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NAFSA Annual Conference: Shaping the Future of International Higher Education
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BUTEX 8th International Conference: Study Abroad – Beyond the Comfort Zone
Belfast, UK

24-25 June 2008

UCAS International Recruitment and Admissions Conference
Brighton, UK

Note to readers:
Bold text within articles
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Universities as instruments of diplomacy

Last week PM Gordon Brown employed the higher-education card in establishing his Atlanticist credentials. His op-ed in the **Wall Street Journal** proposed cooperation between UK and US universities 'at a far higher level'. Strengthening the 'special relationship', he noted, was not just the business of governments. He listed a number of areas in which universities had a role and announced that Prof Rick Trainor, Principal of King's College London (and President of UUK) and Prof John Sexton, President of New York University, would convene a group to look at expanding faculty and research exchanges. This was welcomed by UUK and GuildHE. The PM also specified 'a commitment that British students who need financial support to pay the travel costs of taking up a term of study in the US will receive that support'.

Although the article was quite a clear statement of the role of universities in public diplomacy, it was outdone in directness on the same day by the President of Yale. In a speech that covered some of the same ground as Brown's article (research and outward mobility of students), Prof Richard Levin warned the audience that he was being 'provocative' in describing research universities as '**highly effective instruments of US foreign policy**'.

There are likely to be more than a few American scholars who do not identify with their government's foreign policy, and just as many uncomfortable with the idea of the academy as a weapon in the soft-power arsenal. But Levin's statement is less surprising in the context of governments having to justify public spending to taxpayers. The government of Canada, for example, has funded teaching and research in **Canadian Studies** at universities worldwide for more than 30 years. This is funded explicitly as a tool of public diplomacy. The pact works as long as the government's conditions are sufficiently loose so as not to undermine academic freedom – or even appear to do so. Governments are today less likely, however, to accept this pact

than they were even five years ago, and conditions on funding may be tightened in an effort to show 'value for money' back home. This in fact can be seen as provocative, more so when hot political issues such as climate change or Afghanistan are designated as priority funding themes.

Changing foreign policy priorities also result in the geographical retargeting of traditional- and public-diplomacy resources. Canada and the UK are both shifting resources, including diplomatic manpower, away from Europe and toward south Asia, China and the US. This retargeting, and the need for more 'value-added', were explicitly the rationales given by the UK **Foreign Office** (FCO) in March when it announced, without consulting the sector, the withdrawal of some of its funding for the **Chevening** programme and all of its support for **Commonwealth Scholarships** for developed countries.

In stark contrast to the delighted response of the HE sector to the PM's announcements on US engagement, the FCO funding cuts were met with dismay and disbelief. What may not immediately be apparent, though, is that both moves are consistent with the government's revised foreign-policy priorities. The fact that the Department for International Development (DfID) is increasing its funding of the Commonwealth Scholarships for developing countries, is likewise consistent with this same shift.

The FCO funding cuts will free up £10m annually. It is not known whether any of it will be redeployed directly for scholarships through DfID or even for the student mobility commitment in the PM's article. It does seem, however, that the relationship between governments and universities is subtly changing. It is rational for governments to articulate shifts in foreign-policy priorities and to try to ensure that public expenditure does not contradict them. But trying to ensure that university teaching and research and the selection of scholarship recipients are directly tied to political priorities shortens the leash to less than an arm's length.

Markets & Intelligence

Yale pulls out of Abu Dhabi venture

Readers of International Focus will have noticed recent stories on American universities establishing ventures in the Arabian Gulf. Last month Berkeley, Stanford and Texas **signed faculty development agreements** (IF13, page 4) with the King Abdullah University of Science and Technology (KAUST). Harvard, Cornell, Georgetown and Carnegie Mellon have set up operations in Qatar, while the United Arab Emirates continues to attract big American universities. Or it did. Last week Yale University pulled out of plans to open an arts institute in the UAE, citing 'irreconcilable differences' with its Middle Eastern partners.

Following an approach from the Abu Dhabi government, Yale announced plans last year for an outpost in the Emirate focussing on architecture, music and the arts. Abu Dhabi had offered to fully fund the venture in return for access to Yale's academic excellence and, no doubt, Ivy League caché.

One year on and negotiations have broken down completely, due to the University's refusal to offer full-fledged Yale degrees through the arts institute. The breakdown highlighted a fundamental misunderstanding between the two parties over the nature and scale of transnational education. **Quoted in the Yale Daily News**, Deputy Provost for the Arts Barbara Shailor said, 'We wanted to build an institute that would offer certain kinds of classes and certain kinds of education opportunities. We are not interested in a campus with Yale degrees.'

Quality assurance struck at the heart of Yale's decision to withdraw: ultimately the University did not believe it could devote adequate numbers of faculty to the Abu Dhabi institute to guarantee academic standards. Yale President Richard Levin said 'We don't want to offer degrees unless we can essentially staff the courses with a faculty that is of the same quality and distinction as the one here in New Haven... and at this stage in the development of international programmes, that's not easy to accomplish.'

Yale's caution contrasts with that of New York University, which in October 2007 announced **NYU Abu Dhabi**, a plan to open an 'all-inclusive' liberal arts campus in Abu Dhabi by 2010.

The envisaged 2,000 students will be able to study for an NYU degree. Under the agreement, the Abu Dhabi government has committed to provide land and the finance for the development, construction, equipping, maintenance and operation of the campus. It will also invest in faculty development. **According to NYU President John Sexton**, 'We have found just the right partners in Abu Dhabi ... a [common] belief that the evolving global dynamic will bring about the emergence of a set of world centres of intellectual, cultural, and educational strength; and a recognition that research universities will be key to these 'idea capitals'.'

Only a year ago, Yale viewed its Abu Dhabi initiative with similar enthusiasm. In March 2007 a delegation of Yale professors and deans from the schools of architecture, drama and music undertook a **nine-day visit to Abu Dhabi**. Yale saw a synergy with the Emirate's emerging cultural centre on Saadiyat Island — the **Louvre had just signed \$1.3 billion deal** for a

branch museum to go alongside a branch of the Guggenheim. Once Yale's proposed venture came under greater scrutiny, however, concerns were raised about what the University would gain from its internationalisation efforts — and more fundamentally, what it could lose.

These concerns were expressed most forcefully by Elizabeth Casale-Ellis, Principal of New York-based AEA Consulting. **In an**

interview with the Yale Daily News in October 2007, Mrs Ellis warned, 'You cannot have the 'luxury Yale experience' — the couture line — in New Haven and then the Canal Street fake version somewhere in the Middle East. You must never compromise on your brand or your honour in such ventures [or] chip away one iota of quality or core values that have made Yale, Yale or the Louvre, the Louvre.'

No doubt straining not to say, 'I told you so', Mrs Ellis was re-interviewed by the paper last week. 'The rewards would have to outweigh the potential political and reputational risks to Yale,' she said, before raising a fundamental question: 'What's in it for Yale? Abu Dhabi needs Yale, but it is not clear to me that Yale needs Abu Dhabi.... It seems to me such deals make most sense for institutions looking to raise cash and their international profile. Last time I checked, Yale needed neither.'



Yale University: pulling out of the UAE, citing 'irreconcilable differences' with its Middle Eastern partner.

Markets &
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continued...

UK-Turkey University Call for Expressions of Interest



The Turkish government has approached the British Council to express interest in a joint UK-Turkey University, a key proposal of the UK-Turkey Strategic Partnership signed by the Turkish and British Prime Ministers in October 2007.

The project is being championed by the Ministry of Foreign Affairs (MFA), which is working closely with the Higher Education Council (YOK, the funding body for Higher Education, with extensive powers in regulating universities and accrediting programmes) and the Ministry of National Education.

The outline proposal is for a state (ie, not foundation or private) university fully funded by the Turkish government, which will provide land, buildings, the infrastructure, recurrent funding – including the salaries for Turkish staff and the basic salaries for approved foreign/UK staff. The Turkish government seeks a UK university partner for this joint venture. The MFA is open-minded on the question of one UK university or a consortium.

There is undoubtedly room for negotiation with the Turkish side, but expectations include:

- A minimum requirement of three Faculties, including a Faculty of Arts and Sciences.
- Total enrolment of 5,000 students, implying an entry target of 1,200-1,500 per annum.
- The possible expansion from undergraduate to postgraduate provision after two years of operation.
- The UK partner to provide funding for a number of UK staff, (full-time & visiting) and possibly contribute to recurrent costs.

UK universities/consortia are invited to submit an Expression of Interest (4 pages max), addressing the following:

1. International experience, particularly collaboration with Governments and/or universities outside the UK.
2. An interest in Turkey, including any current involvement.
3. A statement of the rationale in developing this venture including the potential strengths that this project would bring (eg, potential subject areas, long-term vision for research and postgraduate studies).
4. Input requirements from UK, including staff, governance structures and other resources.
5. Other comments and wider developments.

The British Council has commissioned a scoping report examining this opportunity. Please contact: **emine.carkcioglu@britishcouncil.org.tr** for further information. Deadline for receipt of Expressions of Interest is 16 May 2008.

Learning to raise funds like the British?

In a week where an **opinion piece in the Independent** claimed that 'British universities need to be a lot less British about their fundraising' it is perhaps reassuring to learn that a group of Australian Vice-Chancellors will travel to Britain in July to see how our universities raise money from donors.

The tour is being organised by fundraising consultancy **Global Philanthropic** with visits planned at the London School of Economics, Cambridge University and others. The visit is predicated on a belief that Australian universities are latecomers to what is known as 'whole-of-institution fundraising'. Rather, their philanthropic activities tend to be based around 'single-issue fundraising' - eg, a funding for a new laboratory.

Quoted in The Australian, **Global Philanthropic managing director Daniel McDiarmid** said 'Australian universities aren't completely committed to fundraising.... If they

had reason to stop, some would take it.' Dr McDiarmid argues Australian universities need to increase the proportion of philanthropy in their revenue: 'The most useful target is to build private revenue to at least 5% of revenue ... then it starts to be a serious element. At the moment the average is about 2.5%.' For an analysis of revenue from private sources for Australian universities, prepared by Global Philanthropic, click **HERE**.

Adelaide expands Singapore branch campus

The University of Adelaide has **announced plans to make Singapore its second-largest campus** within two years, projecting a doubling of student numbers by 2010 with the help of its education partner, **Ngee Ann Kongsi Foundation**. The introduction of new postgraduate programs and research collaborations with Singapore is expected to make the newly named University of Adelaide Ngee Ann - Singapore Campus a regional centre of excellence.

Student numbers are anticipated to jump from 456 to 900 by the end of 2009, with further growth planned over the next decade. This increase will include the recruitment of students from other countries in the region, as well as from Singapore. Postgraduate programs offered by the university in Singapore will also be expanded over the next three years, with a Master of Accounting degree and Graduate Diploma of Wealth Management among the new courses. Entrepreneurship and International Trade are also likely to be offered.

Australia is the leading destination for Singaporean higher education students, with 55% of the market, followed by the United States and United Kingdom with 19% and 18% respectively. Singapore is now the University of Adelaide's third-largest source of overseas students.

Research & Collaboration

Abertay strengthens links with China

Scotland's academic ties with China took a step forward this month when the **University of Abertay Dundee** signed a Memorandum of Understanding (MoU) with **Shanghai University**.



The MoU, witnessed by the Scottish Government's Cabinet Secretary for Education and Lifelong Learning, Fiona Hyslop MSP, commits both institutions to explore the potential for academic collaboration in a number of areas, including exchange visits by students and staff.

The two universities want to develop opportunities for faculty members and students of both institutions to learn from each other in the fields of academic development, research, pedagogy, and the relationships between universities and their local and regional communities and relevant industries.

Abertay's Principal and Vice-Chancellor, Professor Bernard King, signed the agreement with Shanghai University's Executive Vice-President Professor Zhewei Zhou. Shanghai University is one of the Chinese Government's 'Project 211' institutions – an elite group of 106 universities and colleges selected for their ability to contribute to China's ambitious economic and social development agenda.

Goldsmiths to collaborate with Canadian college

Goldsmiths, University of London and the Toronto-based **Ontario College of Art & Design (OCAD)** will establish a cross-Atlantic partnership to allow students and staff from both universities to collaborate on a wide range of academic and research initiatives in art and design.

Goldsmiths
UNIVERSITY OF LONDON

In a statement of intent, Goldsmiths and OCAD have agreed to focus their joint efforts in the fields of art, design, new media, art-design interface and historical/theoretical perspectives. Collaborative projects will include exchange opportunities for faculty, students and staff to undertake research or other sabbatical work, co-hosting conferences and joint research and publications.

OCAD faculty and students will also work with Goldsmiths' Incubator for Critical Inquiry into Technology and Ethnography (INCITE) to study how products are designed and used, and the ways in which artists understand creativity.



York St John University connects through PMI2

York St John University has been awarded four Partnership Development Grants to establish collaborations with institutions in China, Pakistan, Taiwan and Malaysia, funded by the **Prime Minister's Initiative (PMI2) Connect** scheme.

The award represents 10% of the total of 40 Partnership Development Grants awarded to institutions in the UK for the purpose of developing strategic and sustainable partnerships with overseas higher education institutions.

The funding will allow contacts previously made with potential university partners to become full partnerships following visits funded from PMI2 Connect. In Malaysia, the HELP University College in Kuala Lumpur will host a visit from YSJ's Faculty of Business and Communication. In Taiwan, a teaching programme through video conferencing will be developed to lead to a joint programme in British culture and society. In China, a programme of joint awards, staff and student exchange and research collaboration is envisaged with two universities in Suzhou.

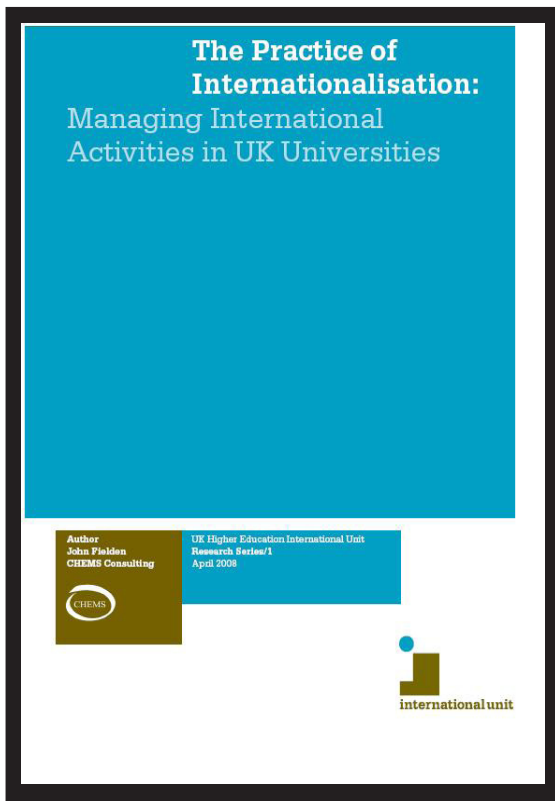
In Focus: Managing Internationalisation

International Unit report on managing internationalisation published

The first report arising from the research programme of the UK Higher Education International Unit has been published. *The Practice of Internationalisation: Managing International Activities in UK Universities*, is now on the **secure section** of our website.

The report's objective is to help UK universities to identify good practice in the way that they run their international activities. It was written by John Fielden of **CHEMS Consulting** and is a snapshot and analysis of how the full range of international activities at UK universities are organised and managed. It provides some comparative context (using Australia and Canada) and six UK case studies (Bath, Birmingham, Harper Adams, Napier, Sheffield Hallam and University College London). The work was supported by **UK Trade & Investment**, the **Prime Minister's Initiative for International Education** (PMI2) and **Universities UK**.

The project's starting assumption was that internationalisation increasingly impacts on staff and departments beyond the International Office itself. The report set out to determine the organisational and managerial implications of this dynamic.



The report first examines the range of internationalisation strategies employed at UK universities and how they coordinate with other strategies. It advocates an integrated approach to internationalisation that places the international strategy at the heart of a university's strategy.

The report examines in detail management and committee structures, funding, the importance of leadership, and the differing lines of accountability for internationalisation. The Australian example provides some contrast in the last of these elements: a significantly greater percentage of Australian International Office Directors report directly to a Vice-Chancellor or Pro Vice-Chancellor than in the UK.

Attention is devoted to the changing roles and structures of International Offices themselves, to overseas offices and the skills required to run both effectively. Even within the context of institutional diversity, most International Offices will fit into one of the report's three typologies for organisational structures for international activities: Core, Core Plus, and Comprehensive. The latter two signal the trend away from a traditional group of International Office functions to broader and more integrated activities.

The report concludes with 10 suggested 'Good Practice' points for managing internationalisation that Pro- or Deputy Vice-Chancellors may wish to use to assess their institution's performance.

10 'Good Practice' Points	
1	The internationalisation strategy is a fundamental element of the corporate strategy and is fully integrated with all the other institutional strategies.
2	The Vice-Chancellor strongly supports internationalisation, but one member of the Senior Management Team (SMT) is responsible for its implementation and has a senior manager to support that role.
3	Mechanisms are in place to ensure that faculties or schools develop their own plans for implementing the key points in the internationalisation strategy.
4	The university has a central Group or Committee, chaired by the SMT member, to co-ordinate the implementation of the strategy and review progress regularly.
5	Senior managers chair Country Groups of specialists and active international staff that co-ordinate the university's efforts in target or key countries.
6	There is a clear policy on the development of strategic partnerships showing what is expected of institutional strategic partnerships and the criteria to assess new ones.
7	The university supports the development of strategic partnerships at institutional and faculty level, provides funding where appropriate and monitors their performance.
8	It is accepted that implementation of the internationalisation strategy will require some central funding and an appropriate budget is available.
9	The strategy acknowledges the centrality of academic staff commitment to internationalisation and the university and faculties devote effort to getting them involved.
10	Overseas offices work in conjunction with the relevant country group to provide an all-round support service for academic staff, current students and alumni, as well as undertaking marketing and promotional activity.

In Focus: Sheffield Hallam & the Indian subcontinent



**Sheffield
Hallam University**

SHARPENS YOUR THINKING

Sheffield Hallam University: international development in the Indian subcontinent

Over the past five years, **Sheffield Hallam University** has been working to strengthen its position as one of the main players in the global higher education market.

Priorities for Sheffield Hallam University are sustained growth in the recruitment of international students for study in the UK; the development of blended HE provision for students overseas; and the expansion of transnational provision through rich links with a select number of partners, focusing on all aspects of the student learning experience and joint research.

This strategy has seen the university's rate of international student recruitment and the level of partnership activity rise steadily alongside an increase in student and staff international exchanges. A commitment to cross-cultural awareness has helped the university achieve considerable success, with 3,500 international students from over 120 countries studying courses in all four faculties. Other international students study Sheffield Hallam qualifications overseas through articulation and partnership agreements with selected institutions.

Activities in the Indian subcontinent have proved particularly successful and over 1,900 students from this region have enrolled to study at Sheffield Hallam University since 2005/06. So why is the region so important for continued international development at the university?

Recent events in India such as the purchase of Jaguar and Land Rover by Tata, who already own such iconic brands as British Steel, are evidence of the rapid economic growth within the region. UK institutions can play a pivotal role in the provision of higher education, both in the UK and in India, to help



The state legislature in Karnataka where Sheffield Hallam's ties with Manipal University give students the opportunity to study for a UK degree

generate the volume of educated and skilled workers required for such a fast-growing marketplace. Buoyant employment, a strengthening economy and a growing, affluent middle class have seen the emergence of an increasingly aspirational population of students who are hungry for opportunity, demand the best education provision possible and are willing to travel to find it.

Forging new and productive relationships with key partner institutions across the Indian subcontinent will enable Sheffield Hallam University to develop joint provision to meet this demand. The university enjoys such a partnership with Manipal University in Karnataka. Engineering and Hospitality students there can now take advantage of a twinning programme and split Master's provision to achieve a Sheffield Hallam University qualification.

Sheffield Hallam University also enjoys a productive partnership with the Sri Lankan Institute of Information Technology (SLIIT) with over 70 of its students gaining Sheffield Hallam qualifications in the last two years.

In the last year, the establishment of a Sheffield Hallam India office has further enhanced the offer to students and partners alike. The university's

staff, based in New Delhi, are on hand to offer support with partnership development and collaborative provision, as well as to offer support services for educational recruitment representatives located throughout the Indian subcontinent. They are also instrumental in the delivery of a number of market development trips throughout the year, during which over 20 academic staff travel across the region to meet with prospective students and partners and deliver guest lectures and presentations.

The India office is the second of Sheffield Hallam's international offices. The China office was established in 2004 and a third will follow in Malaysia shortly.

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The UK Higher Education International Unit is funded by the Higher Education Funding Council for England, the Scottish Funding Council, the Higher Education Funding Council for Wales, the Department for Employment and Learning (Northern Ireland), GuildHE and Universities UK.

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Recruitment

Slowdown in US international graduate applications

Latest figures from the **US Council of Graduate Schools (CGS)** show applications from prospective international graduate students to American universities increased 3% from 2007 to 2008. Nevertheless, the growth trend is slowing – the rise was 9% last year and 12% in 2006 – with international competition cited as the main reason.

The initial snapshot of applications for Autumn 2008 shows that majority of American graduate schools (65%) are receiving fewer international applications than they did in 2003. CGS figures also show that among their consistent respondents, the total number of international applications is down 16% since 2003.

The 3% overall increase for 2008 masks great variance among graduate schools: 62% of institutions reported increases in applications; applications to these schools are up 9%. But 38% reported declines, with a total decrease of 13% at those institutions. CGS President Debra Stewart acknowledged that 'the slowdown in growth is a concern. And given that international competition for the world's most talented students continues to grow, we may not be able to return to the levels we saw in past years.'

A closer inspection of the figures reveals marked differences in applications between countries and regions analysed in the report. There is strong growth from China and the Middle East (12% each) but these compare to gains of 19% and 17% last year, respectively. Interestingly, there is no growth in applications from India after a 12% increase last year. China and India are the two countries that currently send the most graduate students to the US.

In terms of fields of study, applications to sciences and engineering experienced 'steeply decelerating rates of growth.' Physical sciences applications have increased 7%, compared to 19% last year; engineering is up just 1%, vs. 11% in 2007, and there is only 2% growth in life sciences, compared to 17% last year.

The CGS does report some good news, however: applications to social sciences are up 10% after a 2% decline in 2007.

Meanwhile, a new report from the government-run Oak Ridge Institute for Science and Education (ORISE) in Tennessee shows that the number of foreign students receiving PhDs in science and engineering from US universities and staying in the country two years after graduation has declined slightly.

The report, **Stay Rates of Foreign Doctorate Recipients from US Universities – 2005**, claims 66% of foreign citizens who received science or engineering doctorates from US universities in 2003 were still living in the country in 2005. The two-year stay rate peaked at 71% in the early part of the decade. Among science and engineering disciplines, the highest stay rate was recorded for computer/electrical and electronic engineering. The stay rates in agricultural sciences, economics, and the other social sciences were the lowest, according to the report. Most foreign PhD recipients come from four countries: China, India, Taiwan and Korea.

Michael Finn, senior economist at ORISE said, 'In many fields of science and engineering, foreign students make up the majority of doctorate recipients. Universities, research labs, and other high-tech employers have become dependent on these scientists and engineers.'

'However, some of the actions taken to improve security after 9/11 were widely seen as having made it harder for foreign doctorate recipients to obtain visas,' Finn said. 'Also, there was concern that the increased restrictions made foreign scientists feel less welcome. In addition to security issues, the macroeconomic performance of the US economy may have been a factor as well. There was a weakness from 2000–2002 that may have contributed to the minor decline in the stay rate. This report indicates that the adverse impact on stay rates was quite small — the US is still keeping about two-thirds.'