

# **Building World Class Universities: - Opportunities and Challenges for Internationalisation**

## **一流大学建设 - 国际化的机遇与挑战**

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# What is a World Class University?

- The definition of what makes a world-class university is subjective and contextual. Given the diversity of global education systems and different societal needs and priorities, it is extremely difficult to define common standards.



# WORLD CLASS UNIVERSITIES (WCU)

- Attractors of international talents and business investment
  - Agents of social justice and mobility
  - Contributors to social and cultural vitality
- 
- A World-Class University has been described as an elitist state that is conferred based on international recognition by an external community (Salmi, 2009).



**DAAD** Deutscher Akademischer Austausch Dienst  
German Academic Exchange Service



**Germany's „Excellence Initiative“**

*The Excellence Initiative – An Overview*

*Graduate Schools*

*Clusters of Excellence*

*Institutional Strategies (“Universities of Excellence”)*

*Selection Procedure*

*Map: Location of the Schools, Clusters and Universities*

# World Class Universities, however...

1. “everyone wants one, no one knows what it is, and no one knows how to get one” (Altbach 2004). Quoted from [Education - The Challenge of Establishing World-Class Universities](http://web.worldbank.org) [web.worldbank.org](http://web.worldbank.org)
2. “In the past decade the term ‘world- class university’ has become a catch phrase to describe research universities at the pinnacle of the tertiary education hierarchy” : Constructing World Class Universities conference, Hong Kong August 2013
3. “ World-Class Universities, commonly defined as the most prestigious research universities...” [5th International Conference on World-Class Universities](http://www.shanghairanking.com/wcu/) [www.shanghairanking.com/wcu/](http://www.shanghairanking.com/wcu/)

A Russell Group paper titled **World Class Higher Education** mentions **the topic 5 times** and mentions **World Class Universities 27 times**  
*Staying on Top: The challenge of sustaining world class higher education in the UK Russell Group Papers – Issue 2, 2010*



# Critical Factors That Characterize World Class Universities

- Quality of Faculty
- Research Reputation
- Talented Graduates
- **International Presence**
- Proper Resourcing
- Leveraging Alliances and Networks



# Teaching v Research

- “Top universities are so focused on research they are neglecting teaching...”
- “Older universities are in danger of "resting on their laurels" while younger institutions storm ahead....”

*Phil Baty, editor of the Times Higher Education (THE) magazine*

Source: [http://www.huffingtonpost.co.uk/2013/06/19/times-university-rankings-2013\\_n\\_3466142.html](http://www.huffingtonpost.co.uk/2013/06/19/times-university-rankings-2013_n_3466142.html)



# UK Institutions ranked by overall satisfaction

University	Guardian rank	NSS Rank
Cambridge	1	10
LSE	3	132
Imperial	9	46
Warwick	10	28
Glasgow	21	15
Newcastle	27	32
Nottingham	28	33
Manchester	31	129
Kings College	32	71
Sheffield	38	21
Birmingham	61	38
Liverpool	54	47
Bristol	23	56
Leeds	34	59

25% lower  
score than  
the top  
ranked  
University

Source: <http://www.theguardian.com/education/table/2013/jun/03/university-league-table-2014>

Higher Education Funding Council for England; National Students Survey

Characteristics  
of a World Class  
University  
(World Bank)

**Concentration of talent**

- Students
- Teaching staff
- Researchers
- Internationalisation**

**Graduates**

**Research  
output**

**World  
Class  
University**

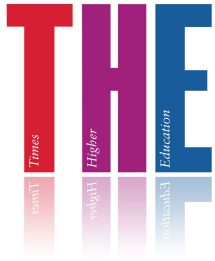
**Technology  
transfer**

**Abundant resources**

- Public budget  
resources
- Endowment revenues
- Tuition fees
- Research grants

**Favorable governance**

- Supportive regulatory  
framework
- Autonomy
- Academic Freedom
- Leadership team
- Strategic vision
- Culture of excellence



## World University Rankings methodology

International Outlook – staff, students and research (7.5%)

International students / Total students (2.5%)

International academic staff / Total academic staff (2.5%)

Scholarly papers with one or more international co-authors / Total scholarly papers (2.5%)



# Internationalisation of HEIs

- The process of **integrating** an international, intercultural and/or global dimension into the goals. Functions (teaching/learning, research, services) and delivery of higher education (Knight 2005)
- A relatively new but broad and varied phenomenon
- Driven by a dynamic combination of political, economic, socio-cultural and academic rationales and stakeholders
- Impact on regions, countries and institutions according to particular context
- No single model that fits all

# Internationalisation



- pervasive but contested concept in contemporary HE, often economically driven (*Turner and Robson, 2008; Tian and Lowe, 2009; Brandenburg and De Wit, 2011*)
- 'The presence of international students is often seen as a key to internationalisation (as well as having obvious commercial benefits), but the actions taken to accommodate and integrate those students are often inadequate or inappropriate.' (*Reid and Spencer Oatey, 2013*)
- a marketization discourse steers thinking away from a radical reassessment of HE purposes, priorities and processes that student diversity and multicultural interaction require (*Caruana and Spurling, 2007*)



# Current Trends

1. Growing importance of internationalization at all levels (broader range of activities, more strategic approach, emerging national strategies and ambitions)
2. Increase in institutional strategies (but also risks of homogenization, focus on quantitative results only)
3. Challenges of funding everywhere
4. Trend towards increased privatization through revenue generation



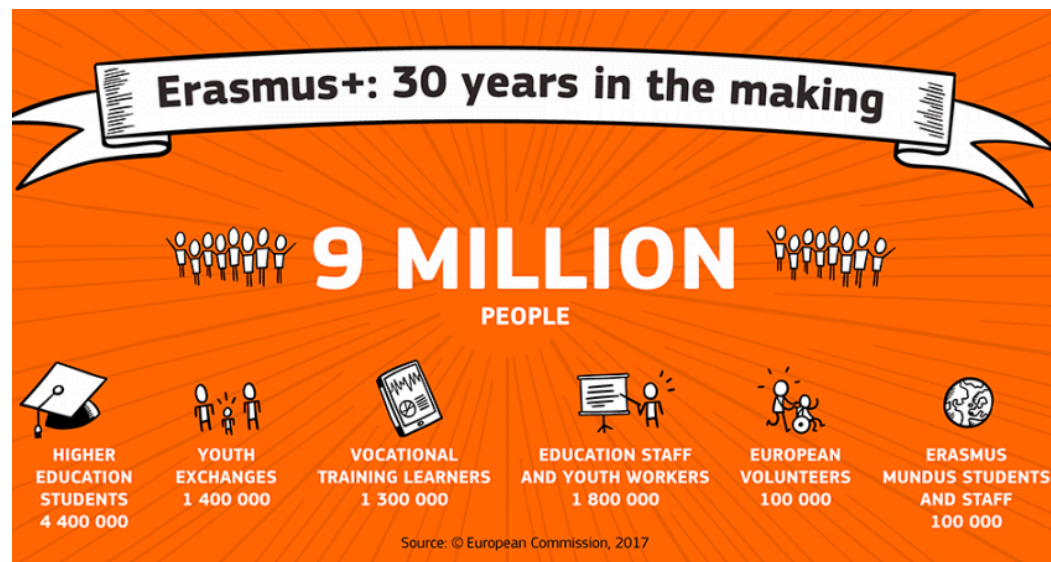
# Global Trends

5. Evident **shift from (only) co-operation to (more) competition**

6. **Emerging regionalization**, with Europe often a model

7. **Numbers rising everywhere**, with challenge of quantity versus quality

10. **Lack of sufficient data** for comparative analysis and decision making



# Rationales – why bother?

Rationales	Constituent elements or focus
<b>Social and cultural</b>	Intercultural understanding, Citizenship, Social and community development
<b>Economic</b>	Economic competitiveness, Labour market, Income generation
<b>Academic</b>	International dimension to research and teaching, Institution-building, Profile and status, Enhancement of quality and curriculum, Collaborations
<b>Competitive</b>	International branding and positioning, Strategic alliances, Knowledge production & exchange
<b>Developmental</b>	Student and staff development, Institutional learning and exchange, Capacity building

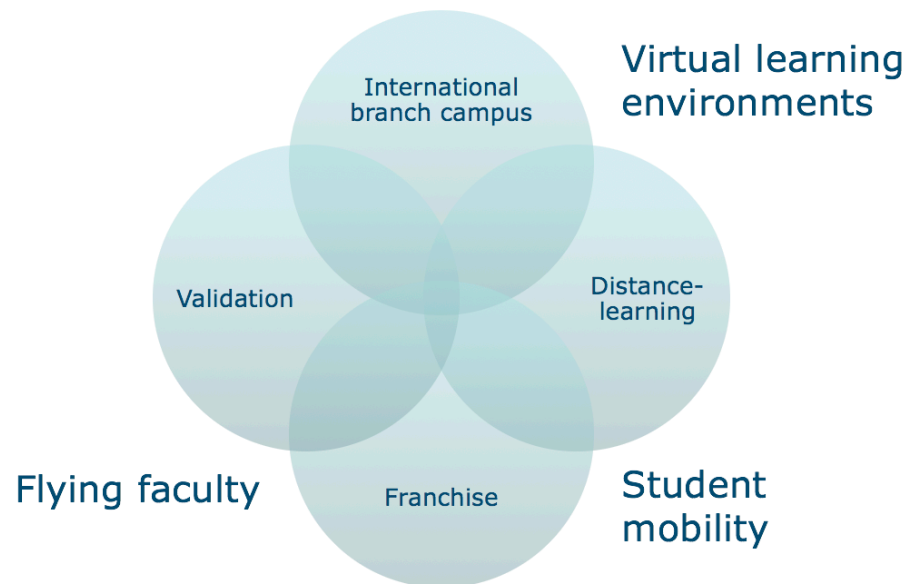
# Main Concepts of internationalization

- Transnational or Cross-Border Education
- Internationalization at Home & Internationalization of the Curriculum
- Global citizenship
- Comprehensive Internationalization



# Transnational or Cross-border Education

- Contested terms, but in essence comprises all aspects of higher education crossing borders: students, scholars, teachers, programs, projects, institutions. It is more linked to the abroad or mobility side of internationalization, but the at home side impacts on it.



# Evolving TNE environments



Stakeholder	Possible objectives
Home university	Global profile, revenue, student recruitment
Home government / regulator	Soft power, maintain academic standards
Joint venture partner	Profit, sustainability
Host government / regulator	Absorb demand, build capacity
Students	International qualification

# Internationalization at Home / of curriculum

- “Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students **within domestic learning environments.**” (Beelen and Jones, 2015)
- “Internationalization of the curriculum is the process of incorporating international, intercultural and global dimensions into the content of **the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.**” (Leask, 2015)



# Global Citizenship

Two components: the **social and professional** are seen as key aspects of living and working in a global society

Although global citizenship is a highly contested and multifaceted term, three key dimensions seem to be commonly accepted: **global competence, social responsibility, and civic engagement** (Morais and Ogden 2011)



# Comprehensive Internationalization

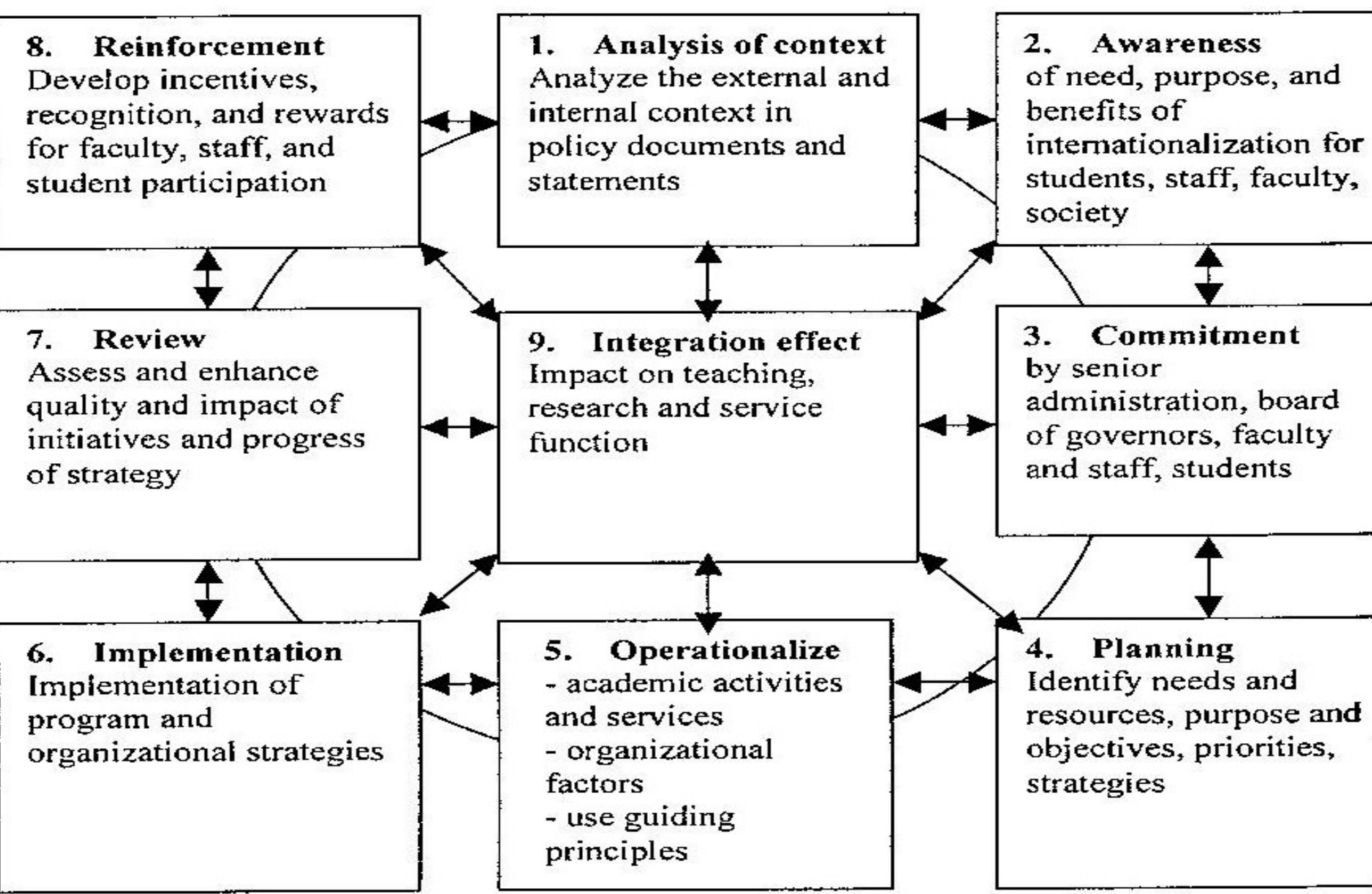
- A **Commitment** and **Action** to **Infuse** International, Global and Comparative Content and Perspective throughout the Teaching, Research and Service Missions of Higher Education
- It shapes Institutional **Ethos** and **Values** and touches the **Entire Higher Education Enterprise**
- It not only impacts all of Campus Life, but the Institution's **External Frameworks of Reference, Partnerships and Relationships**. (Hudzik, 2011)

# Developing Comprehensive Internationalization policies and strategies

- **The Why**, based on Internal and External Context analysis
- The What
- The How
- And the **Outcomes/Impact**



**Figure 7.8**  
**Internationalization Circle, Modified Version**

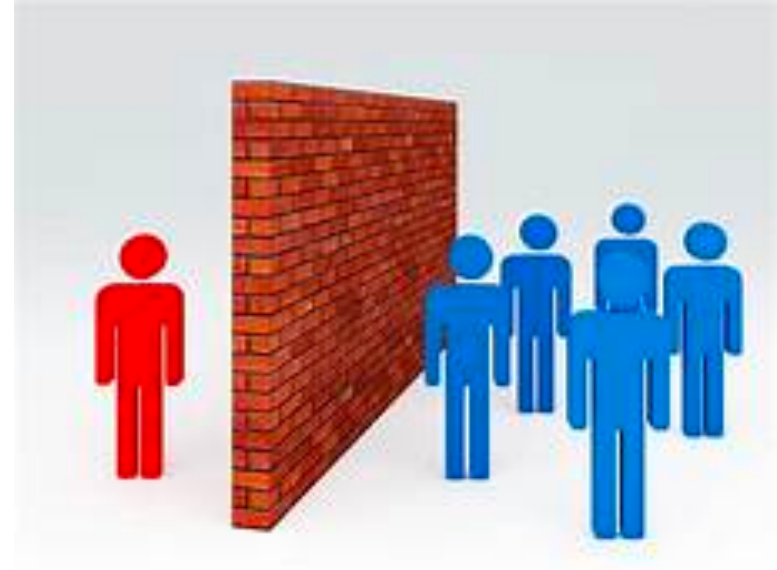


# Key enablers

- Technological opportunities for virtual exchange and blended learning (enhanced international student interactivity)
- Further development of joint and double degrees
- Better mutual recognition of credits and degrees
- Enhancement of qualitative indicators for quality assurance and classification systems
- Greater commitment to equal partnerships
- Stronger fostering of public-private initiatives
- More alignment between education and research policies
- More alignment with other education levels (primary, secondary, vocational, adult)

# Key barriers

- ❖ Resourcing
- ❖ Internationalisation at home
- ❖ Internationally focused curriculum
- ❖ Use of a strategy and monitoring
- ❖ Staff and student mobility
- ❖ Staff interaction in internationalisation
- ❖ Senior management support and leadership
- ❖ Communication and clarification
- ❖ Complicated and over-bureaucratic procedures



## Some challenges

- internationalising the experience of the international student in the host institution
- internationalising the experience of local students
- addressing the challenges of classroom diversity
- innovative teaching with intercultural groups
- the development of inclusive practices for cohort interaction and styles of participation
- innovative use of technology to enhance learning



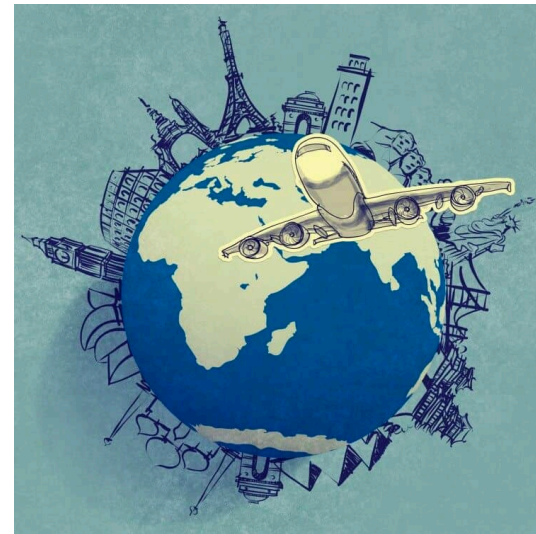
# Challenges in International Collaborations

- Differing **approaches/perceptions** to:
  - Nomenclature / terminology
  - Teaching and learning approaches
  - Expectations of staff, staffing cultures, insular mindsets
- Multiple QA Frameworks and Agencies with sometimes **conflicting requirements**
- Changes in partner **culture & regulations**:
  - e.g. option choices, size of modules
- Academic Regulations
  - Compliance with dual regulatory practices and regulations
  - Harmonisation of final degree award from each partner
  - Balancing **Standardisation** vs **Localisation (Glocalisation)**
  - CGPA versus weighted GPA



## Challenges in International Collaborations (cont.)

- **Currency and applicability** of curriculum, LOs and T, L & A materials
- **Time differences:**
  - Assessments
  - Exam boards
  - Academic year dates
- **Logistics** of support:
  - IT and Face to face interaction
  - Security of assessments
- **Costs** of collaboration in financial and staff time





## Some concluding thoughts...

- Internationalization has become a **mainstream point of focus and reference** in the Higher Education Sector
- **Big Words** are used to make this clear: Soft Power, Reputation, Global Citizenship, Sustainable Development Goals, Comprehensive
- The **Practice** is still more on: Income Generation, Rankings, Recruitment of International Students, Study Abroad and Teaching in English
- It is time to **Align Perceptions and Practice** in **Comprehensive Internationalization Strategies for All!**

# The need for a revised definition of Internationalization of Higher Education: **EQUITY & QUALITY**

## Reflects increased awareness that

- IoHE must become more inclusive and less elitist
- Mobility must become an integral part of the internationalized curriculum that ensures internationalisation for all

## Re-emphasises that

- Internationalization is not a goal in itself, but a means to enhance quality
- Should not focus solely on economic rationales
- Building alliances and networks
- **Digital disruption?**

# THANK YOU! 谢谢 !

## 欢迎访问迪肯大学 Welcome to Deakin!

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- Established in the 1974, pioneer in distance education
- Named after **Alfred Deakin**, three-time Australian Prime Minister
- **6<sup>th</sup> largest university** in Australia's comprehensive University, **over 64,000 students** in five campuses: **Melbourne Burwood, Geelong Waurun Ponds & Waterfront Warrnambool and Cloud**, ranked **211<sup>th</sup>** in the world (ARWU), top **31<sup>st</sup>** Young University under 50 (QS), **top 10 in Australia**, Education is ranked top **27<sup>th</sup>** in the world
- **100%** of our research is **At, Above or Well Above** World Standard
- Highest level of **student satisfaction** in Victoria for the last **9** years
- Deakin LIVE Promise: **L**earning, **I**deas, **V**alue, **E**xperience

