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**Report title:** The strategic implications of different forms of international collaboration in Higher Education.

**Date:** September 2011

**Chapter title:** Chapter six: Resources and staff development.

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**Report to:** the Higher Education Academy.

**Also funded by:** National Teaching fellowship Scheme.

**Originally published by:** The University of Northampton.

The InterCollab online tool which accompanies this work may be found at:

<http://nbsbitesize.northampton.ac.uk/intercollab-tool/interactivetool-intro.php>

**Example citation:** Burnapp, D. and Powis, C. (2011) Resources and staff development. In: Burnapp, D. *et al.* *The strategic implications of different forms of international collaboration in Higher Education*. Northampton: The University of Northampton.

**Version of item:** Project final report

## Chapter Six: Resources and staff development

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### 6.1 Introduction

6.1.1. This chapter brings together various references gathered throughout this project concerning the resources which are needed for international collaborations. All types of collaborations require resources, so this is not a separate theme in the same sense as increasing Europeanisation, or entering into transnational education (TNE): rather it can be thought of as an essential aspect cutting across all other themes.

6.1.2. The resourcing issues discussed here include: staffing and staff development; start-up financing required for due diligence procedures to get collaborations started; ongoing financing for the maintenance of collaborations; and provision and development of learning resources. It will also look at the financing and staffing of linking/developmental collaborations, and at resources related to the European agenda.

6.1.3. This chapter will expand upon several general issues which have emerged at different stages during this research, rather like repeating motifs, and which can be explored more deeply by relating them to issues of resourcing. Addressing these issues should clarify resourcing requirements: *what* resources are necessary, and *how* these should be financed.

6.1.4. One issue which has been repeatedly referred to throughout this project has been the growing recognition that issues of internationalisation are now central rather than peripheral to higher education institutions; hence the development of institution-wide strategies and centralised management of international activities. It must be pointed out, however, that in order to be meaningful, any strategies must be supported by the allocation of resources to enable such activities, including staff development.

6.1.5. This raises the question of how much of any specific collaboration should be financed by this particular scheme, and how much should come

from institutional sources. Such central funding can be viewed either as 'seed money' for the particular project or as investment in institutional 'capacity development' which will yield benefits beyond the scheme itself. This is illustrated in the case study concerning the Leicester – Gondar medical link (CS 4).

6.1.6. A corollary of this is the need to align any specific collaboration with institutions' international strategic plans. This will ease the passage through the processes and procedures necessary to get the scheme accepted, and may also enable the project champions to access central funding for some aspects which they can demonstrate are hitting institutional strategic targets.

6.1.7. Two other points which have emerged during this research will be connected in this chapter: the need for a business plan for proposed activities, and the need to consider and include all stakeholders who will be touched by any collaboration.

### **6.2. Institutional strategies and resources**

6.2.1. A general tendency over recent years concerning institutional strategies has been for increasing central control of internationalisation (Middlehurst & Woodfield 2007) replacing the disparate and individually-promoted activities which typified earlier, non-strategic, collaborations. Teichler (2008), when describing the development of ERASMUS, claims that in the early days there were entrepreneurial individuals who 'often made use of this anarchic state of internationalisation to seize more resources and to shape the character of the curricula and their departments' (p17).

6.2.2. The early approach is demonstrated in this research by the initial stages of the Leicester-Gondar case study (CS 4), which then describes that what was at first an individually inspired link has grown, has extended, and has formed the foundation for wider institutional claims concerning internationalisation. This though, raises resource issues which will be discussed in this chapter.

6.2.3. The earlier models, largely based on academics' individual contacts and interests, often only concerned specific departments of a university, and resource requirements from other parts of the institution were negotiated as needed, perhaps rather informally. With the increasingly centralised approach to managing collaborations, for example as illustrated in the case study concerning Nottingham University (CS 6), it is

now essential that from the beginning of any collaboration the stakeholders across the institution who will be involved are identified, and are also included in any assessment of resourcing. This will be illustrated later in this chapter in relation to the planning of provision of learning resources such as library and IT access.

6.2.4. It has already been pointed out that it is easy for an institution to declare an intention to internationalise its activities, but that it is much harder to put these aspirations into practice. In the list of good practice statements outlined by Fielden (2008) reported in chapter one there are three items which relate directly to this:

*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 university 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.*

6.2.5. Therefore one way to identify the distinction between mere aspiration and actual commitment is to examine whether a university's stated intentions do have resources allocated to them, and also if there are leadership roles located at senior levels. For the terms of this chapter, determining such leadership functions is seen as part of a general commitment to resourcing internationalisation intentions.

6.2.6. In chapter one the strategies of four universities were analysed, and from that analysis the following commitments concerning resources were identified, showing a range of possibilities; some indicating a willingness to allocate internal funds to achieve goals, some more risk-averse indicating that funding is expected to come from external sources, or leaving funding issues vague and unspecified.

6.2.7. In university one there was a stated willingness to fund pump-priming activities which could lead to winning research grants for prestigious partnerships; there was a commitment to supply student inducements for mobility such as scholarships; and a commitment to staff development to reflect their acquisition of internationalisation skills in appraisal, pay reviews and promotion.

6.2.8. In university two there was an unspecified intention to develop staff awareness and perspectives.

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6.2.9. In university three there was an intention to seek research funding from prestigious sources, that is external sources. Furthermore transnational programmes were seen as activities possibly involving risk; hence the stated intention was that they should be carried out in collaboration with others in order to share the costs and risks.

6.2.10. In university four there was similarly an intention to seek external research partnership opportunities and funding as a vehicle to enhancing its reputation, and there were also a series of commitments concerning staff development relating to internationalisation.

6.2.11. A general function of Human Resource Management is to recognise and to cater for staff development needs which arise from situations of change. Institutional internationalisation strategies are always about instigating change, hence are written in terms of desiring, of becoming, and of achieving (see the more detailed analysis of the four strategies glossed above in chapter one 1.5.6. - 1.5.9). As strategy documents are fundamentally about change the concomitant needs for enabling staff development are unavoidable, and resources must be allocated to finance staff development.

6.2.12. It was also pointed out in chapter one that international collaborations can be connected to staff development both as objectives and as enablers; which is to say that, for example, an increased awareness amongst staff of global issues and alternative stances is often a stated objective of internationalisation ('this is one reason *why* we do it') and it may also be a necessary pre-requisite enabler of successfully starting a specific collaboration ('this is one way of *how* we will do this').

6.2.13. Specific goals concerning academic staff development stated in university internationalisation strategic plans often include: their gaining increased intercultural communication skills; increased awareness of learning and teaching styles in other countries; their becoming more familiar with new delivery technologies of FDL and learning; and developing wider applications of subject-specific knowledge, for example to produce more culturally varied case studies.

6.2.14. These goals for academic staff are matched with similar developmental aims for student support staff, with enhanced intercultural communication skills being allied to widening participation agendas, as well as necessary job-related and job-specific competences. The training

programme of UKCISA for support staff includes specific courses<sup>1</sup> such as assisting students with visa applications; running orientation courses; and advisory services.

6.2.15. An unavoidable and necessary component of adopting an internationalisation strategy, therefore, is an institutional commitment to allocate resources to enable such change, including resources for staff development. This is why, in chapter one, one item in the suggested protocol for staff to carry out an initial analysis of their own institutional strategy is: 'What mentions are there of staffing issues; for example in terms of staff development and recruitment?'

6.2.16. Development of their own staff may also be one of the motivations of the partner institutions, or their governments, for engaging in collaboration. In chapter two it was stated that it is necessary to explore the contextual situation of envisaged partners; to discover if there is a national policy concerning skills shortages, increased access to higher education, or the introduction of new disciplines.

6.2.17. Hence it is necessary to be certain what are the partner's expectations; will they be sending staff to your institution for professional development courses, and if so how will this be financed (see the case study concerning Leicester and Gondar medical link CS 4). Will it be a source of income, for example with government-funded grants, or an increased cost. Alternatively could it be presented as a benefit which you can include as a demonstration of how your own institution's aims can be advanced by such visiting scholars? Benefits need not be financial, in the Leicester-Gondar case study (CS 4) it was shown that such arrangements helped curriculum development within Leicester as well as in Gondar.

6.2.18. It has also been pointed out repeatedly that there is a need to balance centralised control of international activities with still allowing a sense of devolved ownership for the staff members whose passion may have instigated a collaboration. Such passion is a resource to be nurtured, and there are two risks: the passion may be removed if individuals feel a loss of ownership of a project; alternatively the passion can be unfairly exploited if institutions fail to supply resources for activities which they reap benefits from. It is essential to supply practical support for instigators of collaborations to balance the top-down control imposed on any bottom-up initiatives, for example by using the expertise of the International Office.

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<sup>1</sup> [http://www.ukcisa.org.uk/training/training\\_programme.php](http://www.ukcisa.org.uk/training/training_programme.php)

### **6.3. Resource considerations relating to specific collaborations.**

6.3.1. In addition to the general resourcing issues arising from internationalisation of institutions, there are resource considerations relating to any specific collaborative partnership. It should be recalled that one of the possible motivations for partners entering into collaborations is directly related to issues of resources; for example one partner may see the collaboration as a way of overcoming a resource lack.

6.3.2. The shortage of resources in universities in some developing countries was described in chapter five as being both a prompt for increased university links whilst simultaneously reducing the chances of such links being successful, as the lack of resource left these universities fundamentally weakened. In chapter two this was connected to the need to ensure an ethical base for all collaborations.

6.3.3. A repeated recommendation throughout this report has been for people who are considering starting a collaboration to identify any aspirations within their institutions' strategies which are currently unfulfilled or only partly fulfilled. It may then possible be to describe their intended collaboration in ways which will help the overall institutional aspiration to be achieved, if necessary by amending their initial plan to add extra components. This recommendation has resourcing implications.

6.3.4. If, for example, a university has stated that it intends to enhance its staff competences with elearning as part of more general capacity building, and if one component of an intended collaboration will provide an opportunity to help to achieve this aim, then how much of the costs of the necessary staff development should be associated with the specific proposal rather than with the more general institutional aim?

6.3.5. It is important to recognise that all international activities are risk-taking, and will require resources and incur costs, so it is important to identify early on how these costs will be met. It is equally important, however, to recognise that 'risk-taking' can be seen to be potentially positive when viewed from an entrepreneur's stance, or potentially negative when viewed from a more conservative stance. A business plan is a way of reconciling this tension between viewpoints; the plan needs to identify the risks in an intended collaboration and simultaneously to present a properly costed risk management strategy. In the case study describing Nottingham University's development of strategy (CS 6) the need for all collaborations to have a business plan was emphasised; the

Overseas Partnership Development Guidelines stipulate that: 'A business case should also be developed early on ensuring that net financial benefits of the link are achievable within a realistic period'.

6.3.6. Taking an example from TNE, one underpinning consideration of these programmes is that it is necessary to ensure that students following similar programmes at different locations, for example on the home campus or in collaboration at a study centre abroad, have similar experiences. The QAA recommendation about this is clear:

*In such cases, an institution could well find value in considering how the learning opportunities available to students compare between the collaborative or FDL provision and the 'home' provision. For example, in comparing the appropriateness of physical learning resources, the question to consider is not whether there are identical resources available to the two groups of students, but whether one group is being significantly disadvantaged in learning opportunities relative to the other (taking into account different learning contexts and environments). If so, this suggests that there could be a difference in 'process' that might impact upon equivalence of 'outcome' and should be investigated further.*

6.3.7. The risks are therefore about the quality of learning opportunities and hence of learning outcomes. In chapter three some of the risks identified concerning TNE (in sections 3.4 and 3.5) include several factors that can lead to problems, for example not understanding the local education systems, failing to clarify admittance requirements and procedures, and inadequate teaching and learning resources. Other factors are a lack of knowledge of local availability (and indeed costs) of qualified staff, library support and IT equipment. In Hong Kong, for example, an essential course book can be double the UK cost, and the illicit photocopying of textbooks can then become an almost irresistible temptation.

6.3.8. A consequence of such lacks of local knowledge in the home institution could be an over-reliance upon local partners, who themselves are probably (almost by definition) inexperienced in some areas of the programme which is precisely why they have sought the collaboration. Is, for example, the photocopying of text books seen by them to be illicit, or will they in contrast actually do the photocopying for the students? In addition, particularly perhaps if the partner is a commercial organisation, then the balancing of taking risks (possibly relating to assuring income) and implementing suitable risk management strategies (possibly relating



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to increased expenditure) might not be viewed from the same perspective as your own.

6.3.9. This why, as has been repeated throughout this research report, it is necessary to have a clear understanding of your partners' motivations, not necessarily in order to exclude partners but rather to be able to analyse and if necessary reject some of their suggestions and behaviours. Similar issues are raised in the case study concerning the use of agents (CS 3).

6.3.10. Compromises which are suggested from within your own institution to alleviate difficulties, such as teaching in intensive blocks with flying faculty, or reliance on study guides and inadvertently removing student autonomy (as in the case study concerning Transnational Education CS 9), also need to be examined carefully. Is it possible to balance any losses with some added gains, for example to balance the loss of extended face-to-face teacher contact in block-teaching with increased telephonic tutorials? These alleviating measures each have resource implications.

6.3.11. If, for example, the model of TNE you are considering means students are to have access to the course via a VLE, blended with flying faculty intensive blocks of teaching, the issues to consider could include:

6.3.11.i. Have your own staff been trained to adapt the original course materials for elearning delivery, indeed have the staff been trained more generally in elearning techniques? Elearning is far more than putting teaching notes and presentation slides onto a VLE. Will any additional elearning materials be needed, will there need to be an involvement from learning developers, and what will be the costs?

6.3.11.ii. What access to additional study materials will the TNE students have, will there be, for example, just a few e-books per module instead of a full library available for autonomous researching? (See the case study 'CS 9'). In order to overcome local lacks of materials the home institution might need to supply additional learning resources. Crucially this may involve issues relating to licencing; such library issues are explored more below.

6.3.11.iii. Will the academic staff need training in the expectations and approaches of unfamiliar cultures of teaching and learning? This might apply equally to the staff of both partners, as the home staff should be aware of their students' previous cultures of learning, and also the staff of the partner institution need to understand the approaches to learning which the TNE programme is using, even if they are only involved in

supplying pastoral support. In the case study 'CS 9' there was a description of over-scaffolding by local staff, in a well-intended desire to supply support but which removed the learning outcome of developing students' ability to study and research independently. This issue can be compounded if the academics employed by either of the partners are on limited-term contracts, which makes progressive staff development problematic.

6.3.11.iv. How will your staff be rewarded or recompensed for the flying faculty visits, particularly if this involves long-haul travel? What at first can be seen as an exciting opportunity can quickly become an onerous task, particularly if on return there is an accumulation of work to be tackled whilst jet-lagged.

6.3.11.v. What is the quality of the elearning facilities in the overseas study centre, does there need to be a technical audit to ensure that all the elearning materials are accessible? In the case study CS 7 a whole range of technical issues needed to be addressed to ensure that the online materials were accessible, ranging from band-width problems to download materials, and quality of headphones to enable students to listen to podcasts clearly.

6.3.12. In a risk management strategy as part of a business plan, for each aspect of the intended collaboration it is necessary to rate the *possibility* of risks occurring as high, medium, or low. Then it is necessary to assess the *impacts* of any risk (again as high, medium, or low). Then it is necessary to think of actions to reduce such risks and impacts, and to estimate the costs of these actions.

6.3.13. The above description of resource implications is related to just one specific form of collaboration (TNE involving flying faculty and supported distance learning); there are, of course, considerable resource implications connected to any other form of international collaboration. As a very early step, therefore staff need to make an initial rough list of the resources which this would require. Within this, as detailed in chapter three, as well as the ongoing operational costs related to learning resources and flying faculty costs, there will be start-up costs probably for some processes of due diligence. If, for example, it is decided that a team of three staff members need to make a visit of three days to carry out an initial institutional audit, then the salary, accommodation, and transport costs will quickly run into many thousands of pounds.

6.3.14. The ongoing costs should include an estimation of staff hours, staff visits, communication channels, and ongoing provision of appropriate learning materials.

## **6.4. Learning resources: libraries and IT support**

6.4.1. Libraries are very important to international students, as is clearly evidenced in student surveys, hence it is essential to establish clearly what forms of library provision will be possible within any collaboration, and to describe clearly to the intended students exactly what they can expect. It is likely, for example, that the students will have their own previous experiences, or will have found out about the experiences of other students doing other courses from other universities, so will approach the programme with certain expectations.

6.4.2. Libraries are far more than the information sources they contain, whether on paper or as portals to electronic sources, as they offer an experience which is part of the study process that is implicitly (or indeed explicitly) indicated in the intended learning outcomes of programmes. Referring back to the tendency on some distance programmes to provide all materials in study guides (see CS 9), or for the students to have to rely on a limited number of e-books: these may supply the students with the information they need, but they do not allow for the sifting and selecting of chosen information from a large array of other texts.

6.4.3. In chapter two the distinction was made between the subject specific knowledge required on a programme, 'Marketing' say, and the wider competences of autonomy and self-direction which are equally intended outcomes of UK higher education programmes. It is therefore essential to stipulate how all outcomes are to be achieved, recognising that this extends beyond the subject knowledge base of a programme, and then to supply the resources which will be necessary.

6.4.4. Similarly access to IT facilities is also important, in particular access to high quality networks. It is essential therefore to audit the student experience of accessing your institution's VLE from the locales they will use (such as study centres in collaborative partners' campuses) to check whether all of the many different IT-related features of the course will work, such as presentations, animations, flash-based exercises, blogs and wikis, podcasts, and any synchronous forums used for discussions (see the case study CS 7). A chain is as strong as its weakest link, and an activity based around a learning object which will be timed-out before it is downloaded has no value. The resource implications are hence for auditing, for upgrading, for piloting, for staff development, and for trouble shooting.

6.4.5. There are several models of library provision for students on collaborative programmes, and the forms chosen will depend on the type of partner the collaboration is with, for example whether with a private partner, or with an established overseas university, or with a for-profit enterprise associated with a university. The following six models (a-f) can be thought of as a cline descending from the more easily acceptable models of library provision to those that imply a need for extreme caution. For this chapter the concern is to ensure that what is on offer is conducive to an acceptable study experience; that the cost implications are recognised and included in the business plan; and that the library provision is made clear to all prospective students. It is for individual institutions to decide how far along the cline they will draw a line.

- a) Access to your home university library, either because the students can get to the campus, perhaps on joint or dual degrees which include student mobility, or through online provision of materials (e-journals and books, digitised print materials, online help services). The promise of online provision, however, needs to be substantiated by a technical audit as described above. This is sometimes supplemented by direct provision of learning materials through the course.
- b) As (a) above but the host library is part of an overseas campus offering a similar library service to the home library. Many overseas university libraries are extremely good and well stocked.
- c) As (a) supplemented by negotiated access to a local library – this could be where the taught provision takes place, especially if the partnership is a formal, strategic one with another university or it could be a separate negotiated access to an appropriate library. This may be more common with collaborations with private suppliers, and is something which needs thorough checking during the due diligence procedure: exactly what access has been negotiated, on what terms?
- d) Entirely negotiated access to another provider. Again this needs thorough checking during the due diligence procedure.
- e) No negotiated access as part of a strategic partnership between universities but some access on an individual basis negotiated between libraries or as part of a national/international cooperative deal or arrangement between libraries. Again this needs thorough checking during the due diligence procedure.
- f) No negotiated access but reliant on provided learning resources supplemented by student negotiated access to local academic, workplace or public libraries.

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6.4.6. A fundamental problem concerning library-related issues is that libraries and IT facilities are often over-looked 'Cinderella' services when strategic partnerships are being considered, and so the professional staff are often not involved or consulted until a very late stage, if at all. The findings of this research are that these are crucial stakeholders who need to be involved from the beginning of any plans so that the library/IT provision is explored throughout the setting-up procedure. Librarians and IT staff (and indeed Student Services staff) should be involved in the due diligence inspection of resources and service provision overseas, either by visiting or based on a pro-forma audit filled in by the overseas librarian/student services.

6.4.7. A fundamental problem concerning access to high quality IT, as outlined earlier in this chapter, includes fast broadband and up-to-date equipment. This is a big problem which grows as the 'cline' above is descended, and will have a direct impact on the ability of students to engage with e-learning and e-resources. Some overseas universities will not have compatible equipment with UK ones and if students are forced back on their own equipment or try to use public libraries there can be problems. Sometimes, however, their equipment may not be compatible with the university systems because it is better quality.

6.4.8. A fundamental problem concerning access to e-resources arises from publisher or licence restrictions. It is often the case that deals through aggregators (as is often the case with e-books) will only be available to students residing in the UK despite the fact that they may be enrolled at a UK university but studying abroad. (This is the definition of TNE and, as described in chapters two and three, is the form of internationalised education which is likely to dominate the sector). Getting around this is often very time consuming, and requires big extra payments, if it is at all possible. Publisher's models are generally lagging behind what the sector is doing and the possible technologies of delivery. This type of issue, which may come as a surprise to many and so be underestimated in risk analysis, is another reason for inclusion of library staff throughout the establishment of a collaboration.

6.4.9. Membership/access to libraries by students based abroad is an aspect which is difficult but which may be overcome. Access for staff of another institution who teach on the UK universities TNE courses is a different problem, and is usually absolutely forbidden in licence/publisher agreements. The ways around it are sometimes dubious and often awkward for all involved. The simplest way is to make the overseas staff

members of the library (different from members of the university) but many publishers insist on restricting access to members of the university. Another approach is to make the overseas staff 'Associate Teaching Staff' or similar but this is usually vetoed by HR practices.

6.4.10. The support provided on the ground for those following c-f above is often less than that provided in a-b. This includes simple queries about home institution resources or student service type requests. Academic support in libraries in some countries is often not as embedded or advanced as in the UK, the USA, or Australia although this is gradually changing. Providing induction/training and information skills support is often very patchy and it is not possible to replicate the home experience from afar. Online tutorials/enquiry points, including 'follow the sun' help lines are growing but cannot be found everywhere.

## **6.5. European internationalisation**

6.5.1. In chapter four it was reported that at the national level, for some countries, the drivers for increased Europeanisation of higher education relates to the financial advantages of new income streams in the higher education sector, and that increased Europeanisation was equated with the modernisation of higher education systems. Their ultimate aim was enhancing quality in order to climb the ladders of 'world class' universities. It was also reported, however, that some UK institutions are luke-warm concerning certain aspects of the European agenda.

6.5.2. Specifically concerning ERASMUS, student mobility has not created a balanced flow of students into and out of the UK, and as no tuition fees are supplied by the programme this can be a financial burden, so the enthusiasm of some UK institutions has waned. These financial considerations, however, may conflict with internationalisation-at-home desires which can be helped by supporting both inward and outward flows of mobile students.

6.5.2. In the case study of the National Union of Students (CS 5) it was suggested that institutions should work with students' unions to address targets of those having a study or training period abroad, hence students' unions are another institutional stakeholder to involve in collaboration plans.

6.5.3. For individual students the real value of the financial support for mobility (the ERASMUS grant) has fallen over the years, hence the European Students' Union doubts whether the European target of 20%

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mobility by 2020 can be achieved. Similarly a HEFCE study described in chapter four indicated that financial concerns are the main deterrent to mobility. Therefore for individuals and for institutions (which often have a stated target of student mobility as part of their internationalisation aspirations) resources for mobility are a major limiting factor.

6.5.4. There are, however, funds which can be accessed, including various staff mobility schemes related to ERASMUS to help staff build knowledge and contacts. (See Ch4.10 – Ch4.14). Some of these schemes are aimed at staff from private businesses as well as university teaching staff, and one strand includes non-teaching staff such as librarians and administrative staff in order to undergo training in other participating countries.

6.5.5. In addition, collaborative elements of ERASMUS include intensive programmes of study involving students and staff from at least three countries, with funding for preparation of study materials, hire of premises, field trips, travel and subsistence for students and staff. These could be of interest for staff on specialised or multi-disciplinary topics, which might not be feasible for an institution working alone. Similarly they could concern staff considering collaborations concerning enterprise and entrepreneurship, and projects concerning improved access to higher education for disadvantaged and underrepresented groups. A separate fund supports preparatory visits to create contacts with academic institutions and enterprises.

6.5.6. 'ERASMUS Mundus' is a separately administered programme linking European institutions with Third-countries, related to the development agenda discussed in chapter five. Action 1 covers the creation of joint programmes and scholarships relating to them; Action 2 connects to the role of higher education in the process of development and capacity building, and refers specifically to partnerships with third country institutions with funding both for the creation of such partnerships and for scholarships. Action 3 relates to raising the recognition and esteem of European higher education around the world.

6.5.7. Bids for such funding, for example for staff mobility schemes related to ERASMUS, should be described these in ways which are supportive of institutional strategy aims and European agency expectations.

## **6.6. Developmental links**

6.6.1. A range of funding schemes for projects related to development have been offered in recent years, including: PMI2 Connect; BRIDGE, British degrees in Russia; UKIERI, UK-India education and research initiative; England-African partnerships; DelpHE, Development partnerships in Higher Education programme; and INSPIRE, International Strategic Partnerships in Research and Education.

6.6.2. Each of these schemes is time-limited, hence it is essential to keep checking for new schemes and new calls for bids. It is suggested therefore to subscribe to mailing alerts, for example from the British Council<sup>2</sup>, the Training Gateway<sup>3</sup> and the International Unit<sup>4</sup>. It is important to study calls for bids carefully, to identify the conceptualisations of development and partnership which inform them, and to ensure that your bid matches the funder's expectations.

6.6.3. As mentioned earlier, the issues of resourcing are both a prompt for and a threat to collaborative links, as resource lacks may have severely weakened potential partners. In chapter five the difficulties reported included increased pressure on academics in Africa to take on outside work due to low salaries; institutional difficulties in retaining staff; reduced research funding; and a lack of resources including books and internet connectivity. The case study concerning Leicester and Gondar (CS 4) illustrated how links can help in such situations. Staff pressures, in both institutions involved in a partnership were identified in CS1 as one of the highest elements of risk to be considered in such schemes.

6.6.4. Successful collaborations require long-term partnerships, even if established with short-term funding: in chapter five the longitudinal description of one academic's ability to articulate different components within an overall framework concerning development and the environment shows how persistence and a willingness to change can allow funding to be obtained from a range of sources. (See 5.3.11 – 5.3.24). This is also illustrated in the case study concerning the Leicester – Gondar link (CS 4) which integrated many aspects, and which also emphasised the large amount of time which is necessary in the search for funding. This case study also illustrates the number of charitable organisations (including Rotary, student unions and staff payroll giving) which can be included in collaborations relating to development. It is essential, however, that even

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<sup>2</sup> [www.britishcouncil.org/pmi2-connect](http://www.britishcouncil.org/pmi2-connect)

<sup>3</sup> The Training Gateway [[info@thetraininggateway.com](mailto:info@thetraininggateway.com)]

<sup>4</sup> <http://www.international.ac.uk/home/>



fund-raising activities should respect the ethos of the collaboration, such as mutual respect.

6.6.5. It has also been pointed out at various times during this research report that often external funding schemes are not willing to pay for staff time. Hence it has been pointed out that project team members often need to have a degree of passion, as in the case studies CS 4 and CS 7, including a willingness to engage in preliminary stages without any certainty of ensuring funding or getting institutional approval. It is essential therefore to recognise this from the beginning, and to identify what time will be required. This again reinforces the need for institutions to allow instigators to own projects even if there is a centralised management of internationalisation, and also that if these activities become institutionalised they will need to be resourced in the same way as any other institutional activities.

## 6.7 Conclusions

The following bullet points develop the main items identified in this chapter as a series of hints concerning resources and staff development.

- **Ch 6.1.** It is essential to accept that in order to be meaningful, any institutional strategies concerning internationalisation must be supported by the allocation of resources, including senior management involvement, a budget, and resources for staff development.
- **Ch 6.2.** It is essential to recognise that the passion of staff who themselves instigate a collaboration is a resource to be nurtured: however the passion may be removed if individuals feel a loss of ownership of a project, and the passion must not be unfairly exploited if institutions reap benefits from projects without supplying support for them.
- **Ch 6.3.** It is essential to encourage staff involvement in plans to internationalise, to support their initiatives (for example with advice from the International Office), and to encourage their development.
- **Ch 6.4.** It is essential to recognise that internationalisation is a process of change, and that in any situation of change there will always be staff development needs which the organisation must address and allocate resources to. Such development will concern all departments; academic staff and support staff.
- **Ch 6.5.** It is possible that one element of a collaborative partnership could include development of the staff in partner institutions: indeed this may be a prime motive for their

participation. It is necessary to explore such expectations and to clarify at an early stage any financing requirements this will involve; this could be an extra source of income, for example from government grants, or an extra element of cost.

- **Ch 6.6.** It must be recognised that shortages of resources in universities in some developing countries can reduce the chances of links being successful.
- **Ch 6.7.** It is advisable to identify at an early stage which aspects of the collaboration will need to be financed by the income streams of this particular scheme, and how much funding can come from institutional sources, for example as investment in institutional 'capacity development' which will yield benefits beyond the scheme itself.
- **Ch 6.8.** It is necessary to align any specific collaboration with institutions' international strategic plans, in order to access central funding for those aspects which help meet institutional strategic targets. It is essential to identify all benefits, not just financial income, for example the collaboration may yield an enrichment of curriculum beyond the specific collaboration, or opportunities for capacity building in line with the institutional aims.
- **Ch 6.9.** It is essential from the beginning of any collaboration that the stakeholders across the institution who will be involved are identified and are included in any assessment of resourcing. This could include libraries, student services, and students unions.
- **Ch 6.10.** It is essential to produce a business plan for an intended collaboration, identifying risks and the costs of risk management strategies. As a very early step it is essential to make an initial rough list of the resources which this would require. Within this there will be start-up costs for some processes of due diligence: an initial institutional audit including the salary, accommodation, and transport costs will quickly run into many thousands of pounds. The ongoing costs should include an estimation of staff hours, staff visits, communication channels, and ongoing provision of appropriate learning materials.
- **Ch 6.11.** It is essential not to rely too heavily on advice from local partners concerning areas of local knowledge you lack, without a clear understanding of their motivation and expectations, and to double-check that suggested solutions are ethical.
- **Ch 6.12.** It is essential to analyse compromises, such as intensive block teaching or reliance on limited ranges of learning materials, to ensure that the student learning opportunities are not substantially

reduced. It is necessary to calculate resource costs of counter-measures to redress any weakening of the learning experience. Similarly the envisaged library provision should ensure an acceptable study experience; that the cost implications of such provision are recognised and included in the business plan; and that the library provision is made clear to all prospective students.

- **Ch 6.13.** It is essential at an early stage to seek clarification from library professionals concerning possible access problems concerning e-resources arising from publisher or licence restrictions. This can present severe difficulties to students and staff at partner institutions. It may be necessary to review the pedagogy (at least in the short term) if this is the case.
- **Ch 6.14.** It is essential, if considering the extensive use of online learning, to ensure that the academic staff are fully trained in the approaches necessary: it involves far more than putting course notes onto VLEs. Will there need to be an involvement from learning developers, and what will be the costs (See 6.3.11)?
- **Ch 6.15.** It may be necessary to conduct a technical audit of local elearning facilities to ensure that all the materials are accessible; the resource implications are hence for auditing, for upgrading, for piloting, for staff development, and for trouble shooting. This could add to the costs of initial due diligence and the ongoing programme.
- **Ch 6.16.** It is essential to agree with staff the rewards and recompense for activities such as flying faculty visits.
- **Ch 6.17.** It may be necessary for universities to develop less costly methods of students gaining study abroad experience than currently normal.
- **Ch 6.18.** It is advisable to check the various collaborative and staff development schemes which are funded by Erasmus.
- **Ch 6.19.** It is suggested to subscribe to mailing alerts, for example from the British Council <sup>5</sup>, the Training Gateway <sup>6</sup> and the International Unit <sup>7</sup> for information about funding opportunities related to developmental links.
- **Ch 6.20.** It is important to study calls for bids carefully, to identify the conceptualisations of development and partnership which inform them, and to ensure that your bid matches the funder's expectations.

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<sup>5</sup> [www.britishcouncil.org/pmi2-connect](http://www.britishcouncil.org/pmi2-connect)

<sup>6</sup> The Training Gateway [[info@thetraininggateway.com](mailto:info@thetraininggateway.com)]

<sup>7</sup> <http://www.international.ac.uk/home/>

- **Ch 6.21.** It is essential to commit large amounts of time to search for funding for developmental links, and if possible to try to create long-term partnerships, by articulating different components within an overall framework.
- **Ch 6.22.** It is essential, however, that fund-raising activities should respect the ethos of the collaboration, such as mutual respect.
- **Ch 6.23.** It is essential to identify the training needs of student support staff, for example intercultural communication skills, assisting students with visa applications; running orientation courses; and advisory services. These may be supplied by UKCISA.

## References

- Fielden, J. (2008) *The Practice of Internationalisation: Managing International Activities in UK Universities*. London: UK Higher Education Unit Research Series/1.
- Middlehurst, R. and Woodfield, S. (2007). *Responding to the internationalisation agenda: implications for institutional strategy*. York: Higher Education Academy.