills in NVivo analysis software and SPSS statistical testing has already directly been utilised in dissertation supervision.

The change of research question did create some initial unease and uncertainty but this is considered to be natural when mid-way through an extensive research project. This was however absolutely the correct decision and has allowed the investigation to complete and produce the contributions to knowledge and practice outlined above, alongside the personal development outlined here. The revised research question focussing on internal barriers was relevant and timely as institutions consider how they internationalise within a new funding environment which has created significant focus on this issue.

To participate in a conference part-way through the research and present the findings at that point was incredibly helpful to the development of the later stages of the process. The constructive and supportive comments received from the attendees provided a much needed morale boost at that point and gave some confidence that the work had relevance and usefulness. Involvement in external conference presentations for doctoral students should therefore be encouraged wherever possible.

The annual internal doctoral conference organised by Newcastle Business School as an integral part of the DBA process was another excellent and useful opportunity to share your research with colleagues and fellow doctoral students. The feedback I received was supportive and constructive and assisted with the formulation of ideas and concepts in the earlier stages, through to focus on specific elements in the latter stages. At the conference in 2009 I was awarded The Best Presentation Prize, voted for by those attending.

It is considered that the use of the mixed methods approach was the most appropriate way to carry out this investigation and any other methodology would have been very uncomfortable due to my realist ontology and pragmatist epistemology. Mixed methods

were however also utilised in other studies in this area and so this confirmed their relevance and applicability for significant research around this subject area. The methods utilised – content analysis of strategies, questionnaire, and semi-structured interviews - also allowed the aims set to be fully met and the research question explored and answered.

The phased, sequential development of the primary research has provided an incredibly rigorous and thorough investigation that contributes to knowledge and practice and I feel pride in having accomplished what has been a significant amount of work in the very tight timescale of 3½ years.

Considering firstly the content analysis, this process allowed the intitial investigation into how institutions approach internationalisation and was an ideal method to do this efficiently, covering a large amount of material. The small sample of four strategies was considered to be representative of the UKHE sector and so was sensible, relevant and appropriate. The mutiple coding exercises that were carried out, and have been explained earlier, although in total were time consuming did allow a thorough analysis process of the strategies. The use of NVivo software for the analysis was incredibly helpful and ensured that the process was thorough and sytematic and provided academic rigour to the analysis process and I would recommend its use to any researcher. Although it did take a little time to become familiar with elements of the processing, the final results and overall data produced were excellent and met the original expectations to allow the production of the following phase questionnaire.

Moving onto the questionnaire, the production of the statements for the main content was once again thorough and systematic, utilising information from the content analysis alongside that from the literature review and other *a priori* information.The structure of the questionnaire being divided into distinct sections covering staff involvement, student involvement etc, provided a very clear and simple structure so that respondents could follow and complete it simply and relatively quickly. This structure also allowed the results to be easily grouped together into related areas so that it simplified the analysis process.

The use of the two email databases through the interest forums was the correct choice of distribution method to target those staff working in HE with an interest in internationalisation, justification for this grouping having already been discussed earlier and details of the choices made in the sampling illustrated in Table 7. This is evidenced by the number of responses and the spread of UKHEIs which provided an excellent representative sample. The information provided by the qualitative response opportunities within the questionnaire was very surprising as these were far more detailed and numerous than originally expected and created an excellent further source of data. This depth of response highlights how important internationalisation is to those respondents and that it is a topic that promotes detailed debate and huge interest. The detailed statistical analysis allowed that further investigation into the results for significance testing and this did provide interesting results for further discussion and so was a useful process. These showed the difference in approaches to certain aspects of internationalisation between pre and post-1992 HEIs, which although those involved would perhaps expect, this did confirm. Similarly, the differences in opinions on aspects of internationalisation, dependant upon the role of the respondent, were clearly illustrated by this testing and this was not expected to be as obvious at the commencement of the research. Overall, the questionnaire results far exceeded the original expectations and although meeting the primary objective of providing data for the creation of the interview questions, produced further data to feed direct into the analysis and overall conclusions. The interaction with the interviewees was the highlight of the entire process and allowed a full exploration of the internationalisation process and provided a fascinating insight into how those individuals and institutions managed the process. The depth of response and detail provided by the interviewees far exceeded the original expectations and provided a successful completion of the mixed methods primary investigations.

The detailed interviews also allowed me an opportunity to reflect in greater detail on how internationalisation is organised and managed centrally within my own institution and then also more locally within my own School and Department. The information provided by the

interviewees on how they approached and organised internationalisation will impact on and influence my own practice.

All of the four interviewees commented that they also thoroughly enjoyed the interview process and that it allowed them to consider and reflect on what they did at their institution. This reflexivity is important to them and can play a crucial role in their personal career development and also in their role within an organisation. It is, however, perhaps something that we do not do enough of as we deal with what seems to be an ever increasingly busy workplace alongside achieving a suitable work-life balance.

Finally, the systematic phased approach to the primary data investigation is seen as being a relatively simple and easy to follow methodology that other researchers could adopt and follow

7.10   Suggested further work

It is not uncommon for suggestions for further study/work to arise through consideration of the limitations of the original piece of work and so that is the starting point for this section. The detailed consideration of internal barriers only is a limitation to the study and does not therefore include those external to the institution. Although these may not be as numerous as the identified internal barriers, they could have an impact on internationalisation. Some identification of external barriers has been undertaken within the International Association of Universities survey in 2009 and this identified insufficient funding, difficulties of recognition and equivalencies of qualifications, and language barriers as the top three (Hudson, 2011; Egron-Polak, 2011,Egron-Polak, 2011, p 2). There is also the consideration of government intervention via changes in visa regulations or other regulations related to immigration and opportunities for working post study, these being briefly outlined in the introduction. Although HEIs have little or no opportunity to influence or change those factors, how they react and deal with the impact of them is worthy of further consideration and detailed exploration. This would create a further research opportunity and if aligned with this study would provide a full exploration, analysis, and assessment of all barriers.

Although the study has been rigorous and extensive, there have been suggestions made as to how HEIs can implement a series of critical successful factors to improve the success of their internationalisation.. These however have not been tested and so post-doctoral work is currently being planned to carry out this further exploration. The intention will be to plan a series of interviews with a range of staff, again in varying roles, in a suitable variation of institutions, similar to the process for the interviews in this work. This however would be widened to staff who are not currently engaged with or considered as pro-internationalisation as this study, as discussed earlier, only considered an informed sample. The summary findings will be presented relative to the concept of modelling the identified factors to see if 'successful internationalisation' by an institution can be predicted.

Appendix 1

Screen shot example of a highlighted internationalisation strategy within NVivo

Appendix 2

Email correspondence to BUILA members for questionnaire

Dear Colleagues

I hope that you all had a good Christmas and New Year and are looking forward to a challenging year ahead!

One of my academic colleagues based in one of the Schools at Northumbria is undertaking a DBA and his research is on Internationalisation of UK HEIs. As part of the research, he has prepared a questionnaire and has asked if this can be passed on to the BUILA mailbase for responses. I would be grateful if you could spare around 10 minutes or so to answer the questionnaire which can be found here:

http://www.surveymonkey.com/s/SNJPVJM

There is more detailed information at the beginning of the questionnaire but it is very easy to complete. On completion of the survey you will then see a page from the surveymonkey website and this can be simply closed down. Ideally the survey should be completed by Friday 12 February 2010. Please note that all responses will be treated as anonymous and confidential and will be used for the purposes of the DBA only.

If you have any general queries then please email my colleague direct on kevin.thomas@northumbria.ac.uk

Many thanks for your support.

With best regards

Tim Johnson

Head of Strategic Partnerships
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Appendix 3

Final version of questionnaire

Internationalisation of UK Higher Education

1. Introduction and background

Thankyou for agreeing to complete this survey. You have been sent this as you have been identified as having experience in terms of internationalisation.

This survey forms part of research being undertaken on the Internationalisation of HE for a DBA within Newcastle Business School at Northumbria University. The first stage of research involved content analysis of HEI internationalisation strategies to identify the common and also differing areas of emphasis for the internationalisation process. That information has been used to prepare this questionnaire

I am very grateful for you giving up your valuable time to answer these questions and it should take around 10 minutes to complete. Please feel free to stop at any time and submit what you have completed. At the end of each section there is an area for you to add any comments you would like to make.

All responses will be treated as anonymous and confidential. A system of implied informed consent is being used for this process in that by completing and returning the questionnaire you are consenting to participation. This has been carried out in accordance with Northumbria University Ethics in Research and Consultancy Policy Statement.

If you have any questions on this research, please feel free to contact me on kevin.thomas@northumbria.ac.uk

Regards

Kevin Thomas

Which of the following best describes your role at your current institution?

◯ DVC/PVC or equivalent for international matters

◯ Director of International Office

◯ Senior Administrator for international matters

Other (please specify)

How many years have you worked within the HEI sector? (please answer to the nearest whole year)

How many years have you worked within your current institution within the area of international matters? (please answer to the nearest whole year)

How many years have you undertaken your current role at your current institution? (please answer to the nearest whole year)

Please give the name of your current institution (this will not be used in the research but will assist with classification and coding)

Internationalisation of UK Higher Education

My institution has a detailed internationalisation plan/strategy

◯ Yes

◯ No

◯ Don't know

Please indicate whether your institution is consistent with the following statements

	Yes	No	Don't know
Our internationalisation activities have cognisance of the Bologna Agreement	◯	◯	◯
We plan international activity in consideration of the Research Excellence Framework 2013	◯	◯	◯
We have undertaken internationalisation activities in accordance with the Prime Ministers' initiatives	◯	◯	◯

Internationalisation of UK Higher Education

2. Staff Involvement

This section looks at the following statements associated with staff involvement. Please rate them to reflect your opinion on internationalisation at your institution.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
We recruit academic staff from outside the EU	◯	◯	◯	◯	◯
Our academic staff attend and participate in international conferences	◯	◯	◯	◯	◯
Our academic staff undertake international study/work placement	◯	◯	◯	◯	◯
Our academic staff undertake research/enterprise with international partners	◯	◯	◯	◯	◯
Our internationalisation creates a broad staff experience	◯	◯	◯	◯	◯
Our academic staff have an international profile	◯	◯	◯	◯	◯
We utilise visiting international lecturers/academics	◯	◯	◯	◯	◯
Our staff develop international practice and skills	◯	◯	◯	◯	◯
We have recruited international academic staff to support the Research Excellence Framework 2013	◯	◯	◯	◯	◯
Our staff are able in foreign languages	◯	◯	◯	◯	◯

Please feel free to add any additional comments on staff involvement

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3. Student involvement

This section looks at the following statements associated with student involvement. Please rate them to reflect your opinion on internationalisation at your institution.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Our students are employable globally and useful in the global marketplace	○	○	○	○	○
We utilise International alumni in our recruitment and promotional activities	○	○	○	○	○
Our students undertake International study/work placement	○	○	○	○	○
Our Internationalisation creates a broad student experience	○	○	○	○	○
Our Internationalisation has widened participation of students	○	○	○	○	○
Our students are culturally aware	○	○	○	○	○
We integrate our International students within the institution	○	○	○	○	○
Our International students engage with voluntary work	○	○	○	○	○
The main aim of our Internationalisation is to recruit International students to our institution in the UK	○	○	○	○	○

Please feel free to add any additional comments on student involvement

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4. Academic curriculum

This section looks at the following statements associated with academic curriculum. Please rate them to reflect your opinion on internationalisation at your institution.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
We have on campus "top-up" programmes suitable for international students	○	○	○	○	○
The curriculum has been amended to reflect a wider global perspective	○	○	○	○	○
We utilise distance and/or e-learning	○	○	○	○	○
We incorporate international perspectives into our learning and research	○	○	○	○	○

Please feel free to add any additional comments on academic curriculum

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5. Collaborative activity

This section looks at the following statements associated with collaborative activity. Please rate them to reflect your opinion on internationalisation at your institution.

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	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
We are involved with trans-national education	○	○	○	○	○
We have collaborative academic partnerships with international institutions	○	○	○	○	○
We are a member of an international university consortium	○	○	○	○	○
We have collaborative agreements with non-academic international partners	○	○	○	○	○
We are involved with international consultancy and knowledge transfer	○	○	○	○	○
We deliver international short courses	○	○	○	○	○
We have off shore campus facilities in partnership with international institutions	○	○	○	○	○
We have assisted international institutions in their development and provided technical assistance	○	○	○	○	○
We are involved with international outreach projects	○	○	○	○	○

Please feel free to add any additional comments on collaborative activity

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Internationalisation of UK Higher Education

6. Administration and Operationalising

This section looks at the following statements associated with administration and operationalising. Please rate them to reflect your opinion on internationalisation at your institution.

	Strongly agree	Agree	Nuetral	Disagree	Strongly disagree
A series of country and regional plans are prepared and used for management of internationlisation	○	○	○	○	○
Cross university sub-groups/working groups are utilised for the management of internationalisation	○	○	○	○	○
We are satisfied that our groups can effectively monitor the internationalisation process	○	○	○	○	○
We produce a range of publicity and communication materials for internationalisation	○	○	○	○	○
My institution has a network of regional offices overseas	○	○	○	○	○
My institution has made available adequate resources to operationalise internationalisation	○	○	○	○	○
We use a network of international representatives/agents to recruit students	○	○	○	○	○
We use a Scholarship scheme to provide financial support to international students	○	○	○	○	○
We have identified and are managing the risks associated with internationalisation	○	○	○	○	○

Please feel free to add any additional comments on operations and administration

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Internationalisation of UK Higher Education

7. General issues

This section looks at the following statements associated with other general issues. Please rate them to reflect your opinion on internationalisation at your institution.

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	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
There is an appreciation of different cultures within my institution	◯	◯	◯	◯	◯
We have an inclusive and tolerant learning community	◯	◯	◯	◯	◯
We are actively engaged with the local community	◯	◯	◯	◯	◯
We have a culturally rich learning environment	◯	◯	◯	◯	◯
We support the observance of all religions	◯	◯	◯	◯	◯
We actively engage with the Internationalisation at Home agenda	◯	◯	◯	◯	◯
We could increase our market share of international business	◯	◯	◯	◯	◯
My institution is attractive to international applicants	◯	◯	◯	◯	◯
We have an international reputation	◯	◯	◯	◯	◯
My institution is internationally aware	◯	◯	◯	◯	◯
We have a strategic international aim	◯	◯	◯	◯	◯
We have a competitive edge in internationalisation	◯	◯	◯	◯	◯
My institution is fully committed to internationalisation	◯	◯	◯	◯	◯

Please feel free to add any additional comments on general issues

8. Rationales and final comments

Please rank the following rationales, 1-6, 1 being the most important, as to why your institution is internationalising.

*.

Academic	
Competitive	
Developmental	
Economic	
Political	
Social and Cultural	

Please provide your opinions on what is important for an institution to successfully internationalise

If you would be willing to be contacted in a follow up interview could you please provide your contact details in the box below.
These details will not be connected to your responses to the survey.

Thank you once again for your time.

Appendix 4

Information sent in advance to interviewees

Interview for DBA

How international are we?
A study of the barriers to internationalisation of UK Higher Education

Background and purpose
The internationalisation of higher education may appear to be a fairly recent phenomenon however it has been highlighted as a trend within developed country universities since the late 1980's. How universities internationalise varies and this can be attributed to the differing definitions and perceptions of internationalisation itself. It is apparent that a wider ranging and more diverse internationalisation strategy will be critical to institutions to be successful in internationalisation.
This study will attempt to identify why and how Higher Education Institutions (HEI's) internationalise and in particular identify the barriers to this process.

Design/methodology
Internationalisation strategies have been analysed using content analysis to identify a number of themes why they internationalise, together with those identified a priori through the literature review. This formulated a questionnaire, distributed to staff at UK HEI's to assess where they currently are in their internationalisation process and what they perceive as being important to this process.
The responses have been analysed manually and also utilising SPSS to inform a series of questions that will be used at this interview.

Findings to date
The content analysis produced an extensive range of coded words/phrases that were grouped into a series of rationales and there were significant similarities to findings from previous studies and also new themes identified.
The questionnaire distributed via surveymonkey generated 76 responses from across 55 different UK HEI's, a representative sample for analysis.
It is clear that there is some commonality of issues associated with internationalisation but also that some opinions vary depending upon the role undertaken by the respondent and also whether a pre or post 1992 institution.

The interview
This interview will be one of four being undertaken as the final stage of primary research. It will last a maximum of one hour and will be digitally recorded and then transcribed and content analysis undertaken of all four.

A copy of the final transcribed interview will be sent to yourself for approval prior to it being used in the research.

The questions that will be asked in the interview are attached in Appendix A so that you can prepare for them in advance if required.

Northumbria University also operates a robust system of Ethics in Research. Attached in Appendix B is the Informed Consent form relative to your individual participation in the interview. In Appendix C is the Organisation Informed Consent Form in relation to any comments you may make associated with your current employer. Copies of these forms will be available at the interview for your signing.

I am most grateful for your participation in this research.

Regards

Kevin Thomas

Northumbria University

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F 0191 2273167

Appendix A

Questions to be asked at interview

1. For an HEI to be internationalised, internationalisation of the curriculum is seen by many as being a significant factor. Do you agree with this and what do you feel are the major issues in this process?

2. To facilitate and allow internationalisation to occur, adequate and appropriate resourcing is required. Do you agree with this and what would you consider to be the main resources required and also the prioritisation of their allocation?

3. How important is the support of senior staff for internationalisation and in what way can they facilitate/support this?

4. How would you encourage the wider engagement of staff throughout an institution to support internationalisation?

5. Do you consider working internationally in academic research to be an important aspect of internationalisation and if so why? Do you think this would benefit the results of the Research Excellence Framework 2014?

6. Can internationalisation succeed without a detailed strategy and what aspects do you think should be included within the strategy?

7. Why do you think "internationalisation at home" is often considered to be difficult and how would you encourage more engagement with this?

8. Do you feel that the mobility of staff and students is an important aspect of internationalisation? What would you include as mobility and how should this be encouraged?

Newcastle Business School
Informed Consent Form for research participants

Title of Study:	**How international are we?** **A study of the barriers to internationalisation of UK Higher Education**
Person(s) conducting the research:	**Kevin Thomas**
Programme of study:	**DBA**
Address of the researcher for correspondence:	**School of the Built and Natural Environment** **Northumbria University** **Ellison Building** **Ellison Place** **Newcastle upon Tyne** **Tyne and Wear** **NE1 8ST**
Telephone:	**0191 2274743**
E-mail:	**kevin.thomas@northumbria.ac.uk**
Description of the broad nature of the research:	To investigate the barriers to internationalisation of UK higher education for a DBA.
Description of the involvement expected of participants including the broad nature of questions to be answered or events to be observed or activities to be undertaken, and the expected time commitment:	The expected involvement of the research participants is as follows: • Interview (approximately 1 hour) The interviews will be semi structured and based upon the views and experiences of internationalisation of UK higher education by the participants. The interview questions will be exploratory in nature. All interviews will be recorded with a digital voice recorder and transcribed. Anonymity will be assured for the participants, institution and anyone named during the interview. Interview transcripts will be emailed to

| | participants for review and agreement. Participants are free to make any amendments, deletions or additions to the transcripts.

Confidentiality will be maintained in terms of storing data securely on computer and ensuring hard copies of transcripts are stored securely.

All data will be stored securely either electronically on computer or in hard copy version in the NBS repository. As part of the data analysis process, hard copies of the anonymised transcripts (raw data) may be given to the doctoral supervision team.

Anonymised data may be used and reproduced in research publications. |
|---|---|

Information obtained in this study, including this consent form, will be kept strictly confidential (i.e. will not be passed to others) and anonymous (i.e. individuals and organisations will not be identified *unless this is expressly excluded in the details given above*).

Data obtained through this research may be reproduced and published in a variety of forms and for a variety of audiences related to the broad nature of the research detailed above. It will not be used for purposes other than those outlined above without your permission.

Participation is entirely voluntary and participants may withdraw at any time.

By signing this consent form, you are indicating that you fully understand the above information and agree to participate in this study on the basis of the above information.

Participant's signature: **Date:**

Student's signature: **Date:**

Please keep one copy of this form for your own records

Appendix C

RESEARCH ORGANISATION INFORMED CONSENT FORM

Newcastle Business School
University of Northumbria

Completion of this form is required whenever research is being undertaken by NBS staff or students within any organisation. This applies to research that is carried out on the premises, or is about an organisation, or members of that organisation or its customers, as specifically targeted as subjects of research.

The researcher must supply an explanation to inform the organisation of the purpose of the study, who is carrying out the study, and who will eventually have access to the results. In particular issues of anonymity and avenues of dissemination and publications of the findings should be brought to the organisations' attention.

Researcher's Name: Kevin Thomas

Student ID No. : 98931645

Researcher's Statement:
The research is being carried out by Kevin Thomas, a DBA student at NBS, Northumbria University.   The expected involvement of the research participants is as follows: A one hour interview that will be semi structured and based upon the views and experiences of internationalisation of UK higher education by the participants.   The timescale of interviews will be January – March 2011.   The interview questions will be exploratory in nature.   All interviews will be recorded with a digital voice recorder and transcribed.   Anonymity will be assured for the participants, institution and any people named during the interview.   Interview transcripts will be emailed back to participants for reviewing and agreement. Participants are free to make any amendments, deletions or additions to the transcripts.   Confidentiality will be maintained in terms of storing data securely on computer and ensuring hard copies of transcripts are stored securely.   All data will be stored securely either electronically on computer or in hard copy version in the NBS repository. As part of the data analysis process, hard copies of the anonymised transcripts (raw data) may be given to the doctoral supervision team.   Anonymised data may be used and reproduced in research publications.

Any organisation manager or representative who is empowered to give consent may do so here:

Name: _____

Position/Title: _____

Organisation Name: _____

Location: _____

If the organisation is NBS please complete the following: **NA**

Start/End Date of Research / Consultancy project:	Start: End:
Programme Year Sample to be used: seminar group, entire year etc.	
Has Programme Director/Leader, Module Tutor being consulted, informed.	

Anonymity must be offered to the organisation if it does not wish to be identified in the research report. Confidentiality is more complex and cannot extend to the markers of student work or the reviewers of staff work, but can apply to the published outcomes. If confidentiality is required, what form applies?

[   ] No confidentiality required
[   ] Masking of organisation name in research report
[   ] No publication of the research results without specific organisational consent
[   ] Other by agreement as specified by addendum

Signature: _____ Date: _____

This form can be signed via email if the accompanying email is attached with the signer's personal email address included. The form cannot be completed by phone, rather should be handled via post.

Appendix 5

Example of an anonymised interview transcript

Er this is a interview er by Kevin Thomas for er DBA study can you please state your name and place of work
Yes my name is XXX and I work at XXX

Ok thank you very much em XXX if we can go straight into the questions

Yes sure

The first question says for an HEI to be internationalised internationalisation of the curriculum is seen by many as being a significant factor

Mm hm

Do you agree with this and what do you feel are the major issues in this process?

Well I would certainly say that it's part of internationalisation because obviously what you want to happen is that your courses would kind of reflect more international nature of business now em one of the things that I see would be an issue is that certainly within the disciplines that I'm involved with is that some of them actually don't really lend themselves to an internationalised curriculum some of them are quite specif- would be quite specific to the country they're being taught in as you're looking at as you may be aware if you're looking at particular aspect of law there's obviously international law and there's also the law as a kind of as it kind of stands in a particular country em as I say some of the engineering courses that we're involved with are actually they would have a broader scope and a broader remit so they would apply internationally perhaps some of the engineering standards would be different in some of the countries for example so I would say that some subjects don't really lend themselves to an internationalised curricula however what you want to really be aware about is is more of the kind of multicultural aspects that we try to include in some of our courses so we look for if you're looking for engineering for example we'll look at examples of international engineering projects to see how they're particularly managed by groups of companies er around the world so that that's something that our students certainly do value as well

Has there been any commitment from either this faculty or the university as a whole for people to reconsider curriculum relative to internationalisation?

I think yeah I do think there's more of a move to that in in the fact that em certainly we are at an institutional level asked more and more to look at em the international aspects of the curriculum again it's more kind of international examples and you know would a particular say perhaps practice of working be relevant in a particular country and the different issues in particular in other countries that might not be relevant to to working in Europe for example

Ok ok excellent question two

Mm hm

Er to facilitate and allow internationalisation to occur adequate and appropriate resourcing is require do you agree with this and what would you consider to be the main resources required and also the prioritisation of their allocation?

Right ok well I I certainly from from my experience it's very difficult to implement internationalisation fully across the institution unless there is em a appropriate resourcing and by that I would em I would consider resourcing to be er staff available to actually implement the internationalisation I would say a strategy-

Yeah

... and also em resources to be able to deliver it whether it's additional staff or whether it's actually financial resources or people's time as well because em there is obviously a lot of aspects to internationalisation so if you're looking for example at internationalising the curricula perhaps that's not it's probably reasonably resource intensive in terms of staff time but not as costly in terms of monetary terms-

Yeah

... whereas if you're looking at developing partnerships and going out visiting institutions then obviously that requires a certain amount of finance to be able to go over that and continue to to fund it across a you know and furnish it and develop the partnership over a period of time

Yeah ok em in terms of other I mean the is a question a bit later on about mobility but just you just touched on it there-

Yeah

... about staff sort of travelling out how how is that arranged and organised within the faculty here?

Em it's really kind of dependent upon the needs of the particular department and the faculty if you're looking at academics going out and visiting and developing partnerships so there might be a programme of travel em that a group of academics might go out to a particular century and visit institutions to look at developing either research links or articulation agreements with a particular institution er then there's also the more kind of what I would say the more kind of em intangible definitely more intangible links so it could be to to look at er   either attending a conference or looking at visits associated with a em research project for example er a collaborative research project that a lot of institutions might be involved with so it depends on then the particular need and there's also there's also other areas where you know if perhaps if an academic went out as an external examiner then of course then that's a visit and that's an opportunity to find out what happens at other institutions and see if there are any commonalities

Is there sort of central control over that though coz it's not uncommon in my institution that you go somewhere and you bump into someone who's already there-

Yeah

... and you did not know is there

It's very difficult to try and keep a track on that because obviously we have a couple of hundred academies in our faculty alone so you wouldn't necessarily know what a colleague if a colleague was visiting the same institution and one of the things that we're trying to do eventually is to look at me whether there's a way of kind of er spreading out the information so people are aware of the links that we might have at one particular institution as someone else is going out centrally there isn't a lot of control over it and then of course we have our international office which goes out on specific visits and again they have all their links so I certainly think er there would a be a merit in terms of information sharing to know who's doing em what rather than sort of control coz I know academics sometimes feel that they don't like that aspect of of

They like their freedom

Exactly

Ok is there any concern regarding future resourcing relative to maybe new theories used has there been any sort of mention at all that there is you know maybe some reductions perhaps coming up

Well we we we've already gone through a period of staff reductions through the XXX scheme and of course I think the XXX government announced further cuts either last week or the week before so again we're going to have to look hoe that could be factored in to how we operate as an institution so it's very likely that there might be more cuts coming up in terms of either staff numbers or reducing the work that's done but the University strategy is based very much on being an international technological university so to achieve that it has to pursue its internationalisation agenda

Agenda yeah ok just coming back to resourcing generally then if if someone said to you what what what you know how would you prioritise would your main priority be creating business by going out and making arrangements with partners on articulations or whatever or would you prefer it it to be more on the research side in terms of development of internationalisation you know if someone said to you what could you prioritise

I think from from our faculty point of view we have to look at generating business given the economic climate that we're in so that I think has to be the bottom line in terms of er developing new links with institutions and articulations however the best articulations work when there's obviously a mutuality involved in it so there has to be some benefit for the other institution whether you're looking at capacity building developing their curricula so it's more in so there's a more international and also looking at other research links that you might have so I'd say certainly the priority would be business and then the second one is obviously not   to lose sight of the fact the more broader collegiate and collaborative approach to international research perhaps

Yeah I I wouldn't disagree with that I think if you look at most development of international links and international activity it's virtually most of it is developed on an economic rationale

Yes you have to justify it to the centre really

Exactly then the other things follow I-

Yes

... do agree with you there you know to make those links more meaningful and strengthen them you do need those other things you know I think the capacity building is a really good one and maybe something like that it is not as well followed as perhaps some of the other things so yeah think that's very interesting er question 3

Mm hm

How important is the support of senior staff for internationalisation and in what way can they facilitate or support this?

Well I would say I think it's actually crucial to have the support of senior staff I have seen some examples where you have internationalisation from a bottom up approach in terms of particular subject areas but in terms of broadly across an institution then em I think it you really need to have the senior staff involved and the way that they can facilitate and support if support it is if it's part of their portfolio so they have an accountability to be able to deliver on an internationalisation agenda and I think very much for them to achieve that then they would need to have some resources behind it so as we were talking before in terms of financial and also perhaps key people involved in internationalisation in in various sort of in a faculty's departments or other units within the institution

Mm hm er again it when I've been looking at a number of different things-

Yeah

... happening elsewhere I agree with you that sort of you know top down probably overall it's better however there is a lot of bottom up-

Yeah

... and it comes from people who have got a personal interest in something-

Absolutely

....is that something that you're aware of and that you've come across?

Yeah one of our departments for example em in architecture has quite a broad international aspect to to its work they look at international architecture they have a lot of students going out on exchange so a lot of student mobility a lot of staff mobility and again that's something that is done bottom up from within the department em as a need er as part of teaching the discipline so that's a good example I think

Appendix 6

Typical page of strategy text showing coding stripes

Appendix 7

Detailed quantitative breakdown of strategy original coding results

Coding Summary Report

Project: Internationalisation Strategies

Generated: 23/01/2012 15:32

Coding By

Name	Initials
bekt1	KT
Kevin	KEVIN
Total Users	2

Internals\BOURNEMOUTH UNIVERSITY INTERNATIONALISATION STRATEGY WORD Document March 2009

Node Coding	References	Coverage
Tree Nodes\Academic rationale\academic expertise	1	0.38%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\academic staff recruitment	1	0.93%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\collaborative partnerships	6	5.27%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\curriculum	5	2.47%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\high quality outputs (research papers, patents, service innovation etc)	1	0.68%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\intellectual development and professional practice	2	1.61%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\international scholarship	1	0.24%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\internationalised work environment	1	0.40%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\knowledge	1	0.09%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\learning community	2	1.03%

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Tree Nodes\Academic rationale\learning environment	1	0.81%

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Node Coding	References	Coverage
Tree Nodes\Academic rationale\pedagogic approaches	1	0.40%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\programme design	1	0.20%

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Tree Nodes\Academic rationale\Research and Enterprise	10	9.84%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\staff reputation	3	1.33%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\student entrepreneurship and volunteering	1	0.40%

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231

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232

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234

Node Coding	References	Coverage
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Total References	126	
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Total Users	1	

Internals\Leeds Metropolitan University Internationalisation Strategy		Document

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235

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238

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239

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240

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Tree Nodes\Social and cultural rationale\diversity	8	2.66%

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Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\global marketplace	1	0.14%

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Tree Nodes\Social and cultural rationale\inclusive	1	0.22%

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Tree Nodes\Social and cultural rationale\institution culture	1	0.59%

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Tree Nodes\Social and cultural rationale\integration	2	0.91%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\international perspectives	4	1.82%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\Internationalisation at Home	4	1.48%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\outreach opportunities	1	0.39%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\Religion	1	0.20%

241

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\Social events and activities	1	0.17%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\volunteering	2	0.70%

Total References	201	
Coverage	0.94%	
Total Users	1	

Internals\University of Bath International Strategy

Document

Node Coding	References	Coverage
Tree Nodes\Academic rationale\academic staff recruitment	1	1.35%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\collaborative partnerships	8	12.96%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\conference participation	1	0.88%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\curriculum	2	0.90%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\international context	1	2.13%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\international scholarship	1	0.82%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\international study or work placements	2	3.88%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\knowledge	2	1.49%

242

Node Coding	References	Coverage
Tree Nodes\Academic rationale\learning environment	1	0.62%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\problem solving skills	1	0.46%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\Research and Enterprise	10	7.11%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\teaching	2	3.19%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\visiting lecturers	1	1.75%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\collaboration non university	6	10.83%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\global employability	1	1.49%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\international alumni	2	2.31%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\international reputation	1	1.00%

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\languages	1	1.17%

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\staff capability	1	1.35%

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\visiting lecturers	1	1.75%

243

Node Coding	References	Coverage
Tree Nodes\Economic rationale\student recruitment	1	1.25%

Node Coding	References	Coverage
Tree Nodes\Operational issues\Facilities	1	1.63%

Node Coding	References	Coverage
Tree Nodes\Operational issues\internationalisation	1	2.43%

Node Coding	References	Coverage
Tree Nodes\Operational issues\publicity and communication	2	2.35%

Node Coding	References	Coverage
Tree Nodes\Operational issues\sports	1	3.42%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\community	2	1.39%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\culturally rich	2	1.55%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\diversity	1	0.88%

Total References	57	
Coverage	2.58%	
Total Users	2	

Internals\UNIVERSITY OF BIRMINGHAM international strategy		Document

Node Coding	References	Coverage
Tree Nodes\Academic rationale\academic expertise	2	1.40%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\academic staff recruitment	2	0.64%

244

Node Coding	References	Coverage
Tree Nodes\Academic rationale\collaborative partnerships	10	4.80%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\curriculum	6	2.07%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\international links	2	0.82%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\joint awards	1	0.43%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\national reputation	1	0.79%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\pedagogic developments	1	0.41%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\programme design	1	0.43%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\relationships	2	1.37%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\Research and Enterprise	18	7.82%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\sharing or experience	1	0.59%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\Staff experience	3	0.91%

Node Coding	References	Coverage
Tree Nodes\Academic rationale\teaching	1	0.36%

245

Node Coding	References	Coverage
Tree Nodes\Academic rationale\U21	4	2.75%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\achievements	1	0.62%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\admin support	2	0.99%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\attraction to uk	1	0.59%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\collaboration non university	4	2.09%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\competitive edge	2	0.89%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\distance and e-learning	1	0.42%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\global employability	1	0.19%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\global marketplace	1	0.18%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\global marketplace (2)	1	0.18%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\international alumni	3	2.76%

246

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\international networks	1	0.42%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\international reputation	8	3.14%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\joint awards	1	0.43%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\offshore campus	2	1.09%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\programme design	1	0.43%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\relationships	2	1.37%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\stakeholder expectations	1	0.16%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\strategic aim	3	0.73%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\transnational	1	0.60%

Node Coding	References	Coverage
Tree Nodes\Competitive rationale\U21	4	2.75%

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\change	1	0.10%

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\Development and technical assistance	3	1.10%

247

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\embedded and embraced	2	0.81%

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\enhancement	2	0.47%

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\exchange programmes	2	0.73%

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\languages	2	0.87%

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\national reputation	1	0.79%

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\new initiatives	1	0.22%

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\new markets	1	0.11%

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\priority markets	1	0.36%

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\programme development	1	0.74%

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\seed fund	1	0.58%

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\Staff experience	3	0.91%

248

Node Coding	References	Coverage
Tree Nodes\Developmental rationale\transnational	1	0.60%

Node Coding	References	Coverage
Tree Nodes\Economic rationale\International Recruitment Strategy	1	0.32%

Node Coding	References	Coverage
Tree Nodes\Economic rationale\market share	1	0.20%

Node Coding	References	Coverage
Tree Nodes\Economic rationale\student recruitment	8	2.85%

Node Coding	References	Coverage
Tree Nodes\Economic rationale\transnational	1	0.60%

Node Coding	References	Coverage
Tree Nodes\Leadership\implementation cross-University subgroups	1	0.48%

Node Coding	References	Coverage
Tree Nodes\Leadership\monitoring	2	1.52%

Node Coding	References	Coverage
Tree Nodes\Leadership\working groups	4	3.52%

Node Coding	References	Coverage
Tree Nodes\Operational issues\action plan	1	0.35%

Node Coding	References	Coverage
Tree Nodes\Operational issues\Facilities	1	0.40%

Node Coding	References	Coverage
Tree Nodes\Operational issues\globalization	2	0.35%

Node Coding	References	Coverage
Tree Nodes\Operational issues\international portfolio	1	0.33%

249

Node Coding	References	Coverage
Tree Nodes\Operational issues\internationalisation	6	2.97%

Node Coding	References	Coverage
Tree Nodes\Operational issues\publicity and communication	3	2.16%

Node Coding	References	Coverage
Tree Nodes\Operational issues\resources	7	4.15%

Node Coding	References	Coverage
Tree Nodes\Operational issues\school champions	1	0.60%

Node Coding	References	Coverage
Tree Nodes\Operational issues\seed fund	1	0.58%

Node Coding	References	Coverage
Tree Nodes\Operational issues\sensitivity	1	0.46%

Node Coding	References	Coverage
Tree Nodes\Operational issues\services	2	1.49%

Node Coding	References	Coverage
Tree Nodes\Operational issues\staff buyouts	1	0.32%

Node Coding	References	Coverage
Tree Nodes\Operational issues\staff support	6	3.24%

Node Coding	References	Coverage
Tree Nodes\Operational issues\support mechanisms	8	4.13%

Node Coding	References	Coverage
Tree Nodes\Operational issues\travel grants	1	0.15%

250

Node Coding	References	Coverage
Tree Nodes\Operational issues\unique selling points	1	0.19%

Node Coding	References	Coverage
Tree Nodes\Political rationale\bologna	1	0.74%

Node Coding	References	Coverage
Tree Nodes\Political rationale\government	3	2.29%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\community	1	0.14%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\cultural change	4	1.13%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\culturally rich	3	1.05%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\diversity	2	0.56%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\global marketplace	1	0.18%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\integration	2	0.70%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\Internationalisation at Home	1	0.37%

Node Coding	References	Coverage
Tree Nodes\Social and cultural rationale\sharing or experience	1	0.59%

251

Appendix 8

Detailed quantitative breakdown of strategy additional coding results

Coding Summary Report

Project:	Internationalisation Strategies
Generated:	24/01/2012 09:58

Coding By

Name	Initials
bekt1	KT
Kevin	KEVIN
Total Users	2

Internals\BOURNEMOUTH UNIVERSITY INTERNATIONALISATION STRATEGY WORD Document March 2009

Node Coding	References	Coverage
Tree Nodes\Leadership\buy-in	1	0.32%

Node Coding	References	Coverage
Tree Nodes\Leadership\Consultation	2	0.82%

Node Coding	References	Coverage
Tree Nodes\Leadership\cultural change	2	2.79%

Node Coding	References	Coverage
Tree Nodes\Leadership\dialogue	1	0.67%

Node Coding	References	Coverage
Tree Nodes\Leadership\flexible and ready to change	1	1.23%

Node Coding	References	Coverage
Tree Nodes\Leadership\implementation cross-University subgroups	4	5.90%

Node Coding	References	Coverage
Tree Nodes\Leadership\integration	2	2.22%

Total References	13	
Coverage	1.99%	
Total Users	1	

Internals\Leeds Metropolitan University Internationalisation Strategy   **Document**

252

Node Coding	References	Coverage
Tree Nodes\Leadership\communication	1	1.22%

Node Coding	References	Coverage
Tree Nodes\Leadership\monitoring	2	0.93%

Total References	**3**	
Coverage	**1.07%**	
Total Users	**1**	

Internals\UNIVERSITY OF BIRMINGHAM international strategy		Document

Node Coding	References	Coverage
Tree Nodes\Leadership\communication	1	0.53%

Node Coding	References	Coverage
Tree Nodes\Leadership\Consultation	1	0.27%

Node Coding	References	Coverage
Tree Nodes\Leadership\cultural change	2	0.64%

Node Coding	References	Coverage
Tree Nodes\Leadership\delegation	1	0.46%

Node Coding	References	Coverage
Tree Nodes\Leadership\embedded	2	0.83%

Node Coding	References	Coverage
Tree Nodes\Leadership\implementation cross-University subgroups	3	1.62%

Node Coding	References	Coverage
Tree Nodes\Leadership\integration	1	0.63%

253

Node Coding	References	Coverage
Tree Nodes\Leadership\management of relationships	2	1.37%

Node Coding	References	Coverage
Tree Nodes\Leadership\monitoring	3	1.91%

Node Coding	References	Coverage
Tree Nodes\Leadership\strategic	3	1.81%

Node Coding	References	Coverage
Tree Nodes\Leadership\working groups	6	5.12%

Total References	25
Coverage	1.38%
Total Users	1

254

Coding Summary Report

Project: Internationalisation Strategies
Generated: 24/01/2012 09:55

Coding By

Name	Initials
bekt1	KT
Kevin	KEVIN
Total Users	**2**

Internals\BOURNEMOUTH UNIVERSITY INTERNATIONALISATION STRATEGY WORD Document March 2009

Node Coding	References	Coverage
Tree Nodes\Barriers to internationalisation\curriculum	8	8.72%

Node Coding	References	Coverage
Tree Nodes\Barriers to internationalisation\internat at home	1	0.76%

Node Coding	References	Coverage
Tree Nodes\Barriers to internationalisation\internat strategy	10	8.95%

Node Coding	References	Coverage
Tree Nodes\Barriers to internationalisation\internationalised work environment	1	1.41%

Node Coding	References	Coverage
Tree Nodes\Barriers to internationalisation\resources	2	2.44%

Node Coding	References	Coverage
Tree Nodes\Barriers to internationalisation\staff involvment and interest	4	2.39%

Total References	26	
Coverage	4.11%	
Total Users	1	

Internals\Leeds Metropolitan University Internationalisation Strategy   Document

255

Node Coding	References	Coverage
Tree Nodes\Barriers to internationalisation\curriculum	7	3.02%

Node Coding	References	Coverage
Tree Nodes\Barriers to internationalisation\foreign language ability	2	0.38%

Node Coding	References	Coverage
Tree Nodes\Barriers to internationalisation\internat at home	12	8.19%

Node Coding	References	Coverage
Tree Nodes\Barriers to internationalisation\internat strategy	1	0.45%

Node Coding	References	Coverage
Tree Nodes\Barriers to internationalisation\resources	1	0.90%

Node Coding	References	Coverage
Tree Nodes\Barriers to internationalisation\staff involvment and interest	11	4.77%

Total References	34	
Coverage	2.95%	
Total Users	1	

Internals\University of Bath International Strategy   **Document**

Node Coding	References	Coverage
Tree Nodes\Barriers to internationalisation\curriculum	2	6.99%

Node Coding	References	Coverage
Tree Nodes\Barriers to internationalisation\internat at home	1	3.80%

Node Coding	References	Coverage
Tree Nodes\Barriers to internationalisation\staff involvment and interest	4	8.72%

Total References	7	
Coverage	6.50%	
Total Users	1	

Node Coding   **References**   **Coverage**

Tree Nodes\Barriers to internationalisation\bologna   1   2.34%

Node Coding   **References**   **Coverage**

Tree Nodes\Barriers to internationalisation\curriculum   5   2.80%

Node Coding   **References**   **Coverage**

Tree Nodes\Barriers to internationalisation\internat at home   3   1.19%

Node Coding   **References**   **Coverage**

Tree Nodes\Barriers to internationalisation\internat strategy   4   2.06%

Node Coding   **References**   **Coverage**

Tree Nodes\Barriers to internationalisation\resources   17   10.53%

Node Coding   **References**   **Coverage**

Tree Nodes\Barriers to internationalisation\staff involvment and interest   5   2.90%

Total References	35
Coverage	3.64%
Total Users	1

257

Appendix 9

Full results for questionnaire as percentage and rating average and qualitative comments

Internationalisation of UK Higher Education · SurveyMonkey

1. Which of the following best describes your role at your current institution?

	Response Percent	Response Count
DVC/PVC or equivalent for International matters	4.8%	2
Director of International Office	47.6%	20
Senior Administrator for International matters	47.6%	20
Other (please specify)		34
answered question		42
skipped question		34

2. How many years have you worked within the HEI sector? (please answer to the nearest whole year)

	Response Count
	75
answered question	75
skipped question	1

3. How many years have you worked within your current institution within the area of international matters? (please answer to the nearest whole year)

	Response Count
	75
answered question	75
skipped question	1

4. How many years have you undertaken your current role at your current institution? (please answer to the nearest whole year)

	Response Count
	75
answered question	75
skipped question	1

5. Please give the name of your current institution (this will not be used in the research but will assist with classification and coding)

	Response Count
	72
answered question	72
skipped question	4

6. My institution has a detailed internationalisation plan/strategy

		Response Percent	Response Count
Yes		75.7%	56
No		18.9%	14
Don't know		5.4%	4
	answered question		74
	skipped question		2

7. Please indicate whether your institution is consistent with the following statements

	Yes	No	Don't know	Rating Average	Response Count
Our internationalisation activities have cognisance of the Bologna Agreement	70.3% (52)	10.8% (8)	18.9% (14)	1.49	74
We plan international activity in consideration of the Research Excellence Framework 2013	37.8% (28)	24.3% (18)	37.8% (28)	2.00	74
We have undertaken internationalisation activities in accordance with the Prime Ministers' Initiatives	74.3% (55)	8.1% (6)	17.6% (13)	1.43	74
				answered question	74
				skipped question	2

8. .

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Rating Average	Response Count
We recruit academic staff from outside the EU	51.4% (36)	34.3% (24)	11.4% (8)	2.9% (2)	0.0% (0)	1.66	70
Our academic staff attend and participate in international conferences	56.5% (39)	42.0% (29)	1.4% (1)	0.0% (0)	0.0% (0)	1.45	69
Our academic staff undertake international study/work placement	27.5% (19)	43.5% (30)	21.7% (15)	7.2% (5)	0.0% (0)	2.09	69
Our academic staff undertake research/enterprise with international partners	36.2% (25)	50.7% (35)	11.6% (8)	1.4% (1)	0.0% (0)	1.78	69
Our internationalisation creates a broad staff experience	30.4% (21)	39.1% (27)	23.2% (16)	7.2% (5)	0.0% (0)	2.07	69
Our academic staff have an international profile	33.3% (23)	42.0% (29)	21.7% (15)	2.9% (2)	0.0% (0)	1.94	69
We utilise visiting international lecturers/academics	24.6% (17)	43.5% (30)	24.6% (17)	7.2% (5)	0.0% (0)	2.14	69
Our staff develop international practice and skills	18.8% (13)	42.0% (29)	34.8% (24)	2.9% (2)	1.4% (1)	2.26	69
We have recruited international academic staff to support the Research Excellence Framework 2013	6.1% (4)	21.2% (14)	51.5% (34)	16.7% (11)	4.5% (3)	2.92	66
Our staff are able in foreign languages	7.2% (5)	39.1% (27)	39.1% (27)	13.0% (9)	1.4% (1)	2.62	69

Please feel free to add any additional comments on staff involvement	7

answered question	70
skipped question	6

Page 2, Q1. .		
1	The picture varies by Faculty	Feb 15, 2010 5:14 PM
2	Some memebers of staff are very committed to internationalisation and take full advantage of the opportunities available to them. Other staff members are not interested at all.	Feb 9, 2010 9:08 AM
3	Difficult to answer as we are in the middle of developing an institutional and faculty strategy...also these answers are very locally specific and would be quite differnet if viewed locally in faculties	Feb 4, 2010 1:56 PM
4	The above things happen, but perhaps in pockets.	Feb 4, 2010 9:27 AM
5	our sataff are regularly offered training and support to be better teachers and this includes specific reference to ISs	Feb 3, 2010 5:57 PM
6	Staff are also involved in international development through: -appropriate learning, teaching and assessment (particularly via the teaching of a diverse curriculum and diverse body of students) - student/staff mobility.	Feb 3, 2010 2:57 PM
7	I ma studying International faculty exchange and have very high standards so my views are probably harsh!	Feb 3, 2010 10:50 AM

9. .

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Rating Average	Response Count
Our students are employable globally and useful in the global marketplace	29.0% (20)	**55.1% (38)**	13.0% (9)	2.9% (2)	0.0% (0)	1.90	69
We utilise international alumni in our recruitment and promotional actvities	27.5% (19)	**46.4% (32)**	20.3% (14)	5.8% (4)	0.0% (0)	2.04	69
Our students undertake international study/work placement	23.2% (16)	**42.0% (29)**	24.6% (17)	10.1% (7)	0.0% (0)	2.22	69
Our internationalisation creates a broad student experience	27.5% (19)	**43.5% (30)**	23.2% (16)	5.8% (4)	0.0% (0)	2.07	69
Our internationalisation has widened participation of students	20.3% (14)	**42.0% (29)**	27.5% (19)	7.2% (5)	2.9% (2)	2.30	69
Our students are culturally aware	15.9% (11)	**44.9% (31)**	29.0% (20)	8.7% (6)	1.4% (1)	2.35	69
We integrate our international students within the institution	21.7% (15)	**53.6% (37)**	18.8% (13)	5.8% (4)	0.0% (0)	2.09	69
Our international students engage with voluntary work	7.4% (5)	30.9% (21)	**48.5% (33)**	13.2% (9)	0.0% (0)	2.68	68
The main aim of our internationalisation is to recruit international students to our institution in the UK	15.9% (11)	**37.7% (26)**	18.8% (13)	21.7% (15)	5.8% (4)	2.64	69

Please feel free to add any additional comments on student involvement	11

answered question	69
skipped question	7

263

1	We also want to internationalise our UK students	Feb 15, 2010 5:15 PM
2	Feel we could use outr alumni much more than we do, especially for student recruitment and partnership development. Comments on international study/work placement is down as agree as it is possible, however uptake is not great. Re intergration with UK students I think we try, but could do better. The international barometer tends to flag this as an issue. Accommodation is a problem re integration.	Feb 9, 2010 9:53 AM
3	It can be difficult to encourage UK students to take advantage of the international exchanges etc available to them. Encouraging interaction between intenational and UK students can also be difficult. Despite the committment to internationalisation, there is still a perception that it has to be an income generating activity whenever possible rather than an embracing of internationalisation in the true sense of the word...Some see internationalisation as a synonym for international student recruitment.	Feb 9, 2010 9:15 AM
4	On the last question, it is almost a requirement for EQUIS and AACSB accreditation to have 'internationalisation' as a strand of corporate strategy	Feb 5, 2010 5:49 PM
5	Some areas are still in development. Again, get pockets.	Feb 4, 2010 9:29 AM
6	The level and representation of international study/work based learning opportunities varies hugely across the academic portfolios across the University with some programmes reflecting internationalisation on several strands and others verry little.	Feb 3, 2010 3:01 PM
7	ditto	Feb 3, 2010 10:51 AM
8	In all the above some studnets are and some are not	Feb 3, 2010 10:14 AM
9	Student recruitment is only a sub-set of our internationalisation strategy	Feb 3, 2010 10:12 AM
10	The aim of our internationalisation is for the University to be one of the top 50 in the world by 2015, measured by the quality of our research, and the strength of student demand.	Jan 13, 2010 3:01 PM
11	While our students are involved in international activities, this is still a relatively modest portion of the full student body - we would like to develop this area further.	Jan 11, 2010 2:50 PM

10. .

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Rating Average	Response Count
We have on campus "top-up" programmes suitable for international students	37.7% (26)	31.9% (22)	14.5% (10)	11.6% (8)	4.3% (3)	2.13	69
The curriculum has been amended to reflect a wider global perspective	21.7% (15)	55.1% (38)	11.6% (8)	11.6% (8)	0.0% (0)	2.13	69
We utilise distance and/or e-learning	15.9% (11)	44.9% (31)	20.3% (14)	17.4% (12)	1.4% (1)	2.43	69
We incorporate international perspectives into our learning and research	30.4% (21)	52.2% (36)	14.5% (10)	2.9% (2)	0.0% (0)	1.90	69

Please feel free to add any additional comments on academic curriculum	6

answered question	**69**
skipped question	**7**

Page 4, Q1. .			
1	Re incorporating international perspectives into learnig and research I have agreed as I believe this is the case, but have not specific module knowledge, other than courses with "international" in the title.	Feb 9, 2010 9:55 AM
2	Again, some Schools demonstrate a high level of good practice in this field, other schools do very little. It is dependant on there being someone in the School with a belief in internationalisation and a committment to drive it through at all levels. It would be nice to see more consistency.	Feb 9, 2010 9:16 AM
3	As before.	Feb 4, 2010 9:30 AM
4	Again, this type of inclusive international practice varies across the programmes at the institution.	Feb 3, 2010 3:05 PM
5	Not sure what you mean by "top-up" programmes	Jan 13, 2010 3:01 PM
6	The degree to which global perspectives are integrated into the curriculum will vary by School/department.	Jan 11, 2010 2:51 PM

Page 5, Q1. .			
1	The director of international development is responsible for these areas of activity	Feb 9, 2010 9:18 AM
2	Have done the last three but not recently	Feb 4, 2010 1:58 PM
3	Involvement is measured and managed.	Feb 4, 2010 9:31 AM
4	SHU is a member of the UK Northern International Consortiuum	Feb 3, 2010 3:11 PM
5	neutral means i DON'T KNOW	Jan 28, 2010 5:46 PM

11. .

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Rating Average	Response Count
We are involved with trans-national education	31.8% (21)	50.0% (33)	7.6% (5)	10.6% (7)	0.0% (0)	1.97	66
We have collaborative academic partnerships with international institutions	43.9% (29)	53.0% (35)	1.5% (1)	1.5% (1)	0.0% (0)	1.61	66
We are a member of an international university consortium	13.6% (9)	31.8% (21)	21.2% (14)	27.3% (18)	6.1% (4)	2.80	66
We have collaborative agreements with non-academic international partners	15.2% (10)	36.4% (24)	24.2% (16)	16.7% (11)	7.6% (5)	2.65	66
We are involved with international consultancy and knowledge transfer	12.5% (8)	50.0% (32)	29.7% (19)	7.8% (5)	0.0% (0)	2.33	64
We deliver international short courses	7.7% (5)	41.5% (27)	23.1% (15)	23.1% (15)	4.6% (3)	2.75	65
We have off shore campus facilities in partnership with international institutions	7.6% (5)	19.7% (13)	13.6% (9)	30.3% (20)	28.8% (19)	3.53	66
We have assisted international institutions in their development and provided technical assistance	12.1% (8)	42.4% (28)	27.3% (18)	12.1% (8)	6.1% (4)	2.58	66
We are involved with international outreach projects	15.4% (10)	41.5% (27)	26.2% (17)	10.8% (7)	6.2% (4)	2.51	65

Please feel free to add any additional comments on collaborative activity	5

answered question	66
skipped question	10

12. .

	Strongly agree	Agree	Nuetral	Disagree	Strongly disagree	Rating Average	Response Count
A series of country and regional plans are prepared and used for management of internationlisation	20.3% (13)	50.0% (32)	17.2% (11)	9.4% (6)	3.1% (2)	2.25	64
Cross university sub-groups/working groups are utilised for the management of internationalisation	18.8% (12)	45.3% (29)	18.8% (12)	12.5% (8)	4.7% (3)	2.39	64
We are satisfied that our groups can effectively monitor the internationalisation process	10.9% (7)	29.7% (19)	34.4% (22)	20.3% (13)	4.7% (3)	2.78	64
We produce a range of publicity and communication materials for internationalisation	18.8% (12)	32.8% (21)	29.7% (19)	12.5% (8)	6.3% (4)	2.55	64
My institution has a network of regional offices overseas	9.4% (6)	20.3% (13)	12.5% (8)	37.5% (24)	20.3% (13)	3.39	64
My institution has made available adequate resources to operationalise internationalisation	7.8% (5)	20.3% (13)	37.5% (24)	23.4% (15)	10.9% (7)	3.09	64
We use a network of international representatives/agents to recruit students	60.3% (38)	34.9% (22)	3.2% (2)	1.6% (1)	0.0% (0)	1.46	63
We use a Scholarship scheme to provide financial support to international students	31.3% (20)	50.0% (32)	14.1% (9)	3.1% (2)	1.6% (1)	1.94	64
We have identified and are managing the risks associated with internationalisation	15.9% (10)	42.9% (27)	22.2% (14)	15.9% (10)	3.2% (2)	2.48	63

Please feel free to add any additional comments on operations and administration	7

answered question	64
skipped question	12

1	Our materials focus on student recruitment and study abroad. Not aware of specific published internationalisation document.	Feb 9, 2010 10:01 AM
2	This section seems to confuse internationalisation with international recruitment, for example 'A series of country and regional plans are prepared and used for management of internationlisation'. This is more likely to be true if recruitment is the main goal	Feb 8, 2010 5:49 PM
3	I am running a project on international student perceptions of their experiences	Feb 4, 2010 1:59 PM
4	Re publications for int'l--we do external comms but perhaps need more internal.	Feb 4, 2010 9:33 AM
5	My role means I have limited knowledeg of these asspects	Jan 28, 2010 5:47 PM
6	The questions assume internationalisation is a discreet strategy, and managed and monitored separately. With us it is integrated into our overall Strategy, and monitored accordingly.	Jan 13, 2010 3:04 PM
7	We would like to have all of the above in place but have not yet achieved all!	Jan 11, 2010 2:54 PM

13. .

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Rating Average	Response Count
There is an appreciation of different cultures within my institution	40.0% (26)	46.2% (30)	10.8% (7)	3.1% (2)	0.0% (0)	1.77	65
We have an inclusive and tolerant learning community	43.1% (28)	38.5% (25)	15.4% (10)	1.5% (1)	1.5% (1)	1.80	65
We are actively engaged with the local community	43.1% (28)	43.1% (28)	12.3% (8)	1.5% (1)	0.0% (0)	1.72	65
We have a culturally rich learning environment	38.5% (25)	49.2% (32)	10.8% (7)	1.5% (1)	0.0% (0)	1.75	65
We support the observance of all religions	47.7% (31)	33.8% (22)	15.4% (10)	1.5% (1)	1.5% (1)	1.75	65
We actively engage with the Internationalisation at Home agenda	18.8% (12)	34.4% (22)	32.8% (21)	14.1% (9)	0.0% (0)	2.42	64
We could increase our market share of international business	33.8% (22)	50.8% (33)	13.8% (9)	1.5% (1)	0.0% (0)	1.83	65
My institution is attractive to international applicants	30.8% (20)	53.8% (35)	13.8% (9)	1.5% (1)	0.0% (0)	1.86	65
We have an international reputation	27.7% (18)	41.5% (27)	26.2% (17)	4.6% (3)	0.0% (0)	2.08	65
My institution is internationally aware	34.4% (22)	45.3% (29)	20.3% (13)	0.0% (0)	0.0% (0)	1.86	64
We have a strategic international aim	35.4% (23)	53.8% (35)	7.7% (5)	3.1% (2)	0.0% (0)	1.78	65
We have a competitive edge in internationalisation	20.0% (13)	29.2% (19)	40.0% (26)	10.8% (7)	0.0% (0)	2.42	65
My institution is fully committed to internationalisation	26.2% (17)	36.9% (24)	24.6% (16)	10.8% (7)	1.5% (1)	2.25	65

Please feel free to add any additional comments on general issues	8

answered question	65
skipped question	11

270

Page 7, Q1. .		
1	Committment and understanding are variable factors. Ther position is changing quickly	Feb 15, 2010 5:20 PM
2	We are at early stages of internatonalisation. The questions you ask also reflect an centric approach. In some cases we have international excellence and reputation in some specific areas of academic expertise but overall I would have to mark the institution down.	Feb 9, 2010 12:15 PM
3	espoused versus in use strategies especially in todays very competitiver international student arena >...	Feb 4, 2010 2:01 PM
4	The 4th Q--not sure what this means--physical facilities? Other Q's seem to pick up 'culture'. Again, some items are work in progress.	Feb 4, 2010 9:36 AM
5	As noted ealier, we have a commitment to international excellence in teaching and research, but this is not necessarily the same thing as a commitment to internationalisation.	Jan 13, 2010 3:05 PM
6	Gaining full support for the internationalisation agenda is difficult in such a large and complex organisation.	Jan 11, 2010 3:49 PM
7	Religion - we don't promote any religions	Jan 11, 2010 11:52 AM
8	Internationalisation is such a wide issue and such a wide agenda that I agree we are committeed as an institution to some parts of it but not equally.	Jan 11, 2010 10:25 AM

14. .

	Response Average	Response Total	Response Count
Academic	2.68	166	62
Competitive	2.55	158	62
Developmental	3.63	225	62
Economic	2.87	178	62
Political	**5.27**	**327**	62
Social and Cultural	4.00	248	62
	answered question		62
	skipped question		14

15. Please provide your opinions on what is important for an institution to successfully internationalise

	Response Count
	38
answered question	38
skipped question	38

16. If you would be willing to be contacted in a follow up interview could you please provide your contact details in the box below. These details will not be connected to your responses to the survey.

	Response Count
	20
answered question	20
skipped question	56

Appendix 10

Mann-Whitney statistical tests on questionnaire results (significant shown red)

Test Statistics[a]

	Q1	Q2	Q3	Q4	Q5	Q6
Mann-Whitney U	314.500	327.500	428.500	392.000	371.500	239.000
Wilcoxon W	639.500	652.500	753.500	717.000	696.500	564.000
Z	-3.126	-2.967	-1.332	-1.915	-2.102	-3.965
Asymp. Sig. (2-tailed)	.002	.003	.183	.055	.036	.000

a. Grouping Variable: Institution

Test Statistics[a]

	Q7	Q8	Q9	Q10	Q11	Q12
Mann-Whitney U	381.000	420.000	338.000	341.500	396.000	405.000
Wilcoxon W	706.000	745.000	663.000	666.500	696.000	705.000
Z	-1.987	-1.457	-2.250	-2.545	-1.747	-1.561
Asymp. Sig. (2-tailed)	.047	.145	.024	.011	.081	.118

a. Grouping Variable: Institution

Test Statistics[a]

	Q13	Q14	Q15	Q16	Q17	Q18
Mann-Whitney U	392.000	418.000	468.500	496.500	444.000	450.000
Wilcoxon W	692.000	718.000	1414.500	796.500	744.000	750.000
Z	-1.716	-1.366	-.658	-.273	-1.042	-.776
Asymp. Sig. (2-tailed)	.086	.172	.511	.785	.297	.438

a. Grouping Variable: Institution

Test Statistics[a]

	Q19	Q20	Q21	Q22	Q23	Q24
Mann-Whitney U	409.000	259.500	505.500	416.500	389.000	371.000
Wilcoxon W	1355.000	1205.500	805.500	716.500	689.000	1232.000
Z	-1.455	-3.509	-.153	-1.384	-1.838	-1.539
Asymp. Sig. (2-tailed)	.146	.000	.878	.166	.066	.124

a. Grouping Variable: Institution

Test Statistics[a]

	Q25	Q26	Q27	Q28	Q29	Q30
Mann-Whitney U	405.000	454.000	471.000	439.000	428.000	432.000
Wilcoxon W	681.000	730.000	747.000	715.000	1248.000	1293.000
Z	-1.066	-.253	-.007	-.151	-.481	-.570
Asymp. Sig. (2-tailed)	.286	.800	.994	.880	.631	.569

a. Grouping Variable: Institution

Test Statistics^a

	Q31	Q32	Q33	Q34	Q35	Q36
Mann-Whitney U	431.500	419.000	356.000	385.000	431.500	398.500
Wilcoxon W	707.500	695.000	609.000	638.000	684.500	1218.500
Z	-.589	-.618	-1.332	-.861	-.131	-.633
Asymp. Sig. (2-tailed)	.556	.537	.183	.389	.896	.526

a. Grouping Variable: Institution

Test Statistics^a

	Q37	Q38	Q39	Q40	Q41	Q42
Mann-Whitney U	377.000	423.500	368.000	440.000	405.000	432.500
Wilcoxon W	1197.000	1243.500	621.000	693.000	658.000	708.500
Z	-.961	-.252	-1.068	.000	-.381	-.429
Asymp. Sig. (2-tailed)	.336	.801	.286	1.000	.703	.668

a. Grouping Variable: Institution

Test Statistics^a

	Q43	Q44	Q45	Q46	Q47	Q48
Mann-Whitney U	443.500	444.500	408.000	429.500	439.000	399.500
Wilcoxon W	1263.500	720.500	684.000	705.500	1219.000	675.500
Z	-.254	-.241	-.823	-.471	-.145	-.953
Asymp. Sig. (2-tailed)	.800	.809	.410	.638	.885	.341

a. Grouping Variable: Institution

Test Statistics^a

	Q49	Q50	Q51	Q52	Q53	Q54
Mann-Whitney U	368.000	237.500	380.500	336.500	335.500	455.000
Wilcoxon W	644.000	513.500	633.500	612.500	611.500	731.000
Z	-1.457	-3.376	-.947	-1.982	-1.871	-.075
Asymp. Sig. (2-tailed)	.145	.001	.344	.047	.061	.940

a. Grouping Variable: Institution

Appendix 11

Kruskal Wallis statistical tests on questionnaire results (significant shown red)

Test Statistics[a,b]

	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Chi-square	3.944	4.636	3.907	2.214	2.754	1.192	1.499
df	4	4	4	4	4	4	4
Asymp. Sig.	.414	.327	.419	.697	.600	.879	.827

a. Kruskal Wallis Test

b. Grouping Variable: ROLE

Test Statistics[a,b]

	Q8	Q9	Q10	Q11	Q12	Q13	Q14
Chi-square	1.607	2.418	3.664	4.785	1.550	8.919	2.276
df	4	4	4	4	4	4	4
Asymp. Sig.	.808	.659	.453	.310	.818	.063	.685

a. Kruskal Wallis Test

b. Grouping Variable: ROLE

Test Statistics[a,b]

	Q15	Q16	Q17	Q18	Q19	Q20	Q21
Chi-square	3.739	5.938	6.149	14.972	4.853	7.655	11.180
df	4	4	4	4	4	4	4
Asymp. Sig.	.442	.204	.188	.005	.303	.105	.025

a. Kruskal Wallis Test

b. Grouping Variable: ROLE

Test Statistics[a,b]

	Q22	Q23	Q24	Q25	Q26	Q27	Q28
Chi-square	7.121	5.435	1.289	4.163	5.295	2.659	4.876
df	4	4	4	4	4	4	4
Asymp. Sig.	.130	.245	.863	.384	.258	.616	.300

a. Kruskal Wallis Test

b. Grouping Variable: ROLE

Test Statistics[a,b]

	Q29	Q30	Q31	Q32	Q33	Q34	Q35
Chi-square	4.167	3.731	1.133	3.249	8.734	3.009	1.833
df	4	4	4	4	4	4	4
Asymp. Sig.	.384	.444	.889	.517	.068	.556	.766

a. Kruskal Wallis Test

b. Grouping Variable: ROLE

Test Statistics^{a,b}

	Q36	Q37	Q38	Q39	Q40	Q41	Q42
Chi-square	5.918	2.935	10.006	10.481	6.144	5.460	5.648
df	4	4	4	4	4	4	4
Asymp. Sig.	.205	.569	.040	.033	.189	.243	.227

a. Kruskal Wallis Test

b. Grouping Variable: ROLE

Test Statistics^{a,b}

	Q43	Q44	Q45	Q46	Q47	Q48	Q49
Chi-square	2.834	5.541	4.127	2.936	9.907	5.443	1.574
df	4	4	4	4	4	4	4
Asymp. Sig.	.586	.236	.389	.569	.042	.245	.814

a. Kruskal Wallis Test

b. Grouping Variable: ROLE

Test Statistics^{a,b}

	Q50	Q51	Q52	Q53	Q54
Chi-square	.850	5.578	3.008	2.419	2.721
df	4	4	4	4	4
Asymp. Sig.	.932	.233	.557	.659	.605

a. Kruskal Wallis Test

b. Grouping Variable: ROLE

Appendix 12

Qualitative responses to final question in questionnaire

Internationalisation of UK Higher Education

Please provide your opinions on what is important for an institution to successfully internationalise	
	Response Count
	38
answered question	38
skipped question	38

	Response Text	
1	It is a key plank of the future path for any HEI, and so a successful internationalisation strategy is required to guide that. Students are becoming more globally aware, no matter where they are from, and a framework is required to provide a suitable environment for that. Staff and student mobility, employability and an international curriculum are areas that my institution is currently discussing, but hasn't made suitable progress on.	Nov 30, 2009 10:53 AM
2	A fund and a mechanism are needed to make a difference to outward mobility of students Creative L+T Strategies to bring about i. integratation in the classroom and ii. active engagement of students from education systems where the learning process is very different	Dec 9, 2009 9:13 AM
3	Financial resources to underpin staff activity	Jan 11, 2010 10:25 AM
4	There needs to be an integrtated approach which has the buy in from all departments in order to achieve success. Having said that the international strategy must be run through the International Office so that a cohesive approach can be maintained.	Jan 11, 2010 10:26 AM
5	A strategic approach with senior managment support and buy in and significant resourcing is essential as a buliding platform for a strong internatonalisation policy. There also needs to be a clear set of objectives and rationale for internationalisation far beyond simple recruitment issues.	Jan 11, 2010 10:27 AM
6	Full support of staff, from Vice-Chancellor down to the entry-level employees Clear international/internationlisation strategy, well communicated to all staff and students International staff, and students	Jan 11, 2010 10:29 AM
7	There must be a broad range of international students. UK students must be encouraged to understake some of their studies at overseas institutions The curricular must reveal a truely international component There must be a proper understanding throughout the institution of what internationalisation is, how we are initiating this and why.	Jan 11, 2010 10:30 AM
8	Vision and support from the top - including Principal and VP level. Resorces to achieve the vision. Support from academic staff. A means of internationalisation becoming the norm in the institution.	Jan 11, 2010 2:48 PM
9	An agreed strategy which everyone feels they can identify with at whatever level and which is determined by, communicated to and belongs to all staff.	Jan 11, 2010 3:47 PM
10	Support throughout the organisaton. Ability to react quickly to international opportunities. Ability to be innovative in approaches to changing circumstances Engaging both the academic and student communities.	Jan 11, 2010 3:51 PM
11	internationalisation at home - curriculum and research and not just one way student moblity (international student receruitment)	Jan 11, 2010 5:14 PM

1 of 4

Response Text		
12	To remain competative in the increasingly global market of Higer Education. To produce students who are globally aware and have developed key competencies and cross communication skills needed to to compete in the global marketplace. We try to encourage mobility of both staff and students in for this purpose but there are a number of challenges associated with this specifically financial and social barriers for our students from non traditional backgrounds.	Jan 12, 2010 3:34 PM
13	An understanding of what being internationalised looks like, and a commitment to get there.	Jan 13, 2010 3:17 PM
14	Buy-in by the entire university, top-down: ownership of the principle by senior management and a senior member of staff with responsibility for Internationalisation. Prominence in the University's Corporate Strategy, and good communications about the principles and benefits throughout the institution.	Jan 20, 2010 3:25 PM
15	The main thrust of our internationalisation agenda is academic. This refers to curriculum development and enhancing the student experience. Our main partners are in the USA. We send our students to and receive students from a number of partner universities to study across a range of programmes/modules.	Feb 3, 2010 10:16 AM
16	Tolerance and cultural sensitivity in dealing with needs of international students	Feb 3, 2010 10:18 AM
17	To manage a holistic approach which nutures mutual repsect across the institution and one that allows home based students to become more effective in global underastanding and awareness.	Feb 3, 2010 10:28 AM
18	a values-driven, ethical strategy, a better student recruitment policy (not so many local students), a change of senior management to include some with international experience / views, giving it priority, a belief that it will benefit, rather than disadvantage, everyone, Uk staff with more international opportunities, real international recruitment, not just recruiting "cheap" non-Uk staff, assessing students on internationalisation criteria, such as cultural intelligence, international engagement etc, managing the int engagement process, rather than leaving it to chance, making koney available to support strudents to travel/study abroad, promoting the internationallys successful alumni...I could go on! Getting a proper, executable strategy written...	Feb 3, 2010 10:58 AM
19	international awareness, international attractiveness and multicultural environment	Feb 3, 2010 1:05 PM
20	Strategic direction, senior management 'buy-in', pervasive from purchasing to research, impact on student experience	Feb 3, 2010 1:18 PM
21	Cultural awareness; sensitivity to the needs of our international partners/clientele/sudent body.	Feb 3, 2010 2:13 PM
22	Respect for and understanding of different educational traditions Being committed to internationalisation beyond financial revenue	Feb 3, 2010 3:40 PM
23	sorry, too many things to say	Feb 3, 2010 6:02 PM
24	Everything! if just one aspect is developed then that will appear 'bolted on' and may not become embedded. As an aside, I found the categories for response difficult to use in relation to some Q's e.g. some aspects are more developed than others. I appreciate you will pick up more depth when you interview. Thanks PS. Can we see overall results of Q'aire, please?	Feb 4, 2010 9:42 AM
25	Need to know what the students want/expect as well...and understnad their issues while they are with us ...and these aren't what we as HEI staff think, as my research shows !!	Feb 4, 2010 2:03 PM
26	For it to be seen as more than pulling in international students for fees purposes.	Feb 5, 2010 1:50 PM
27	A committed alumni and admin/academic staff who are able to maintain good relationships regardless of distance.	Feb 5, 2010 5:54 PM

	Response Text	
28	Awareness of other academic and business models aside of the western-centric model. Cultural awareness International agenda present in all aspects of teaching and learning Good international academic partners Good international corporate partners Strong widening participation agenda Ethics and Corporate Responsibility an integral part of the curriculum	Feb 8, 2010 12:46 PM
29	Staff across the institution who are committed, alongside strong leadership from the top	Feb 8, 2010 5:51 PM
30	Having a broad holistic approach which recognises the synergies between internationalisation, intercultural learning, equality and diversity, employability, education for sustainable development and other key agenda within the sector. Synergy enables practitioners to see the big picture and realise aspects of the curriculum which can be developed to make it global and inclusive.	Feb 9, 2010 8:20 AM
31	The context is very important, for example, being a small HEI and one of the most successful WP recruiters in the UK, many aspects of internationalisation represent greater challenges than for the larger civics. Staff engagement is very much dependent on human/financial resources and the competing priorities you inevitably get with a smaller staff base, also student mobility is very much affected by students' domestic circumstances and economic conditions. As a small HEI we have pockets of research excellence, as such our initial focus for internationalisation is on L&T, curriculum and portfolio enhancement and within the University it is identified with the overall enhancement of the student experience.	Feb 9, 2010 10:01 AM
32	All staff and students to gain ownership of and see benefits from internationalisation. Develop high quality research links Select a small number of high profile projects which would include Student Union engagement.	Feb 9, 2010 10:02 AM
33	Recruit more international staff (so long as they have good English) as this will bring new ways of thinking to lectures. Involve home student more in internationalisation by increasing participation in study abroad schemes and exchange and improving their integration with overseas students Develop more international partnerships and exchange academics, recruitm students and form greater and deeper links from these rather than making them tick box exercises. Adapt syllabus to incorpoprate more international elements and international perspectives/models etc rather than just focussing on western centric models Increase international research collaborations Promote the internationalisation so people know what we are doing Make more use of staff and contacts in our regional offices	Feb 9, 2010 10:11 AM
34	Curriculum development, senior level commitment (and attendant commitment of resources) and allocation of roles to support the process at all levels from the "centre" to the academic departments. I feel that "genuine internationalisation" will involve bilateral exchange rather than one-way traffic (i.e. recruitment of non-EU students as the main priority) However, given the current financial situation in the sector in particular, I think also that internationalisation needs to be based not on subsidies or run at a loss but neccessarily should involve profit-making elements which cross-subsidise other activities which are inherently worthwhile but don't generate a surplus.	Feb 9, 2010 10:27 AM
35	Leadership from the top of the institution that feeds down to all.	Feb 9, 2010 5:45 PM
36	Resources, commitment from the top, coordination, centralisation	Feb 9, 2010 10:53 PM

Appendix 13

Detailed quantitative breakdown of interview coding results

Coding Summary Report

Project:	analysis of dba interviews
Generated:	02/02/2012 11:26

Coding By

Name	Initials
Kevin	KEVIN

Total Users	1

Internals\Interview 1 transcript			**Document**

Node Coding	**References**	**Coverage**
Cases\Interview 1 transcript	1	100%

Node Coding	**References**	**Coverage**
Tree Nodes\adequate and appropriate resourcing\curriculum	5	2.00%

Node Coding	**References**	**Coverage**
Tree Nodes\adequate and appropriate resourcing\how internationalising	2	1.18%

Node Coding	**References**	**Coverage**
Tree Nodes\adequate and appropriate resourcing\implicit and agree	1	0.20%

Node Coding	**References**	**Coverage**
Tree Nodes\adequate and appropriate resourcing\issues problems	3	1.36%

Node Coding	**References**	**Coverage**
Tree Nodes\adequate and appropriate resourcing\staff time involvement	6	3.38%

Node Coding	**References**	**Coverage**
Tree Nodes\adequate and appropriate resourcing\student recruitment	1	0.43%

Node Coding	**References**	**Coverage**
Tree Nodes\adequate and appropriate resourcing\support of senior management	1	0.28%

281

Node Coding	References	Coverage
Tree Nodes\final question\cultural celebrations	1	2.03%

Node Coding	References	Coverage
Tree Nodes\final question\drinks culture	1	0.27%

Node Coding	References	Coverage
Tree Nodes\final question\student union involvement	6	2.74%

Node Coding	References	Coverage
Tree Nodes\internationalisation at home\curriculum	2	0.67%

Node Coding	References	Coverage
Tree Nodes\internationalisation at home\difficult to get integration	3	3.36%

Node Coding	References	Coverage
Tree Nodes\internationalisation at home\intercultural perspectives skills	1	0.29%

Node Coding	References	Coverage
Tree Nodes\internationalisation at home\international students responsibility too	1	0.22%

Node Coding	References	Coverage
Tree Nodes\internationalisation at home\needs direction	1	0.55%

Node Coding	References	Coverage
Tree Nodes\internationalisation at home\uk centric	1	0.16%

Node Coding	References	Coverage
Tree Nodes\internationalisation at home\uk students not mix	2	0.60%

Node Coding	References	Coverage
Tree Nodes\internationalisation at home\utilisation of resources	1	0.18%

Node Coding	References	Coverage
Tree Nodes\internationalisation at home\yes is difficult	3	0.86%

282

Node Coding	References	Coverage
Tree Nodes\internationalisation of the curriclulm	1	0.34%

Node Coding	References	Coverage
Tree Nodes\internationalisation of the curriclulm\accessible and globalised curriculum	1	0.53%

Node Coding	References	Coverage
Tree Nodes\internationalisation of the curriclulm\equality diversity	1	0.51%

Node Coding	References	Coverage
Tree Nodes\internationalisation of the curriclulm\inclusive curriculum	1	0.39%

Node Coding	References	Coverage
Tree Nodes\internationalisation of the curriclulm\internationalisation at home	2	0.94%

Node Coding	References	Coverage
Tree Nodes\internationalisation of the curriclulm\issues threats	5	1.71%

Node Coding	References	Coverage
Tree Nodes\internationalisation of the curriclulm\main focus business	3	1.01%

Node Coding	References	Coverage
Tree Nodes\internationalisation of the curriclulm\mechanisms for curric internationalisation	2	1.42%

Node Coding	References	Coverage
Tree Nodes\internationalisation of the curriclulm\senior management support	2	0.76%

Node Coding	References	Coverage
Tree Nodes\internationalisation of the curriclulm\staff on board involved	2	0.68%

Node Coding	References	Coverage
Tree Nodes\internationalisation of the curriclulm\student recruitment	4	1.39%

283

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Node Coding	References	Coverage
Tree Nodes\internationalisation strategy\conflict public or private	1	1.20%

Node Coding	References	Coverage
Tree Nodes\internationalisation strategy\graduate attributes	1	0.65%

Node Coding	References	Coverage
Tree Nodes\internationalisation strategy\should be easy	1	0.99%

Node Coding	References	Coverage
Tree Nodes\internationalisation strategy\strategic direction	4	1.66%

Node Coding	References	Coverage
Tree Nodes\internationalisation strategy\student recruitment	2	0.66%

Node Coding	References	Coverage
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Node Coding	References	Coverage
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Tree Nodes\mobility\great learning	1	0.80%

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Tree Nodes\mobility\important yes	1	0.23%

Node Coding	References	Coverage
Tree Nodes\mobility\inbound staff issues	3	1.85%

Node Coding	**References**	**Coverage**
Tree Nodes\mobility\make placement compulsory	1	0.47%

Node Coding	**References**	**Coverage**
Tree Nodes\mobility\only minority	1	0.74%

Node Coding	**References**	**Coverage**
Tree Nodes\mobility\staff mobility different	1	0.32%

Node Coding	**References**	**Coverage**
Tree Nodes\mobility\volunteering	1	0.94%

Node Coding	**References**	**Coverage**
Tree Nodes\mobility\why not happen	3	0.77%

Node Coding	**References**	**Coverage**
Tree Nodes\Organisational culture and leadership\corporate plan	1	0.18%

Node Coding	**References**	**Coverage**
Tree Nodes\Organisational culture and leadership\differing levels of support	2	0.57%

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Node Coding	**References**	**Coverage**
Tree Nodes\Organisational culture and leadership\negatives of top down	1	0.51%

Node Coding	**References**	**Coverage**
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285

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Tree Nodes\Organisational culture and leadership\top down acceptance	1	0.13%

Node Coding	References	Coverage
Tree Nodes\Organisational culture and leadership\VC support	3	0.77%

Node Coding	References	Coverage
Tree Nodes\research\could be	4	1.32%

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Node Coding	References	Coverage
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286

Node Coding	**References**	**Coverage**
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Node Coding	**References**	**Coverage**
Tree Nodes\support of senior staff\student recruitment	1	0.63%

Node Coding	**References**	**Coverage**
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Node Coding	**References**	**Coverage**
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Node Coding	**References**	**Coverage**
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Node Coding	**References**	**Coverage**
Tree Nodes\wider engagement of staff\offer staff support	1	0.34%

Node Coding	**References**	**Coverage**
Tree Nodes\wider engagement of staff\pgcert new staff	1	0.49%

Node Coding	**References**	**Coverage**
Tree Nodes\wider engagement of staff\put iit more in public domain	2	0.77%

287

Node Coding	References	Coverage
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Node Coding	References	Coverage
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Total Users	1	

Internals\Interview 2 transcript		**Document**

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Cases\Interview 2 transcript	1	100%

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Tree Nodes\adequate and appropriate resourcing\implicit and agree	1	0.33%

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Node Coding	References	Coverage
Tree Nodes\adequate and appropriate resourcing\staff time involvement	2	1.05%

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288

Node Coding	References	Coverage
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Tree Nodes\final question\student recruitment income	1	0.53%

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Node Coding	References	Coverage
Tree Nodes\internationalisation at home\curriculum	1	0.34%

Node Coding	References	Coverage
Tree Nodes\internationalisation at home\difficult to get integration	2	0.62%

Node Coding	References	Coverage
Tree Nodes\internationalisation at home\food nights	2	1.18%

Node Coding	References	Coverage
Tree Nodes\internationalisation at home\intercultural perspectives skills	2	0.78%

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Tree Nodes\internationalisation at home\yes is difficult	1	0.35%

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Node Coding	References	Coverage
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Node Coding	References	Coverage
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289

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290

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Node Coding	References	Coverage
Tree Nodes\mobility\volunteering	3	2.46%

Node Coding	References	Coverage
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Node Coding	References	Coverage
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291

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Node Coding	References	Coverage
Tree Nodes\research\individual not institution	1	0.62%

Node Coding	References	Coverage
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293

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294

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295

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Tree Nodes\mobility\only minority	1	0.36%

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Tree Nodes\Organisational culture and leadership\senior staff accountability	1	0.18%

296

Node Coding	References	Coverage
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Tree Nodes\Organisational culture and leadership\top down acceptance	5	1.25%

Node Coding	References	Coverage
Tree Nodes\Organisational culture and leadership\VC support	3	0.73%

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Node Coding	References	Coverage
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Node Coding	References	Coverage
Tree Nodes\support of senior staff\bottom up	5	1.44%

Node Coding	References	Coverage
Tree Nodes\support of senior staff\negatives of top down	1	0.07%

297

Node Coding	References	Coverage
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Node Coding	References	Coverage
Tree Nodes\support of senior staff\top down	2	0.49%

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Total References	100	
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Internals\Interview 4 transcript		Document

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298

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Node Coding	References	Coverage
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Node Coding	References	Coverage
Tree Nodes\general\maths most internationalised	1	0.90%

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Tree Nodes\general\video conferencing	1	0.80%

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Node Coding	References	Coverage
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Node Coding	References	Coverage
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Node Coding	References	Coverage
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Node Coding	References	Coverage
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Node Coding	References	Coverage
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300

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Tree Nodes\internationalisation strategy\not needed	5	1.97%

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Node Coding	References	Coverage
Tree Nodes\mobility\what stuydents get out of it	1	3.79%

Node Coding	References	Coverage
Tree Nodes\mobility\why not happen	2	1.65%

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Tree Nodes\mobility\wider erasmus	1	0.24%

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Tree Nodes\Organisational culture and leadership\problems of smt support	1	0.49%

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Node Coding	References	Coverage
Tree Nodes\support of senior staff\bottom up	2	0.53%

302

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Tree Nodes\support of senior staff\vc international reputation	1	1.00%

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Node Coding	References	Coverage
Tree Nodes\wider engagement of staff\resources	1	0.38%

Total References	85	
Coverage	2.58%	
Total Users	1	

Appendix 14

Presentation made to 3 Rivers Consortium Learning and teaching

Conference "Curriculum Change – A House of Many Rooms?" April 2011

3Rivers Consortium Conference 2011

How international are we?
A study of the barriers to
internationalisation of UK Higher Education

- Current Doctorate study
- Primary research in 3 phases
    - Content analysis of internationalisation strategies
    - Questionnaire via Surveymonkey of staff involved with internationalisation
    - Interviews with identified staff
- Mixed methods – common approach adopted by other significant research in this area (Elkin, Devjee & Farnsworth, 2005; Middlehurst & Woodfield, 2007; Elkin, Farnsworth & Templer, 2008; Fielden, 2008)
- Pragmatist philosophy

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Internationalisation – a definition

"*internationalization at the national, sector and institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education* (Knight, 2003)

It has though been extended by the addition of a further statement

"*it should aim to create values, beliefs and intellectual insight in which both domestic and international students and staff participate and benefit equally. It should develop global perspectives, international and cultural and ethical sensitivity and useful knowledge, skills and attitudes for the globalised market place*" (Elkin, Devjee & Farnsworth, 2005).

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Content Analysis of Internationalisation Strategies

•Four strategies analysed – selected as cross section of type (pre/post 1992), location and varying levels of engagement with internationalisation
• QSR Nvivo used for analysis
•identify themes that are stated within the strategies - important to internationalisation process
•comparison with themes identified in earlier studies – Aigner, Nelson & Stimpfl, 1992; Scott, 1992; Warner, 1992; de Wit, 1995; Knight, 1997; Knight, 2003; Elkin, Devjee & Farnswoth, 2005; Middlehurst & Woodfield, 2007; Elkin, Farnsworth & Templer, 2008
•Themes grouped under rationales - academic, competitive, developmental, economic, political, social and cultural plus operational

Content Analysis cont

	A	B	C	D	Totals
Coding Rationale					
Academic	56 (29)	48 (23)	40 (53)	47 (34)	191 (31)
Competitive	39 (20)	26 (12)	14 (19)	25 (18)	104 (17)
Developmental	22 (11)	35 (16)	4 (5)	14 (10)	75 (12)
Economic	11 (5)	15 (7)	2 (3)	11 (8)	39 (6)
Operational	48 (24)	46 (22)	8 (11)	15 (11)	117 (19)
Political	5 (3)	0	1 (1)	0	6 (1)
Social & cultural	15 (8)	43 (20)	6 (8)	26 (19)	90 (14)
Totals	196	213	75	138	622

Coding of internationalisation strategies – number and % of codes per rationale per institution

Content Analysis cont

•Although not being the driver for the strategy analysis, the focus of each strategy could also be identified from the table above.
•B and D have a greater emphasis on social and cultural aspects and reflects the very wide ranging and institution-wide strategy of B
•There were significant correlations between previous research including;
     institutional links
     research collaborations
     internationally focused curriculum
     staff interaction internationally
     student recruitment

Questionnaire

•Prepared using surveymonkey software and was emailed out via two separate internationalisation interest groups
•BUILA, the British Universities International Liaison Association which has around 400 members across 125 HEI's
•Internationalisation Special Interest Group (SIG) within the Business, Management, Accountancy and Finance (BMAF) network of the Higher Education Academy (HEA) with over 1230 members across 135 HEI's.
•The majority of the questions were based on the Likert Scale
•Grouped into 6 main areas – staff, student, curriculum, collaborative, administration and operationalising, general

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Analysis of questionnaires

•76 respondents from 55 HEI's, giving an excellent geographical spread and also of "types" of institution
•The provision of qualitative responses provided further detailed data
•Main barriers identified
   •Internationalising the curriculum
   •Support of senior staff
   •Resourcing
   •Support of whole institution staff
   •Mobility
   •Cultural awareness
   •Internationalisation strategy

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Analysis of questionnaires cont

•Statistically significant difference between pre and post 1992 institutions on
   •REF 2013 and link to internationalisation
   •Mobility of staff
   •Staff international experience and profile
   •Institutional international aim/strategy

•Statistically significant difference between "roles" of respondent on
   •REF 2013 and link to internationalisation
   •Internationalising the curriculum
   •Internationalisation at home

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Final Phase Interviews

•Two pre 1992 and two post 1992 institutions
•DVC, Head of International Office, Academic, Administrator
•Very early analysis re-confirms main barriers

• Internationalising the curriculum – close link to *internationalisation at home* agenda
•Support of senior staff
•Resourcing
•Support of whole institution staff
•Mobility
•Cultural awareness

BUT evident difference of barrier emphasis whether pre or post 1992 institution

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