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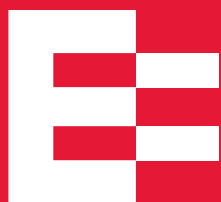
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Internationalisation and equality and diversity in higher education: merging identities



Equality Challenge Unit

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Equality Challenge Unit

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Acronyms and abbreviations

CAPRI	Centre for Academic Practice and Research in Internationalisation
ECU	Equality Challenge Unit
E&D	equality and diversity
HE	higher education
HEI	higher education institution
HESA	Higher Education Statistics Agency
HR	human resources
LMU	Leeds Metropolitan University, UK
UB	University of Bristol, UK
UW	University of Worcester, UK
UWE	University of the West of England
UWN	University of Wales, Newport, UK
UniSA	University of South Australia
VU	Victoria University, Australia
WISC	Wales International Study Centre

Summary

This project arises out of Eade and Peacock's (2009) scoping report, commissioned by Equality Challenge Unit (ECU) entitled Internationalising equality, equalising internationalisation: the intersection between internationalisation and equality and diversity in higher education. The principal aim of the current study is to identify the advantages of building on the intersection of Internationalisation and equality and diversity (E&D) agendas, through an exploration of the effective mechanisms for linking E&D and internationalisation policies, structures and activities within a small sample of heterogeneous higher education institutions located in Australia, England and Wales.

Reflecting a multilevel and mixed-method approach this report provides an in-depth account of awareness, commitment, understanding and involvement of domestic and international staff and students, and other key players, in Internationalisation and E&D. This account is supported by examples of good practice and synergy and consideration of areas of potential improvement in the two fields.

The mixed-method approach involves desk research to consider the influence of geographical location, profile and size on rationales for internationalisation and commitment to E&D, complemented by interviews with key personnel to provide insights regarding performance, accessibility, etc. Data regarding staff and student awareness, perceptions and dispositions are captured via online survey and focus groups. Finally a review of the literature supports data interpretation by suggesting emergent key themes. Institutional challenges are identified within the context of what may be learned from other organisational forms. A central focus is the student learning experience, with discussions embracing key issues such as competing perspectives on learner support models, the association between inclusive curricula and multicultural education and attendant barriers and tensions.

Extensive and systematic analysis of institutional policy in internationalisation and E&D within specific local contexts provides substantial evidence of how current and future direction is shaped by the socio-economic and cultural make-up of surrounding communities, tempered by institutional aspirations in the global arena. The insights of senior managers provide the personal accounts and deep insights into the ongoing strategic initiatives and perceived challenges which determine the practice that emerges from the rhetoric of policy statements. The in-depth exploration of awareness, perceptions and dispositions of staff and students serves to highlight a striking continuity of perspective across the range of stakeholders, within different institutions which approach Internationalisation and E&D from widely contrasting positions vis-à-vis locality, status, market position and relative size. Seemingly, any shortcomings of policy to practice transfer are not the outcome of a

lack of will on the part of those who have engaged in this research, but rather reflect the complexity of finding the most appropriate way, whether senior manager, teacher, support and development professional, student or other stakeholder.

The challenges of internationalisation and E&D simply manifest themselves in different ways at different levels within different institutional contexts and key messages from this research include for example:

- = the need to manage structural diversity within the framework of a broadly based business-case approach in order to maintain internal cohesion and external credibility; such an approach should acknowledge diversity of mission which derives from the nature of the global-local interface, profile, status, etc.
- = broad awareness of the potential synergies between internationalisation and E&D within a framework of inclusive practice
- = broad consensus surrounding the merits of inclusion embodying both local and global dimensions. At this level, diversity of mission, location, status, etc, becomes irrelevant. Universities with different cultures can learn much from each other since inclusion should be the response of all institutions recruiting international and/or students from a diversity of cultural, ethnic, religious, socio-economic, etc, backgrounds
- = awareness of tensions at policy and practice levels, which might be eased by appropriate organisational structures and processes designed specifically to embed synergy across institutions
- = acknowledgment of the need to embed the concept of synergy at three levels of diversity: structural (demographic mix), classroom (curriculum and pedagogies) and interactional (informal and social settings)
- = the significance of readily accessible research-informed and evidence-based practice to raise awareness, build confidence, promote engagement and inform future direction within cross-disciplinary and cross-institutional contexts

1 Background

This project arises out of Eade and Peacock's (2009) scoping report, commissioned by Equality Challenge Unit (ECU) entitled Internationalising equality, equalising internationalisation: the intersection between internationalisation and equality and diversity in higher education, which investigated existing or potential areas of overlap between the internationalisation and equality and diversity (E&D) agendas in higher education (HE) in the UK. The principal aim of the current study is to identify the advantages of building on the intersection of internationalisation and E&D agendas, through an exploration of the effective mechanisms for linking E&D and internationalisation policies, structures and activities within a small sample of institutions. Focusing on six heterogeneous universities located in Australia, England and Wales this research provides an in-depth account of good practice, benefits as well as challenges emerging within different institutional contexts.

The project considers the influence of profile, geographical location and size on the rationale for internationalisation and potential for synergy with E&D. It therefore provides a detailed analysis of universities' internationalisation and E&D policy and strategy statements and investigates how these translate into practice in terms of performance, accessibility and visibility. Complementing this analysis, the report provides prolific insight into the ways in which senior university stakeholders (eg senior managers with particular responsibility for teaching and learning, heads of E&D units, international offices and international development functions, etc) formulate and interpret mission and policy, determine strategy and reflect on good practice, benefits and challenges in the field.

The project operates at both institutional and school/department and professional service levels. A key focus of the project has been to capture staff and student awareness and perceptions of synergy at both institutional policy and practice levels at their respective institutions. A prerequisite of this process has been to gain insight into the ways in which these key stakeholders understand the concepts of internationalisation and E&D in HE in their own right.

Reflecting a multilevel approach to internationalisation and E&D, this report provides an in-depth account of awareness, commitment, understanding and involvement of domestic and international staff and students, and other key players, whilst providing examples of good practice and synergy and areas of potential improvement in the two fields.

2 Methodology and limitations of the study

2.1 Selection of institutions to participate in the study

Selection was, in part, determined by ECU in that they advised the inclusion of at least three institutions based in England, one based in Wales and one overseas.

The ECU brief suggested that ‘all should have strong internationalisation and E&D strategies’ therefore synergy per se, at the institutional level, was not the principal selection criterion since, as the scoping report noted, ‘There appears to be little actual synergy between E&D and internationalisation in HEIs in the UK’ (Eade and Peacock, 2009, summary). Whilst acknowledging that developments may have taken place in the time elapsed since the scoping study was conducted, UK institutions were selected on the grounds of high profile strategy in either internationalisation or E&D and evidence of effective practice as regards synergy within particular strategic or operational areas, as noted in the scoping report and elsewhere (eg the Higher Education Academy’s Internationalisation of UK Higher Education, a review of selected material, 2007). The overseas institutions were chosen on the grounds of diversity of local community and student profile coupled with the project team’s knowledge of effective practice based on past and continuing collaborations. The second most significant criterion was arriving at a group of universities that reflect the diversity of profile, size and geographical location encountered across the HE sector.

An element of self-selection is apparent in that 16 universities were initially identified to receive an invitation to participate in the study. Purposive sampling is apparent given that these 16 were chosen on the grounds that the project team were aware that their staff included champions of internationalisation – individuals with relatively high profiles in the field nationally or globally. This approach was primarily designed to reduce the risk of non- or negative response. Designated invitees were sent an email invitation (cc senior management) with a short explanation of project aims, what involvement would entail and a summary of the predicted benefits accruing to each institution. This practice was deemed ethically sound in order to gain access, but also reflected the ‘task force’ method, whereby these local champions ultimately acted as local ‘project leads’ liaising with the project team as appropriate. Email remained the method of communication between the project team and project leads and this reflects not only cost considerations, but also a fundamental methodological principle whereby this practice was deemed most equitable in avoiding any possibility of bias against the overseas institutions.

2.2 Data collection, generation and analysis

From the outset research design was informed by the findings of the Eade and Peacock (2009) scoping study. A mixed method approach was adopted to support triangulation. Data collection instruments included:

- = Desk research – to consider influence of profile, size and geographical location on rationale for internationalisation and commitment to E&D and to provide a detailed analysis of policy and strategy statements. Project leads were asked to supply relevant documentation, eg strategy and policy documents relating to internationalisation, E&D, estate development, human resources (HR) policy, learning and teaching, etc). Desk research complemented other data collection instruments in other areas of research.
- = Self-selection online questionnaire and a focus group of a maximum of ten (five home and five international) students at each institution to gather data regarding student awareness and understanding.
- = Self-selection online questionnaire and focus group of a maximum of ten (five home and five international) staff at each institution to gather data regarding staff awareness and understanding.
- = Telephone interviews with personnel in key roles in terms of formulating and implementing strategy, in order to gain their views regarding performance, accessibility, etc.

With the exception of telephone interviews of senior staff, the data collection methods outlined above were recommended to local project leads at each of the six institutions involved. Project leads were however, able to exercise discretion in negotiation with the project team to reflect local institutional circumstances.

Design of online surveys for staff and students was based on the assumption that in order to explore synergies between internationalisation and E&D it is firstly necessary to capture participants' perceptions of each agenda in its own right. Online surveys included a variety of closed questions with multiple tick box options and provision for comment, or tick box options with four or five-point Likert scales, as appropriate. The key ethical principle informing the mix was perceived competence of response. Three online questionnaires – one for UK staff, one for Australian staff (reflecting minor differences in the use of terms) and another for students – were designed and uploaded to the 'SurveyMonkey' web-based survey tool. Links to the sites were then distributed to local leads for onward distribution throughout their institutions.

Local project leads responsible for conducting focus groups under the general guidance of the Leeds Metropolitan team were advised of the need to moderate rather than facilitate sessions, to capture interaction within the group rather than interaction between individual and researcher and to allow for free expression of attitudes, feelings, beliefs, experiences and reactions. Within this framework local

project leads conducted sessions as they saw fit taking account of local circumstances. The Leeds Metropolitan team conducted interviews with key personnel – contacts recommended by local leads – who were provided with a generic interview guide in advance in order to prompt pre-reflection and expedite the interview process.

Data interpretation was based on the principle of comparative analysis to identify emerging categories within identifiable themes. A mini-review of current literature that explicitly explores different concepts of internationalisation and E&D and potential benefits, tensions and challenges within and between these fields, supported data analysis and reflections of the project team, based on their tacit knowledge and experience of working with these agendas.

2.3 Limitations of the study

This study is limited not only by the number of institutions involved, but also variable rates of participation and response between institutions and between staff and students within them. Involvement of six institutions is a 'two-edged sword' since for some readers this will imply limited transferability and for others, limited depth. The involvement of project leads who are champions in the field may serve to skew responses, since it is likely that they will engage with many like-minded individuals in their day-to-day activities. Furthermore, varying levels of experience of and familiarity with concepts will inevitably influence responses and it is likely that this study will not reflect the dispositions of the 'silent majority'.

3 Literature review: key themes

3.1 The institutional challenge: recruiting international students or managing diversity?

Phillips (2005) identifies five principles of good race relations: equality of rights and opportunities; acceptance of the right to espouse one's own culture whilst exploring others; security of a safe environment free from racism; unity in a wider community with shared values and responsibilities rooted in citizenship and humanity; and co-operation among individuals and groups to achieve common goals, resolve conflict and create community cohesion. He goes on to explain the nature of the challenge as '...finding a way for very different kinds of people to share the same space and resources and to prosper...' with failure counted in terms of '...communities divided by suspicion and tension...'. In transforming difference from a burden into a benefit the '...biggest, new task is to encourage interaction between different groups in society...' Phillips goes on to argue that whilst there may be less individual hostility than in the past, there is a slow but definite drift into a kind of voluntary social segregation, based on racial groupings and cultural or religious traditions (Phillips, 2005).

Universities are effectively communities within communities and recruitment of international students alters their demographic (and that of their surrounding communities), increasing structural diversity. If internal cohesion and balance is to be maintained this – at the very least – requires a shift from being a monocultural to becoming a multicultural institution. With rapidly expanding international student numbers, the traditional focus on teaching understanding of the home culture and training on how to function in the home institution and environment is being challenged:

'It is not only the newcomers who need to adapt and learn...When diversity ceases to be something exotic...and becomes part of daily life...it cannot be ignored...the university...has to adapt and learn...on institutional level, the classroom level...and at the level of the student community...' (Hermans, 2005).

Otten (2003) suggests that intercultural encounters become more complex because they take place in specific institutional contexts which require a more or less well defined set of communication rules and strategies. Diversity that cannot be assimilated to the frame of reference becomes disturbing to existing institutional routines. Failure to adapt as those once perceived as 'minority group' and designated 'non-standard' increasingly become the norm, results in transaction costs to the home community in terms of funding, workload and satisfaction, and the existing organisation visibly starts to become less effective. In order to restore internal cohesion, the pressure to act becomes stronger. Earlier 'not-in-my-backyard' tolerance

3 Literature review: key themes

of internationalisation diminishes and criticism is voiced. In some cases criticism takes the form of a quality debate – the participation of international students lowers the quality of education. In other situations the criticism focuses on the ‘we-versus-them’ debate – we have to give up something for them, we have to take care of them, international students or members of staff take up so much more time at our expense. Another perspective is ‘on whose terms’ internationalisation takes place – they want our education and this is our system, so they have to adapt to us. A key message is the need to manage diversity rather than simply recruit ever expanding numbers of international students which may result in widespread student failures on hostile campuses where various social groups are viewed negatively (Dobbins, 2009; Hermans, 2005; Otten, 2003; Shaw, 2009).

The way higher education institutions (HEIs) adjust in terms of shaping and delivering student diversity policies is influenced and contingent upon not only external factors – such as the pressure to recruit international students in the face of financial shortfalls – but internal factors too. Different history, particularly in terms of the legacy of inclusion, current characteristics and efforts to deal with recent trends and respond to new challenges, structural diversity, mission, location, market position and the psychological and behavioural climate are all influential factors in establishing the campus culture which will foster student success (Forest and Altbach, 2006; Shaw et al, 2007; Shaw, 2009). ‘Integrated internationalism’ also requires a particular set of institutional values, vision and leadership, and in this context, Lewis (2008) distinguishes between the likely approach at ‘traditional universities’, ‘newer universities’ and ‘young vocational universities’. Senior managers have a key role to play in the challenge of translating policy texts into real change. They are institutionally positioned to provide positive stories about institutional policies, but the change process will be heavily dependent on whether or not their values support the ethical principles underpinning E&D or whether they manifest an ‘a-political diversity tolerance and rule-following views of inequality’ (Deem and Morley, 2006).

Another significant distinction in terms of institutional profile is the status of ‘elite’ and thereby ‘selecting’ and ‘widening participation’ or ‘recruiting’ universities. Shaw (2009) suggests something of a dilemma for elite institutions where widening participation may be viewed as a waste of resources, yet international students often pose the same problems as widening participation students. In these ‘selecting’ institutions ‘embedded diversity’ more usually refers to recruitment and admissions without touching other aspects of the student life cycle. Conversely, institutions promoting inclusion may be ‘better at what they do’ since they are regarded as ‘learning institutions’ tending towards a ‘whole institution’ approach, guided by considerations of social justice and the needs of actual and potential students. However, there are tensions surrounding the label ‘widening participation’ in a globally competitive HE sector, not least reputational risk when trying to recruit international students for prestige and to expose national students to more diverse learning environments (Reichert, 2010; Shaw, 2009; Shaw et al, 2007).

On the face of it then, internationalisation is inextricably linked with diversity, and arguably, this link is legally reinforced by the third strand of the general duty 'to promote good relations between people of different racial groups' and by a general shift in the discourse away from 'equal opportunities' towards valuing and actively promoting diversity (Phillips, 2005; Otten, 2003). All too often though internationalisation and E&D manifest as two separate and unrelated discourses in universities, as typified by a major project conducted at the University of Wolverhampton (Pinnock, 2008), where consideration of international students' perspectives were separately funded by the international office and introduced almost as an addendum to the original project proposal. This scenario may reflect the tendency towards a centralised approach where a team or unit assumes responsibility for E&D. Equality of opportunity can easily become marginalised either for individual enthusiasts or in pockets of interesting practice in isolation from other departments. Sometimes other members of staff do not see it as their job to engage with the diversity agenda or understand its relevance to them. The 'team' may be perceived as 'marking out' their territory to the degree that others feel they may not legitimately take part in activities. However, a relative absence of synergy may also reflect rather more than simply organisational arrangements, since the images of internationalisation and E&D and their perceived motivations in HE are often quite different. Cooperation may be resisted for fear it might lead to conflation of the two fields, the dominance of one over the other or the undermining of one or both. If cooperation between international offices and E&D units is to take place, more often than not it requires the mediation of learning and/or academic development and support functions within institutions (Olson et al, 2007; Otten, 2003; Powney, 2002; Shaw et al, 2007).

3.2 Insights from other organisational forms and the merits of producing a 'business case'

In observing modern societies' production and service sectors, HEIs are peculiar in several respects. They are characterised by a relatively open set of multiple goals, loose mechanisms of coercion, control and steering from above, a high degree of fragmentation and a strong influence of principal workers (academic professionals) on the determination of goals, on the management and administration of institutions and on the daily routines of work. Universities that focus on teaching have not only to consider fair access, whilst facilitating a highly trained workforce, but are also expected to further diversify structurally and devote attention to generic competencies and social skills. In re-shaping their function for a society of lifelong learning, preparing students for growing internationalisation and providing practical learning experiences beyond the classroom have assumed high priority (Forest and Altbach, 2006).

Generally, student perspectives are paramount in universities unlike other organisations, where members of staff rather than ‘customers’ tend to be the primary focus of E&D policies. The perspectives of non-native and home faculty in universities may be invaluable in assessing ‘internationalisation at home’, however to date, there is relatively little evidence of engagement of these voices in shaping strategic perspectives on internationalisation, even in the context of students’ learning experiences (Pinnock, 2008; Van Berlo, 2006; Deem and Morley, 2006). This does not necessarily represent a failing on the part of universities and may simply reflect the differentiation of the academic profession around at least two axes. The disciplinary axis is highly influential involving a different substance of inquiry, different self-concepts as academics, different modes of communication, different relationships with the outside world and a different balance between teaching and research. The institutional axis involving mission as well as academic practice is more often than not subordinate to discipline. Internal ranking systems and national differences also affect institutional structures and the notion of collegium – partnership on terms of equality of status and participation – is implied but in reality it may be little more than a myth when clearly some staff are ‘...more equal than others...’; for example temporary part-time staff, teaching-only staff and research project staff who generally operate on the periphery of mainstream institutional structures (Forest and Altbach, 2006).

In contrast to other organisations, HEIs use the ‘language of diversity’ whilst providing little evidence regarding the actual practice of how this learner diversity can deliver business benefits to the sector. Whilst firmly on the agenda, student diversity is usually discussed in terms of how it will be achieved rather than directly as an end in itself. It has been argued therefore, that universities should assume less focus on compliance and instead divert their efforts towards measuring the benefits of diversity in their own context and in line with their own priorities. Broadening the demographic of those accessing and succeeding in higher education can be explored through the lens of individual institutional viability, particularly in the context of a marketised and stratified HE sector. In effect, a commitment to corporate social responsibility and potential business benefits may be both legitimate and complementary within the context of a sector driven partially by self-interest within the marketplace. Maintaining and developing reputation, exploiting business development opportunities through creating a distinct position in the market place, the creation of ‘brand’ and building credibility and trust with current and potential ‘customers’ are all legitimate goals of diversity since institutional self-interest will be an important driver in all activities including student diversity. In the context of corporate social responsibility the business case can be extended beyond immediate institutional benefits to encompass the wider needs of society and economy, embracing social and ethical principles that focus on the benefits to the region or to the country. This ‘business case’ approach could provide a powerful leverage for change and promote consistency leading to a more embedded approach to diversity in universities (Shaw et al, 2007; Shaw, 2009).

3.3 Internationalisation, diversity, inclusion and the student learning experience

Three levels of diversity can be seen to operate in higher education. Firstly, structural diversity defines the changing demographic mix and level of racial/ethnic diversity in the student body at any one university. Secondly, classroom diversity refers to its representation in the curriculum, learning about diverse people and gaining experience with diverse peers in class. Thirdly, informal interactional diversity relates to the frequency and quality of inter-group interaction, the majority of which will take place outside the classroom and will be central to meaningful diversity experiences. As suggested by the organisational literature structural diversity alone can be damaging to both institutions and individuals. Arguably the potential for damage is greatest where an institution most reflects the values of the dominant group in society, reproducing existing patterns of privilege (Gurin et al, 2002; Otten, 2003; Shaw, 2009).

Orlando et al (2003) have hypothesised an inverted-U relationship in which the highest performance results from moderate levels of racial diversity. Whilst '... demographic diversity unleashes creativity, innovation and improved group problem solving...' work in 'relational demography' shows that working with dissimilar others is often associated with negative outcomes. Benefits are contingent upon the situation, providing '...little comfort for those who seek simple rules and procedures which apply across all situations...' Jayne and Dipboye (2004) argue that diversity initiatives that are based on the 'integration and learning' perspective – rather than access and legitimacy or discrimination and fairness perspectives – are most likely to motivate in a sustained manner to ensure long term change. Furthermore, whilst 'surface level' diversity has negative consequences in the short term as groups interact over time deep level diversity, based on common identity emerges to reduce inter-group conflict providing a more potent force that benefits the group (Jayne and Dipboye, 2004).

It may be argued that structural features in HE have no influence on students' dispositions since they are mediated through the experiences students have in universities' general environments. If the campus climate is positive with the conscious use of 'difference' in the curriculum as a resource and structured opportunities for interaction in and out of formal learning environments, substantial benefits may accrue from the understanding and experience derived from social connections outside individuals' often 'parochial biographies'. Exposure to new cultures and world views can be motivating since students may feel better able to participate in an increasingly heterogeneous and complex society having enhanced their skills of critical thinking and developed a more positive academic self-concept. However, genuine interaction must go beyond mere contact. Indeed, the 'contact hypothesis' suggests that rather than intercultural encounters automatically

increasing intercultural competence, they can reinforce stereotypes and prejudices if critical incidents are not evaluated on cognitive, affective and behavioural levels. Students need to be able to learn about 'differences' and get to know each other with sufficient intimacy as to be able to discern common goals and personal qualities. This in turn suggests reflection on individual and collective social experiences with people from other cultures (Gurin et al, 2002; Otten, 2003; Shaw, 2009).

Gurin et al (2002) refer to the idea of the 'psychosocial moratorium' whereby universities provide the time and space to enable students to confront diversity and complexity, experiment with different social roles, actively think and make decisions informed by new and more complex perspectives and relationships.

'...the most powerful learning results when students work and struggle with one another, even if it is sometimes difficult and challenging...' (Nieto, 2002 cited in Higbee and Goff, 2008).

If a university simply replicates the social life of the local community it serves, that impedes the personal struggle and conscious thought that are so important for students in developing their sense of identity. Since internationalisation in principle, means less replication, it is potentially beneficial to the student learning experience. However, simply 'reacting' to diversity will not provide a positive campus climate. Internationalisation should embrace the principle of inclusion acknowledging the 'partiality inherent in the curriculum', affirming students' identities rather than just avoiding discrimination (Gurin et al, 2002; Otten, 2003; Shaw, 2009).

3.4 Competing perspectives on inclusion and learner support models

The principle of inclusion can be viewed in two different ways each of which will influence the nature of student support and engagement: no one should be disadvantaged OR all should be helped to learn by a curriculum designed to achieve success. Many institutions have moved to the second position in policy terms, but the principle is much more difficult to implement in teaching, essentially because theories on education and cultural capital for diverse students are in tension. Some argue the need to mainstream cultural capital to succeed, whilst others maintain that rather than define and exercise cultural capital only in traditional or dominant mainstream ways (which are likely to create conditions for disengagement or opposition), cultural capital development should include and build upon students' backgrounds and cultures. A critical organisational practice is balancing these two theoretical positions, understanding and negotiating the potential tension between affirming students' funds of knowledge and identities and bridging the gap in cultural academic capital for success (Chanock, 2007; Higbee et al, 2007).

Many universities provide orientation programmes for international students, yet there is little preparation for inter-cultural settings for domestic students, despite the fact that they need to be able to embrace difference without feeling a major threat to their own shared cultural identity, and – in addition to unfamiliar international dimensions – they have to deal with the regional and local level of growing diversity arising from domestic multiculturalism. International students effectively cannot escape from inter-cultural experience, whether positive or negative, but many of their home peers are just not aware of the presence of international students or tend to avoid interaction. Nonetheless, the need to acquire academic cultural capital forms the all-important common territory between both groups of students. Diverse students' high attrition and low graduation rates (whether international or otherwise) tend to be the outcome of 'culture clash' and 'cultural incongruity' resulting from low levels of socialisation, encouragement or mentoring to take full advantage of HE. In the current climate, more home students are tending to study locally, maintaining local friendship networks and using local facilities rather than engaging on university campuses. Such students may continue to be disadvantaged by habitus or a socio-cultural environment that does not provide the types of cultural capital required to succeed in HE. Parochialism may be reinforced when confronted with others from very different backgrounds who may have travelled long distances to also find themselves in very unfamiliar surroundings. If students don't understand 'culture shock' which explains the process of adaptation for international students – the temporary reaction to psychological stress which involves segregation, isolation, emotional over-reactions and physical stress – behaviours can be interpreted as a lack of willingness to integrate. University support structures that acknowledge the common ground of developing cultural capital in order to succeed through teaching practices that 'engage students...in a more positive manner toward the development of more relevant pedagogies and learning activities...' can assist integration processes and substantially influence rates of attrition (Higbee et al, 2007; Otten, 2003).

As far as existing support practices are concerned, Warren (2002) differentiates between two forms of learning development in HE. The academic support model is based on the principle of support for targeted groups of 'non-traditional' students. The integrated model is based on the premise that all students require some level of support in acquiring academic cultural capital and adjusting to higher learning. Support is mainstreamed within the curriculum focusing on the development of academic literacies within the disciplines, rather than simply focusing on academic socialisation. This kind of model advantages students by 'situating' their learning and it is also beneficial to staff in reducing strategy/policy overload. However, even this integrated model will fail to deliver more relevant pedagogies and learning activities if discussions of inclusive learning environments are limited to matters of access and exit qualifications. In effect, the learning environments that emerge will fail to achieve the 'democratisation of knowledge' suggested by the principle of the inclusive curriculum (Powney, 2002; Skelton, 2002; Warren, 2002).

3.5 The inclusive curriculum as multicultural education

In creating inclusive learning environments much may be learned from post-secondary education in the USA where diversity plans have undergone a shift from structural aspects (eg recruitment, quantity of minority students) towards educational processes (eg curriculum, teaching methods, community impact). The diversity debate in the USA embraces multiculturalism and is concerned with ethnic and gender diversity of staff and student bodies, addressing inclusiveness, affirmative action and effective orchestration within diverse learning communities. This is a debate that resonates only in a small number of institutional niches in Europe, although it is likely to be more widespread in Australasia where – like the USA – the notion of the multicultural community has a long history, based on past migratory flows (Otten, 2003; Reichert, 2010). ‘If diversity is an empirical condition – the existence of multiple group identities in a society – multiculturalism names a particular posture towards this reality’ (Higbee et al, 2007).

Inclusion as multicultural education tends to reinforce the notion of synergy between internationalisation of HE and diversity although there are different approaches. These approaches range from recognition and celebration of individual differences and group identities to a transformative model where educational institutions enable the full participation of those currently excluded and marginalised and the rhetoric of policy documents becomes a reality of practice on the ground. For educational institutions the transformation is however evolutionary. The celebratory model will not necessarily help students to understand how dominant and ethnic cultures are inter-connected and inter-related, but it is generally the starting point of a long process of cultural change for universities (Banks and Banks, 1993; Cunningham-Mann, 2003; Higbee et al, 2007; Olson et al, 2007).

This US literature is useful in providing practical guidance on what it means ‘to create a welcoming classroom’, suggesting that good practice may develop from the smallest of changes, such as ‘first day introductions’ allowing students to talk about their backgrounds and using the responses to determine how much and what cultural capital students possess (Higbee et al, 2007). It is clear that a cross-disciplinary approach to curriculum development may be beneficial in challenging entrenched notions about, for example, the role of academic writing in learning. The creative disciplines require the development of technical skills, but also qualities of open-mindedness about unfamiliar ideas and experiences, so personal knowledge and cultural knowledge become central resources within the classroom. Other key messages include the need for institutions to engage students in articulating how they perceive the benefits of diversity and the importance of co-curricular activities (eg civic engagement, collaborative work outside the classroom) in fostering inclusion, integration and the development of academic cultural capital. Whilst intellectual development is weakened by a lack of academic cultural capital, the development of social capital is also key to successful learning in HE, therefore extra-

curricular activities (eg sport, clubs, societies) are of equal importance in providing the social experiences that will enable students to succeed in a campus environment characterised by diversity (Chanock, 2007; Higbee et al, 2007; Higbee and Goff, 2008; Turner, 2006).

3.6 Embedding inclusion in the curriculum – barriers and tensions

Otten (2003) notes the resonance and prevalence of ‘political correctness’ and the danger of ‘colonial attitudes’ emerging in HE. Despite compulsory training programmes, resources remain an issue and members of staff continue to be uncertain as to what constitutes discrimination and how to deal with it. The audit culture within E&D discourse at the institutional level is in danger of perpetuating an organisational model that lacks the necessary value commitment or buy-in to promote an environment that effects substantive, qualitative change (Deem and Morley, 2006; Otten, 2003).

An issue within the context of classroom diversity is allocating time for ‘free voice’ to achieve inclusion within a ‘curriculum driven by pre-determined and prescribed learning outcomes’. A UK Higher Education Academy report (Shaw et al, 2007) notes that whilst successful diversity does not depend on ‘normalising’ students to fit into existing practices, but rather building on different experiences, interests and backgrounds, the focus on embedding diversity is occurring in the context of fewer external funding policy levers to stimulate and promote change. In the current climate the needs of diversity may well clash with other policies like higher staff-student ratios, less time with students and, in principle, inclusive education may be seen to threaten or compete with limited resources and energy, particularly in research-led cultures (Dobbins, 2009; Otten, 2003; Powney, 2002).

A more proactive approach may be challenged on professional grounds, being perceived by staff as having a negative impact on the core business of universities, ‘dumbing down’ the academic standard, denigrating the home culture by teaching practices that not only lack academic rigour, but also historical accuracy. Nieto (2002) challenges this position ‘I don’t know who determined that high quality and rigorous education can only be delivered through a curriculum that espouses one perspective...It seems logical, to me, that a high quality, critical curriculum...has to include many perspectives, and has to ask the big questions that might lead to conflicting points of view...’(Pardini, 2000). Nonetheless, the ‘dumbing down’ scenario remains a position which is likely to be fairly well entrenched across institutions of higher learning. Furthermore, members of staff who readily acknowledge the need for inclusive learning and teaching practices in the face of diversity may feel that making the necessary adjustments is an unwelcome additional burden (Pardini, 2000; Shaw et al, 2007).

Crossing the cultural boundaries may similarly be regarded as an added burden by students, since diverse groups from different cultures have to make more effort to communicate with one another. Many home and international students alike, confront the challenge of choosing a university 'where they could belong' and negative experiences can be the outcome of an original lack of cultural capital, compounded by low expectations of staff which further reduce motivation. In multicultural classrooms students are likely to experience heightened tension between their own competing perspectives of social justice and self-interest, in the absence of practical interventions that reduce uncertainty and promote real conversations and two-way communication. In this context, some practitioners are looking to interventions drawing on for example, the principles of 'uncertainty reduction theory' to explain motivation and methods of communication in interpersonal relationships when 'strangers' meet and the priority is to acquire some measure of predictability about one's own and others' behaviour, in order to be able to choose the appropriate position for interacting. These kinds of interventions and others, which can be applied within a framework of experiential learning, are being evaluated for their influence on student perceptions of social atmosphere, their development of transferable skills, etc (Liao, 2001; Montgomery, 2009; Shaw et al, 2007; Turner, 2006).

4 University location, size and profile

4.1 University of Bristol, UK

With a population of 416,400 Bristol is the largest city in the South West of England, and one of the eight 'core cities' of the country (excluding London). A major seaport located between London (104 miles to the east) and Cardiff (24 miles to the west), Bristol has over the centuries strengthened its position as the cultural and economic nodal point in the South West (Bristol City Council, 2009). It is worthwhile mentioning that, compared with the rest of the South West region, the population of Bristol is relatively young.

Local intelligence suggests that since 2001 there has been a significant increase of international migrants coming to live in the city, particularly Somali communities and – similar to many other major UK cities – Polish and other Eastern European residents, who immigrated following EU expansion policies (Bristol City Council, 2009: 2). In terms of ethnicity, Bristol's population has become increasingly diverse over the past ten years or so. The Office for National Statistics' Population Estimates statistics identify 16 major ethnic groups, of which the 'Other White', 'Indian', 'Black African' and 'Chinese' groups represent the majority, whereas the 'White Other' population figures confirm the significant influx of Eastern Europeans since the early 2000s. The increase of the city's Chinese population suggests that more Chinese students are staying in Bristol after completing their studies (Bristol City Council, 2009: 10).

Bristol is home to two universities, the University of Bristol (UB) and the University of the West of England (UWE), together accommodating more than 50,000 students. According to the 2009 Bristol Population Report, published by the City Council, the number of both UK and overseas students at each university has risen significantly over the past ten years.

Located in the heart of the city, UB plays a pivotal role in its educational, cultural and social life. The university has strong links with the South West Regional Development Agency, the Bristol Cultural Development Partnership, the Bristol City Council and the NHS Trusts, to name but a few. At the same time, the university engages with central government and international bodies as a policy adviser or partner and thereby sees itself as '...one of the city and region's key links with national and global concerns' (UB, 2010a).

At present, the university is a member of the Worldwide Universities Network, the Russell Group of Universities and the Coimbra Group of European Universities, and enjoys a high reputation for academic excellence both on a national and international scale. The Russell Group represents the leading 20 comprehensive and large research-intensive universities that include medical faculties. The group is widely regarded as

the most privileged part of the UK HE system, is committed to 'maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector...' (Reichert, 2010). In 2009, the university was ranked in 34th position in the Times Higher Education World University Rankings and is regarded as among the top ten universities in Great Britain (Times Higher Education, 2010).

Research university status is reflected in the fact that some 28 per cent of students at Bristol were studying at postgraduate level in 2008/09. Overseas students represented nearly 13 per cent of a total student population of approximately 21,000 (HESA, 2008/09). Overseas students mainly originate from China, Hong Kong, Malaysia, India and the USA. Around 930 students come from EU countries other than the UK with a strong representation of Cypriot, French, Greek, Italian and German students (UB, 2010b).

4.2 Leeds Metropolitan University, UK

Leeds is the principal city of West Yorkshire, which comprises five metropolitan boroughs – the City of Bradford, Calderdale, Kirklees, the City of Leeds and the City of Wakefield. The West Yorkshire urban area is one of the ten most populous in England with some 2.2 million people located in 2029 square kilometres. The population of the City of Leeds was estimated at 770,800 in 2008, 88 per cent of whom are designated White. Like Yorkshire and Humberside, Leeds is home to a significant Asian or Asian British population (6 per cent), with much smaller numbers classified Black or Black British, Mixed, Chinese and other races (ONS, 2007, 2008; Pointer, 2005; Yorkshire Forward, 2006). The city has a significantly high proportion of 15 to 29 year olds (26 per cent in 2006, compared with the national average which is approaching 20 per cent), which includes a student population of over 60,000 studying in the two universities in the city.

Leeds is well located within the national transport network within easy access of the A1, M1, M62 and East Coast mainline rail services. A growing airport in close proximity serves a range of domestic and international business and leisure destinations. The Leeds Metropolitan District, which is the second largest in England, is also regarded as the 'regional capital' of what is known as the 'Leeds City Region' comprising ten districts across North, South and West Yorkshire. The district's settlement pattern is dominated by the City of Leeds, but 65 per cent of the 217 square miles covered by the district is Green Belt including a number of freestanding market towns and smaller settlements beyond the main urban area. The district is therefore polycentric and includes significant rural and former coalfield environments (Leeds City Region, undated: Strength through Diversity and Agenda 0809; Yorkshire Forward, undated).

The Leeds City Region is regarded as a leading knowledge economy with the largest financial and business services sector in the country outside London, a growing presence in key sectors like bioscience, health and medical research, electrical and optical equipment and digital and creative industries and six universities producing more than 27,000 graduates each year. Leeds has the largest economy of the ten districts accounting for about one-third of the economy in gross value-added terms and some of the country's household names in banking and insurance are based in the city including First Direct, GE Capital, Alliance and Leicester, Halifax Direct and Direct Line. Service industries as a whole account for over 80 per cent of total employment including the city's largest employers – Leeds City Council, Leeds Teaching Hospital NHS Trust, ASDA, Yorkshire Bank, Ventura (all with HQs based in Leeds); Barclays, Natwest; HSBC and TSB Lloyds Bank, British Gas and BT (all with their regional offices based in Leeds). The city relies on the surrounding districts for significant amounts of labour – out of a workforce in West Yorkshire of 936,000 nearly half work in Leeds (Leeds City Region, undated: Strength through Diversity and Agenda 0809).

Leeds is undoubtedly a city of ethnic diversity being home to over 130 different nationalities. The 'ethnic-minority' communities are expected to grow faster than the 'White British' population – it is estimated that by 2030 the black and ethnic-minority population in Leeds will have increased by 55 per cent. The terrorist attacks in London on 7 July 2005 and their links to Leeds demonstrated the need to build resilience when the shared vision for good community relations was threatened. An open-city event brought together faith and community leaders with over 1000 people across Leeds. The ongoing impact of these events has increased stress on relations in and between some communities. The progress in developing knowledge of the major faith identities that make up the Leeds population is reflected in the many ways in which the city celebrates its cultural heritage yet some neighbourhoods continue to be self-segregated along faith, ethnicity and class boundaries with fewer opportunities and neutral spaces to bring people together. The 2007 annual residents' survey reveals that whilst nearly half of the respondents felt local people work together to improve their neighbourhood and about 60 per cent said that people respected ethnic difference where they lived, residents in the south of the city were less likely to say that people worked together to improve their neighbourhood. Young people were less likely than older people to say that people of different backgrounds get on well together where they live or that people respect ethnic differences where they live (Leeds Initiative, 2010; 2009).

The city is also one of great contrast. Whilst being a key centre of commerce and culture Leeds also faces significant socio-economic challenges similar to other urban conurbations located in the provinces. Over one third of the city's children and young people live in areas which are the most deprived in England. Twenty per cent of children in Leeds live with families where no one is in work and in the deprived

4 University location, size and profile

areas this figure rises to 40 per cent. Fewer young people continue in learning or employment after the age of 16 than in similar areas or nationally. Although Leeds' economic history is founded on entrepreneurial success currently levels of enterprise are low compared to other cities of the same size, with business start-up rates and self employment rates below the national averages (Leeds Initiative, 2009, 2010a, b).

Leeds Metropolitan University (LMU) is a relatively large civic university which was formerly a polytechnic gaining university status in 1992. Its origins date back to the foundation of the Leeds Mechanics Institute in 1824. In 2008/09, 27,800 students were registered, of whom 8505 were part-time and nearly 15 per cent were studying at postgraduate level. Less than 5 per cent of the student population was classified non-European or international in 2008/09 (HESA, 2008/09). Learning is accommodated on two campuses, City Campus in the heart of Leeds and a second campus approximately two miles to the north west of the city centre. In 2006 this Headingley campus was extended beyond its existing confines of Beckett Park, to include the Carnegie Stand at the Headingley Rugby Stadium with a further building being opened in summer 2010, known as the Carnegie Pavilion, which will be shared with Yorkshire County Cricket Club. This building will accommodate the teaching of events and hospitality management students as well as match day events.

The university is currently undergoing a process of 'realignment' and coincidental with that process, a strategic plan for 2010/15 is being drafted under the leadership of the new Vice-Chancellor Professor Susan Price appointed in January, 2010. According to The Guardian (30 July 2010) Professor Price is a '...supporter of widening participation and newer universities'. This new strategic plan underscores existing perspectives and priorities, whilst introducing one or two new institutional aspirations. Essentially students remain at the centre of the university's activities although there is more emphasis on providing '...a flexible and relevant curriculum...'. Inclusion and preparation for employment and lifelong learning remain central ambitions, although perhaps the commitment to diversity as pervading the whole institution and its relationships with the outside world is more explicit '...As a diverse and inclusive university, we promote cultural awareness and respect for this diversity through our curriculum, the wider university experience and community engagement...'. The commitment to community is similarly underscored in the third strategic theme of 'Being a catalyst for social and economic progress in and for our region, nationally and internationally, through research and enterprise'. Whilst developing the capacity for and quality of research and enterprise may enhance the sustainability of the institution, this priority is clearly driven by the desire to make a contribution towards the social and civic development of the Leeds City Region. The themes that appear to be new to the overall university strategic plan are provisions concerning resource planning and development in terms of staff, estate, finance and environmental sustainability (LMU, 2010a).

The University is a member of the 'Million +' group composed mainly of new universities which have traditionally placed a strong emphasis on teaching, although they have no desire to be regarded as teaching-only institutions, given a system context that they perceive as '...more favourable to research missions...' They argue for equality of opportunity for different types of mission, such as widening participation and teaching excellence, but also equal opportunity for research groups that can claim excellence but have to develop as institutional niches, rather than as part of a generally research-driven institution. 'Million +' claims to be a 'university think-tank' using 'rigorous research and evidence-based policy to solve complex problems in higher education...' The group's mission is stated largely in terms of enabling '...people from every walk of life to benefit from access to universities that excel in teaching, research and knowledge transfer [believing that] business, the NHS, the not-for-profit sectors and government [should] benefit from the full potential of all universities (Reichert, 2010).

4.3 University of Worcester, UK

Worcester is a historic cathedral city on the banks of the River Severn with a population of 94,260 in just 3318 hectares. The city is the largest and main settlement in the county of Worcestershire and, in terms of population, is the fastest growing district in the county. Located on the M5 motorway the city is well connected with the national motorway network and is located in reasonable proximity of major cities such as Birmingham, Bristol and Cardiff. Having a workforce of some 52,000, the employment structure of the city has changed reflecting the national picture. The city has a growing reputation in the service sector and high-tech-based industries which together account for 78 per cent of jobs. According to the Worcester City Council, the area boasts a higher level of professional, managerial and technical, skilled manual and partly skilled labour than the average for England and Wales. On an average national scale, the city of Worcester has a relatively small number of ethnic minority residents. The UK neighbourhood statistics website records 1.0 per cent Mixed, 2.6 per cent Asian or Asian British, 0.7 per cent Black or Black British, and 0.8 per cent Chinese or Other Ethnic Groups in 2007 (ONS, 2010).

The city of Worcester is currently undergoing a major community development programme. Worcester Alliance, a local strategic partnership network representing more than 40 local organisations, has launched a community strategy agenda for 2007 to 2012. Its key priorities aim to improve the community's health and safety, guaranteeing environmental sustainability and economic success, enhancing health and wellbeing, meeting needs of children and young people, and fostering a sense of community. The single vision of the community strategy plan is to make Worcester a 'first rank cathedral and university city'. This clearly indicates the pivotal role of the university in the educational, economic, social and cultural life of the city region.

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University of Worcester (UW) is the only university in the two counties of Worcester and Herefordshire and was granted university status from the Privy Council in 2005. The university's heritage dates back to 1946 with the establishment of a teacher training college under the aegis of the University of Birmingham's Department of Education. Operating as a college of higher education during the 1970s the institution assumed the name of University College Worcester in 1997 with the granting of degree-awarding powers for all undergraduate and postgraduate courses. The university is currently a member of the 'GuildHE', founded in 1967 as the Standing Conference of Principals, registered as a company in 1992, becoming 'GuildHE' in 2006. The group's vision is '...of a sustainable, diverse and dynamic higher education sector which plays a full part in the development of a well-educated and socially inclusive nation...enhanc[ing] the UK's economic competitiveness and foster[ing] cultural engagement, knowledge creation and exchange in a global context...' (Reichert, 2010).

The university is currently investing more than £100 million in the development of a new city-centre campus which will be completed by September 2010, and a further £60 million on a unique library and history centre, which will be the first joint university and public library in the UK (The Guardian, 10 May 2009). The latter initiatives and projects demonstrate the university's proactive engagement in the city and reflect some of the key objectives formulated in its strategic plan: to guarantee an outstanding student experience, to be a thoroughly inclusive university that provides excellent facilities to both students and the wider local and regional public.

The strategic plan, developed in tandem with the Worcester Alliance community strategy, underscores UW's pivotal economic and social position in the city and the county. The university seeks to widen higher educational opportunities both in the city and the region, to strengthen business and community links, and to boost the region's culture and economy. According to the university website, UW has established strong links with a number of local and regional businesses, schools, colleges and employers and aims at widening participation in HE at a local level (UW, 2010a). In accordance with this inclusive model, the university offers numerous courses and training programmes in conjunction with a wide range of local and regional partners, whilst acknowledging the necessity to further develop 'international' and 'global' perspectives for the Worcestershire area:

'The region will thrive only by participating fully in the globalised economy. This will require a highly skilled, adaptable, resourceful and internationally engaged workforce and business community. The university has a central role to play in creating and developing this workforce, in extending the international opportunities available to the region's people and help the region to use to the fullest extent, the talents and abilities of all its people.' (UW strategic plan: 7)

In terms of student population, UW accounts for a total of 8320 students, of whom nearly 20 per cent are postgraduate. The majority of students (over 75 per cent) come from the West Midlands area and some 37 per cent are studying part-time. However the number of applications from further afield is gradually rising and currently, the university accommodates a very small number of international students – 135 in 2008/09 (HESA, 2008/09). The number of applications to the university has risen significantly (more than 100 per cent) since 2005, making Worcester one of the fastest growing HEIs in the UK (Worcester News, 2009).

4.4 University of Wales, Newport, UK

Newport is considered 'gateway to Wales', essentially a 'waterfront community', covering an area of 73.5 square miles, located on the M4 corridor with strong north-south links serving the Gwent communities. Plans for development of the city to 2020 suggest a focus on '...urban renewal that will act as a catalyst for a continuous cycle of social and economic improvement...creating a sustainable city...' re-establishing Newport as the 'cultural and civic heart of the region...' and '...improved accessibility' that will '...help Newport to become one of the most inclusive cities in the UK...'. The city boasts a rich industrial history, but like other UK regions many of the core industries have declined and the city has had to adapt as a centre of modern industry and commerce with electronics and financial services businesses operating alongside traditional industries. Unemployment rates in 2006 were higher in Newport than both Wales and UK averages, and a higher than Welsh average proportion of people aged 16–24 have no educational, vocational or professional qualifications (at 23.8 per cent) (Newport Unlimited, undated; Newport City Council, 2008).

Newport is ranked as having the second largest minority ethnic population of the Welsh councils after Cardiff, although the ethnic diversity of Newport is still less than that of the UK as a whole. Despite an influx of migrant workers, asylum seekers and refugees into the area over recent years, the number of ethnic minority children aged 5 to 16 years of age in Newport schools is a small minority, with a predominant 89.3 per cent of children being white. However, more people of mixed ethnicity and those from Pakistani and Bangladeshi cultural groups between the ages of 16–24 are likely to be without qualifications while those from Indian and Chinese groups are less likely to be without qualifications (Newport City Council, 2008, 2009).

In terms of access to higher education in South Wales generally, some compelling insights are provided by Threadgold et al (2008) who examine community cohesion, social class, immigration and inclusion, noting that '...The appearance of integration and cohesion in what seems to be successful communities can hide groups which are isolated, exploited or vulnerable...'. They claim that '...Some children and young people whose parents are seeking asylum have been in Cardiff without a decision for as long as five or seven years. These children have learned English and been

integrated...However, they are not entitled to enter the universities as home students and face having to pay fees at much higher overseas rates' (Threadgold et al, 2008). It is important to note that in the local cultural context of Wales there may be particular tensions between the local and the international. Competing priorities may emerge as policies to promote, strengthen and enhance cultural identity may include 'encouragement of an increase in Welsh speakers, community groups...and Welsh medium education' (Newport City Council, 2008).

Within the locality of Cardiff University, the University of Wales Institute, Cardiff and the University of Glamorgan in Pontypridd, UWN is locally regarded as playing an increasing role in '...developing the cultural base of the city...' and its adaptation to '...changing economic and social circumstances from local to international...' (Newport Unlimited). The planned development of a £35 million flagship city centre campus, which will initially house Newport Business School and part of the School of Art, Media and Design represents a major contribution to the ambitions for Newport to become the 'cultural capital of Wales' creating a new 'left bank' for the city (Newport Unlimited, undated; Times Higher Education Supplement, 5 June 2008; 3 July 2008).

The University of Wales, Newport is a member of the 'University Alliance' (formerly the Alliance of Non-Aligned Universities) which represents 22 universities that are '...research-engaged and business-focused...' The Alliance 'aims to provide freedom for these universities to excel, within the policy, funding and regulatory framework in which they operate...' It also aims '...to improve policy-making in higher education to the benefit of the UK economy and society [and to] represent the wider interests of its universities with Government, the broader policy-making environment and the national press...' (Reichert, 2010). The university's mission is to 'inspire and enable individuals, organisations and communities to succeed through innovation in high quality learning, research and enterprise'. Its vision includes a university that is '...an agent for social change and inclusion...an engine for regeneration...a bridge to the world...and a beacon for tolerance...' (Times Higher Education Supplement, 5 June 2008). The university regards itself as a 'community university' committed to widening participation, measures to counter recession and commitment to investment in the region (UWN strategic plan 2009–10/13/14).

Ranked seventh in terms of student numbers, out of 11 universities in Wales that returned statistics to HESA in 2008/09, the university had 9300 students in the academic year 2008/09 – some 57 per cent of whom were registered part-time – on about 100 different courses at degree, professional qualification and HND standard, offered across two campuses. Since the majority of students are recruited from South Wales less than 6 per cent were classified 'non-EU' and some 86 per cent were of white ethnic background in 2008/09 with 90 per cent of staff similarly being of white British or Irish ethnic background. International student recruitment contrasts sharply with University of Wales Institute, Cardiff, an institution of similar size (11,170 students in

2008/09) although located in the Welsh capital, which recorded more than 21 per cent of students as non-EU in 2008/09 (HESA, 2008/09; UWN, Equality and Diversity Report, 2008–09).

4.5 University of South Australia

With a population of about 1.19 million people, Adelaide is the fifth most populated city in Australia and capital of the state of South Australia. The city is located at the eastern shore of Gulf St Vincent and, representing 73 per cent of the total state population, is the political, financial, cultural and educational centre of South Australia. Like any major Australian urban agglomeration, Adelaide is a fast-changing and culturally diverse city. The 2006 national census reveals that 23 per cent of Adelaide's residents were born overseas with particularly strong proportions of British, Italian, Vietnamese, Chinese and Greek minority segments. The 2006 data also suggest that almost a fifth of the city's overall population has undergone HE and obtained a university degree. Currently Adelaide is home to four universities/HE institutions, and a city council online report suggests that there were approximately 87,000 students enrolled in city institutions in 2008/09 (Adelaide City Council, 2009).

The University of South Australia (UniSA) is the largest of Adelaide's universities, accounting for more than 36,000 students. Founded in 1991 through the amalgamation of the South Australia Institute of Technology and the South Australia College of Advanced Education, UniSA is a relatively new university and repeatedly emphasises its commitment to economic development, professional education, community engagement, as well as cultural diversity and equity, not only for the city, but across the state of South Australia (UniSA, 2010a).

The university has four campuses in the Adelaide metropolitan area and an additional campus in Whyalla, which, located in a rural area 400 kilometres north of the city, reflects UniSA's commitment to providing educational access and equity as well as regional development for more peripheral South Australian regions (UniSA, 2010b).

More than two-thirds of students are enrolled in undergraduate degrees, the rest are divided into 'higher degree research' (1088 students), 'higher degree coursework' (5475 students) and 'other postgraduate' (2633 students). UniSA is part of the Australian Technology Network, an alliance of five distinctive Australian universities in each mainland state that seeks to forge partnerships with industry and government for applied and innovative research.

According to 2008 statistical data, out of a total of 36,156 students, 5355 were international and mainly originated from China, Malaysia, Vietnam and India. The university also offers numerous transnational BA and master's programmes, with approximately 7700 students enrolled at overseas campuses in Hong Kong, Malaysia,

PR China and Singapore. Commensurate with its mission and value statements, UniSA has a strong commitment to inclusive, cohesive and sustainable education. According to recent statistics, around 44 per cent of the student population at UniSA belongs to one or more of the six government-classified 'equity groups' (indigenous students, students with a disability, students from a non-English-speaking background, rural students, isolated students, and those of low socio-economic status).

4.6 Victoria University, Australia

With approximately four million people living in the greater Melbourne area, the city is the second most populated in Australia. Melbourne is the capital of the Australian State of Victoria and, located in the south east of the country, covers an area of 7694 square kilometres. Over the last two centuries, Melbourne has attracted a great number of people from across the globe in four major waves of immigration, beginning with the European settlement in the 1830s, followed by the Gold Rush immigration of the 1850s, post-World War II European migrants, and the post-1970s immigration from Vietnam and Cambodia (Melbourne City Council, undated). Based on this historical development, Melbourne embraces and celebrates its world-open and multicultural fabric, which, by 2010, is made up of residents originating from more than 140 countries. The 2006 census birthplace data show that the Malay community is the largest of Melbourne's cultural groups, followed by residents originating from China, the UK, Indonesia and New Zealand.

Home to 92 HE establishments, including eight major universities, students comprise a significant 48 per cent (34,200) of the city's core resident population. In recent years, the number of international students in higher and vocational education has increased considerably and, by 2006, comprised 16 per cent (24,500) of the total student community. The city embraces this development as a 'social and economic opportunity', however it also recognises economic risk, should the international economy slow down and negatively impact on south-east Asia, from where the majority of international students originate (Melbourne City Research, Executive Summary, Student Profile in Casey, 2008). The 2006 student census shows that most international students originate ('by birth place') from Malaysia, followed by China, Indonesia, Singapore, Hong Kong, Thailand and South Korea (City of Melbourne, Student Profile, 2006: 15).

With 11 campuses in Melbourne and an onshore student population of 49,459, Victoria University (VU) is one of the largest of five Australian universities that combine HE with vocational and further education. Operating in the western Melbourne suburbs, VU is located in a culturally diverse region that has experienced significant economic revitalisation and growth of population over the past two

decades or so. According to recent census statistics, the western Melbourne suburbs comprise a combination of mainly Asian and European minority groups, of which the most common are Vietnamese, Maltese, Philippine, Italian and Chinese.

VU regards itself as a multisectoral university that operates on a global scale while maintaining strong commitment to the western Melbourne region in terms of social inclusion, community outreach, economic development and cooperation, as well as environmental stewardship. This strong local anchorage is reflected in VU's student body, almost half of which comprises students from the western Melbourne suburbs, many of whom come from non-English-speaking and/or lower socio-economic backgrounds (VU, Equity and Diversity Strategy for Students, Staff and Community, 2009–2011: 6–7).

There are approximately 3920 international students studying at VU's Melbourne campuses, and the university's international profile is clearly demonstrated on its webpage, which is accessible in eight different languages. VU also offers offshore programmes to 7859 students in vocational and higher education with institutional partners in countries including China, Singapore, Malaysia, Hong Kong, Vietnam, Thailand and Germany. The university prides itself on being home to students and staff of more than 90 different nationalities and has developed research and engagement activity in more than 70 agreements with international partners for study abroad and exchange programmes (VU, 2008b).

5 Strategic perspectives

5.1 University of Bristol, UK

The University of Bristol has not, until very recently, felt the need to develop an international strategy as such, nor has it produced an internationalisation strategic plan. The university's Vice-Chancellor, Professor Eric Thomas, has hitherto maintained that in light of rapidly changing global transformations in the HE sector and the increasingly global nature of intellectual challenges, internationalisation should not be considered an isolated strategic endeavour but should rather be recognised as an intrinsic and self-explanatory part of the university's core operations and ambitions:

'...international (or global) thinking imbue[s] every aspect of our strategic and tactical thinking and leaves individual members of staff or departments to decide how best to prosecute international research, student recruitment and collaborations, with relatively light-touch central support' (Thomas, 2009: 1).

The university has in the past acknowledged important institutional drivers linked to internationalisation and globalisation, rather than complying with a distinct 'international strategy'. However, in recent months a working group has been convened to consider the strategic position and one may assume that this group may well devise specific plans for internationalisation of the university. Notwithstanding this, it is clear that UB regards itself as a 'global university' that articulates and pursues comprehensive global perspectives in relation to research, teaching, facilities, communications, leadership and governance. Moreover, the university's global scope includes issues such as 'global brand penetration', the 'global distribution of teaching and learning', 'impact on global issues and policy formulation', and the 'close interaction with global businesses' (University of Bristol, 2009).

Besides a focus on particular countries and world regions in terms of development, infrastructure and cultural differences, UB prioritises maintenance of a stable number of international students (15 per cent) whilst increasing the number of high-profile international postgraduates and staff. Of potential interest for the university's future research agenda is the pooling of intellectual and infrastructural resources to tackle global issues, by increasing inter- and transdisciplinary approaches.

There are some elements of synergy between internationalisation and equality and/or diversity in the way that the university acknowledges a heterogeneous/diverse student and staff population as a prerequisite for academic success, and sees internationalisation within the institution as a (potential) driving force for tackling 'global' challenges related to worldwide inequality and development issues. The document Vision and strategy 2009–16 (UB, 2010a) contains statements that allude

to interlinks between internationalisation and E&D. The latter aspects are particularly associated with two key areas in the institution's vision statement. The first relates to aspirations of fostering '...an inclusive and collaborative community of scholarship that attracts and retains people with outstanding talent and potential from all walks of life and all parts of the world'; the second point reflects UB's ambitions to be '...a stimulating and supportive environment for all students and staff, distinguished to high standards, respect for the individual and a strong sense of collegiality' (UB, 2010c). Colleagues at UB are currently collaborating with the Business School at UWE to explore internationalisation and E&D issues in the classroom, focusing on both under- and postgraduate provision in law, sociology and education at UB and business programmes at UWE (S. Trahar, 2010, personal communication).

5.2 Leeds Metropolitan University, UK

The ECU scoping report (Eade and Peacock, 2009) stated that LMU '...is clear about its global identity and values...appears to have genuinely linked internationalisation and E&D...and appears to demonstrate an ethos that pervades the institution...'. The report also noted how the LMU approach is values-based and derives from a broad drive from senior management down through the organisational hierarchy, to develop the cross-cultural capability of all staff and students (thereby subsuming E&D and internationalisation).

Acknowledgment of the synergy between internationalisation and E&D within HE is apparent at LMU since at least 2004. The internationalisation strategy 2004–08 quoted the then Vice-Chancellor of the university, Professor Simon Lee: 'Diversity requires not only opening up access to classrooms and computers but to one another, to our languages, our cultures and ourselves' (LMU, 2004). The ethos and values of LMU in respect of internationalisation have embraced essential principles of diversity and inclusion in prioritising a number of areas. The 2004–08 strategy expressed, for example, an ongoing commitment to developing an environment which respects diversity and welcomes people from all over the world; to providing an international education as an 'equalising opportunity', 'levelling up for all' (LMU, 2004).

Aspirations to provide global perspectives in the curriculum have been complemented by a willingness to extend networks and contacts to other parts of the globe to enable a more balanced view, both geographically and culturally of many of the issues facing HE. In effect internationalisation has been a key strategic aim designed to ensure that 'an international, multicultural ethos pervades the University' (LMU, 2004).

An appreciation of the complementary nature of internationalisation and E&D issues has been expressed through all six strands of strategic development since 2004. For example, in terms of learning, teaching and research creating 'a rich and welcoming environment for international students and an inclusive international environment for home students' has been a notable aspiration. Measures to enhance the international student experience have embraced opportunities for integration and experience beyond the university, like international volunteering and 'valuing international perspectives' in learning and research. Enhancing the international experience of home students who, for one reason or another, are not internationally mobile has rated equally highly on the LMU strategic agenda aspiring to provide 'intercultural learning at home' through 'engagement with 'people from other cultural backgrounds in our society...' and 'opportunities for international and local students to develop respectful and mutually beneficial relationships in academic and non-academic settings (LMU, 2004).

Delivery of this strategy has been facilitated through the Leslie Silver International Faculty, striving to maximise potential between international initiatives across the university and to help in identifying opportunities for new developments. Whilst clear priorities have been identified, the university has recognised the challenges and risks that may be encountered on the way. For example, it was acknowledged in risk assessment that 'enhancing the international student experience' carried a potentially high level of risk arising from 'poor experience' of staff at any stage in the student life cycle. The importance of staff 'buy-in' was also recognised in acknowledging that all of the key elements of the internationalisation strategy were at risk from staff who are unaware of the benefits of internationalisation (LMU, 2004).

The LMU internationalisation strategy is currently under review and the Leslie Silver International Faculty is to be disbanded on 31 July, as part of the re-alignment of the university, spear-headed by the new Vice-Chancellor, Professor Susan Price. Schools and subject groups within the faculty will be relocated within other existing faculties and all university-wide activities related to internationalisation will be consolidated into one central unit. These organisational changes suggest a perception of maturity in achieving policy objectives which have resulted in the development of the internationalised curriculum, international volunteering, study abroad and partnerships. In effect, internationalisation has been 'normalised' and is very much subsumed within a broader philosophy of diversity and inclusion, characteristic of the university environment.

Future focus is suggested by two recent developments in the field. Firstly, the opening of a new campus in the city of Bhopal, Madhya Pradesh, India which represents a joint venture with the Jagran Social Welfare Society. Whilst increasing LMU's international

presence this venture also represents widening participation on a global scale and an approach to partnership working embracing the principle of mutual respect, benefit and reciprocity which has characterised LMU's overseas ventures elsewhere, particularly in Africa. The Bhopal campus currently provides various courses in the discipline of business management where students in India get a chance to study at the university and visit the UK for one semester of study, with the first cohort due to arrive in 2010/11 (Jones, 2009; LMU, 2009c).

The second development recognises the lead which the university has taken in driving policy and strategy in the field and extends the global reach of the university in terms of promoting scholarly, research-informed and evidence-based practice. The recently established Centre for Academic Practice and Research in Internationalisation (CAPRI) at the university '...seeks to revolutionise thinking in the field of internationalisation of HE through the collaborative development and delivery of a new research and practice agenda.' The centre acknowledges that internationalisation has become a key issue in HE and a key concept in the student learning experience right across the globe. Whilst colleagues, within their own practice and research settings, are continually responding innovatively to the challenges posed by globalisation much of this work is relatively inaccessible. CAPRI aims to consolidate this work, making it accessible via the development of a fully searchable resource facility. It also aims to broaden and deepen it through sustained collaboration facilitated by CAPRI's global networks. Essentially CAPRI's work is founded on four principles: praxis – a virtuous circle whereby practice constitutes experiential learning, which feeds into research and theory, which in turn informs practice; a transdisciplinary approach – promoting cross-fertilisation of disciplinary insights to encourage new approaches; global collaboration, engaging practitioners from regions with a relatively long history of work in the field of internationalisation (including North America, Australasia and Europe) and regions where internationalisation is a relatively new phenomenon (African and Asian continents); and crossing professional boundaries and hierarchies to enable staff in whatever role to develop sustainable innovative practice via multiple perspectives (eg academic, professional, support, managerial, etc) (LMU, 2010a)

5.3 University of Worcester, UK

An internationalisation strategy was first developed in 1999 by University College Worcester (C. Hyde, personal communication, 2010). However, strategic review has been necessitated by recently gained university status and recruitment of small numbers of international students and staff. Being one of the fastest growing UK HEIs by proportion, and considering internationalisation as one of the driving forces for economic and cultural life in the wider region (see UW strategic plan), university

officials are developing and enhancing the institution's international agenda and developing a formal 'international strategy' (J. Ryan, personal communication). The university's strategic plan states that:

'The University will attract more international students whilst participating actively in student exchange in the belief that a diverse, truly international student body provides an enriching environment for all students and benefits the region. Increased diversity in the student body will require the further development of the University's well-regarded academic and personal support system as well as the work of the Students' Union.'
(UW, 2007: 8)

An initial step in attracting international applications has been the more than doubling of the number of scholarships on offer to international students in 2009 (Gaytten quoted in UW, 2009). Internationalisation is also recognised in the institution's curriculum design policy, which was reviewed in 2009 and, based on the Higher Education Academy's internationalisation guidelines, seeks '...to provide an internationally relevant curriculum to enable students to appreciate their position within a globalised economy and communities' (Stowell, 2009). In order to successfully pursue the learning, teaching and assessment strategy, the university recognises 'equality' and 'diversity' as key elements for fostering inclusion and internationalisation across the student population (Stowell, 2007: 3–4).

Despite its relatively small size and number of departments, UW has a strong record of working collaboratively with partner institutions across the globe. The institution provides exchange and placement programmes for students in 14 countries worldwide, including Australia, Canada, China, India, the USA, and several European countries. The University of Worcester also participates in the Erasmus-Socrates programme which facilitates exchanges and provides support for students to undertake part of their degree abroad (UW, 2010b).

5.4 University of Wales, Newport, UK

Investing in overseas recruitment and markets is an important part of UWN's strategy for growth and a major development here is the establishment of the Wales International Study Centre (WISC) in 2008 which represents a public-private collaboration providing pre-university courses to international students preparing them for degrees at 11 Welsh HEIs. A major strand of the work of WISC is to integrate international students into the wider student body engaging them with other HE providers in Wales. Students attracted by estimated annual living costs of £6500 as compared with about £12,000 per year in London are expected to come from China

and elsewhere in Asia in the main, with the number of entrants anticipated to rise to 500 within 5 years (Times Higher Education Supplement, 5 June 2008; UWN strategic plan 2009/10–13/14).

The university is also committed to increasing participation in international activities more generally, through the transfer of expertise and technology between the university and institutions overseas and the provision of high quality learning opportunities on campus and overseas, which are inclusive of international students. Concomitant with these institutional global aspirations influence of the local political context is apparent in the university's response to the Welsh Assembly's Education for Sustainable Development and Global Citizenship strategy and its participation in two funded projects to embed the strategy into initial teacher education training programmes across HEIs in Wales. Thus the key aim of internationalisation of the curriculum at UWN is to develop graduates as global citizens embracing global perspectives and cross-cultural capabilities.

In the local context the university is also committed to promoting Welsh language and Welsh medium provision (UWN strategic plan 2009/10–13/14; Learning and teaching strategy 2007/10). However, a key barrier to progress acknowledged by the university has been the '...passive nature of home students in acknowledgment of the value of the internationalisation process ...' whose aspirations are often driven by short-term economic rationales. In this context a 'bottom-up' approach informed by '...healthy classroom interaction...' complemented by senior management support is advocated (UWN, Internationalisation Committee Actions, Learning and Teaching 0408, Internationalisation Day).

The university has a history of encouraging non-traditional learners into HE and continues to aspire to a lead role in securing access for those communities and groups who have traditionally participated in HE the least. Providing an inclusive learning environment and support infrastructure to retain, develop and motivate both staff and students from a range of backgrounds is a vital component of the university's image as a '...socially responsible and responsive institution...' and a key consideration in making the university '...more attractive...' (UWN strategic plan 2009/10; SES, E&D scheme July 2009). Synergy between internationalisation and E&D is apparent in that courses that are nationally and internationally relevant and engage diversity and equality (thereby enhancing employability) are regarded as a key component of the university's commitment to the local region (UWN strategic plan 2009/10–13/14). Learning and teaching strategy focuses around four priority themes: diversity; mobility; curriculum; and scholarly partnerships, in order to enhance the staff and student experience and encourage global citizenship and employability. The university also looks to engaging local black and minority ethnic communities and representative groups like the Pakistan Community Association in cultural exchanges with international students on campus (UWN learning and teaching strategy 2007/10; international affairs action plan and progress report, 2009).

5.5 University of South Australia

Both E&D and internationalisation are firmly embedded in current strategic planning and policy endeavours at UniSA. The university's strategic plan emphasises 'quality', 'diversity', 'sustainability' and 'equality' as institutional core values and seeks to:

'...foster international, intercultural and global partnerships and perspectives in education, research and engagement to contribute to the success and competitiveness of graduates and staff and to the achievements of the University' (UniSA, 2008: 14).

Regarding itself as a 'modern, progressive and international' university, UniSA considers internationalisation as well as E&D as central components of every area and activity including curriculum development, learning and teaching, research, human resource management and marketing. Aiming to enhance its commitment to high-quality research in the field, the institution has recently (2008) launched the National Centre for Student Equity in Higher Education and the International Centre for Muslim and Non-Muslim Understanding.

Since 1993, UniSA has developed and refined an internationally recognised and distinctive teaching and learning model based on its core values. Within this model the university seeks to enhance quality by linking intentions, implementation activities, outcomes and reflections on teaching and learning activities across the institution. A central plank of this innovative model is the statement of seven 'graduate qualities' which have been adopted as institutional policy and, among other aspects, emphasise ethical and social responsibility, community awareness and engagement and 'international perspectives'. According to the quality statement, UniSA graduates should display an ability to think globally, demonstrate cultural awareness, appreciate culturally different professional traditions and practices and value the importance of cultural diversity in professional practice and citizenship.

In accordance with its strong focus on E&D agendas, UniSA regards itself as a vital agent for including non-traditional learners in HE, both in the northern Adelaide region as well as in other parts of South Australia. The university runs a regional campus in Whyalla, a rural city located on the east coast of the Eyre Peninsula 400 kilometres north of Adelaide, reflecting UniSA's commitment to providing educational access and equity, and contributing to the social and economic growth of the Upper Spencer Gulf, Eyre Peninsula and northern regions of the state (UniSA, 2010b).

Under the theme of internationalisation, the current strategic plan acknowledges six key areas which include 'international recognition', 'internationalisation of campus, community and services', 'onshore student program', 'student mobility', 'transnational education' and 'alumni'. Building on existing strengths and experience in internationalisation, UniSA thereby seeks to foster brand recognition with selected

governments and in international markets, trying to increase the rate of enquiries, the number of visiting university delegations and the quality of international partnerships. In order to internationalise campus, community and services, the university seeks to facilitate opportunities for intercultural engagement on campus and in the local international community, providing services for students that are culturally appropriate. In terms of onshore student programmes, the university aspires towards increasing the number of international students and guaranteeing outcomes and satisfaction rates which are comparable with those of domestic students. Besides enhancing mobility for both incoming and outgoing students, the university also aspires to further develop relationships with high-quality transnational partners and to thoroughly engage international alumni in university life.

Similarly to internationalisation, equality considerations have been embedded into all aspects of UniSA's planning, quality assurance, reporting and review processes and into core areas of teaching and learning, research, consultancy and community service. According to the strategic plan, the major objective in terms of equity is to provide HE opportunities and support success for people who have experienced educational disadvantage. In the UniSA context this is primarily about providing pathways into university for designated equity groups¹, to optimise participation, retention, success and employability rates for equity group students, to guarantee inclusive activities and process across all levels of the university and to improve staff awareness and commitment to the equity agenda. Another key ambition is to establish and maintain a benchmark for good practice in the provision of equity services and programmes in teaching and learning, research, as well as community engagement (UniSA strategic plan 2008: 9).

5.6 Victoria University, Australia

Victoria University has developed an overarching institutional policy framework for the strategic development of internationalisation objectives and activities at the Melbourne and regional campuses, as well as transnational education centres in various countries. Internationalisation, E&D feature prominently in the institution's core values, seeking to guarantee:

- = equality of opportunity for students and staff
- = diversity for its contribution to creativity and the enrichment of [our] lives
- = cooperation as the basis of engagement with local and international communities (VU, 2008a)

Commensurate with its current major repositioning programme 'Making VU 2016', the university has published a comprehensive internationalisation plan (VU, 2008a) that outlines different conceptual approaches, assesses change influences, and recommends a sustainable internationalisation strategy. Based on Brierley's

model of internationalisation (Brierley et al, 2005), VU identifies five core areas of internationalisation, which are business, students, staff, research and intercultural exchange.

In terms of the business agenda, the university anticipates an annual growth of revenue from international operations and seeks to enhance marketing and to refine customer segmentation of international demands. Commensurate with the other objectives, VU acknowledges the need to foster international perspectives that bear on work situations and apply to cross-cultural understandings and communication skills in interacting with colleagues and clients from a wide range of cultural groups (VU, 2008a). In order to achieve this objective, VU focuses on the development of an international curriculum and encourages faculties to support the institution's overall internationalisation agenda. Like UniSA, the university has developed an internationalisation tool-kit for staff and promotes courses which are explicitly 'international' in scope and content. The Faculty of Arts has introduced a new four-year degree programme (Bachelor of International Studies) which can be combined with a wide range of discipline majors and includes one semester of overseas study as a core requirement. It is important to mention that VU offers English courses not only to visiting students but also for Australian students. This is due to the fact that 40 per cent of domestic students (16,181 out of 39,814) use a language other than English at home, with striking growth in Asian and African languages and great numbers of students whose first language is Chinese, Arabic, Turkish, Greek, Spanish or Italian, to name but a few (Messiness et al, 2008, quoted in Victoria University, 2008: 8).

Besides a range of programmes for staff development (curriculum, teaching methods, workshops for developing 'culturally appropriate and inclusive pedagogies,' etc) and boosting international research credentials, VU seeks to strengthen 'international mobility' and 'intercultural exchange' through a number of exchange programmes for its Australian students. In 2006, the university introduced a new travel grant scheme with a total allocation of \$500,000 p.a., enabling students to apply for a grant of up to \$4000, depending on proposed destination. As member of the World Association of Cooperative Education, VU also encourages students to go on placements, internships and other types of cooperative learning (VU, 2008a: 12).

Internationalisation and inclusion is equally embedded in the learning and teaching profile and strategy of the university. In conjunction with a consultancy agency, VU has recently developed a new learning and teaching scheme, which emphasises engagement with both local and global communities, innovative and 'customised' ways of learning and teaching according to linguistic and cultural needs, as well as maintaining and enhancing partnerships with global and local industries.

6 Overview of key elements of practice

One of the key objectives of this study is to identify how internationalisation and equality (equity) and diversity policies translate into everyday practices, experiences and routines at each university. A few of the most significant and recent developments at particular universities have been mentioned in section 5 above. However, this section provides a cross-institutional aerial view of practice in the field. The study is concerned not only with identifying services, offers and events relevant to internationalisation and E&D that take place 'on the ground', but also the degree to which staff and students are aware and actually make use of these offers and services and this is discussed in subsequent sections 9 and 10.

6.1 Induction, orientation and ongoing support

A cursory glance at websites and policy documents suggest that there is a wide range of international and E&D services at each university, many of which are strikingly similar in form and conduct and comply with the general legal requirements and standards for HE institutions. In terms of E&D facilities, all the universities employ personnel who provide legal and psychological support to students and staff who experience discrimination linked to race, gender, disability or sexual orientation. Such services are mostly facilitated by the universities' E&D units, are often run jointly with the university chaplaincy, or otherwise involve other professional personnel such as 'student ombuds' at UniSA, who make sure that all students receive fair and equitable treatment whilst enrolled at the university. Some E&D units, such as that at LMU, actively engage in research with their students and surrounding communities in order to understand perceptions of E&D (LMU, 2009c, 2009d).

There is a wide range of activities and services that are particularly dedicated to international students and staff at each institution. Both formal and informal practices are organised by different departments and services within each university such as international offices, learning and teaching units or students' unions. In terms of formal practices, all universities provide pre-arrival information to international students and staff (either online or posted prospectus) and offer guidance for arriving students via information tool-kits, campus (and in some cases city) guiding tours, as well as official welcoming events. At UniSA, staff from the university's learning and teaching unit organise workshops catering specifically for international students, which provide information about issues related to, for example, life and work in Australia, housing and banking, or developing cross-cultural friendships.

In terms of staff induction, each institution provides E&D as well as cross-cultural awareness training to both current and newly arrived personnel. It is important to mention that in Australian universities cultural awareness training not only relates to incoming international students but also domestic students with an international

family background as well as indigenous people. Also, UW, for instance, runs cross-cultural awareness sessions involving international students, for both support and academic staff acknowledging the importance of service staff as providers of information and guidance on an everyday basis (M. Stowell, personal communication, 2010).

All participating universities offer English language training for newly arrived international students and staff. These services are different at the two Australian universities where English courses are not only offered to international students but also to domestic students who come from non-English-speaking family backgrounds. In this context, it is notable that VU and UniSA webpages are accessible in a number of languages including Arabic, Chinese, Japanese, Korean, Spanish or German.

Unlike other participating UK institutions, and in collaboration with partners in the private sector, UWN has recently established the Wales International Study Centre (WISC), which offers an array of pre-university pathway courses to international students who want to continue studying for a degree at any one of 11 Welsh universities. Many UK universities have long since offered their own foundation programmes to international students tailored towards progression within specific fields or disciplines. However, the UWN model seems quite unique in operating as a 'hub' for other Welsh universities. Most of the participating institutions also offer language foundation courses that are tailored around particular subject areas such as 'English for business studies' or 'English for engineering', etc. The University of Bristol and LMU also offer voluntary 'language buddy' schemes to students and/or staff that facilitate both the enhancement of English skills for international students as well as the acquisition of foreign language skills for English staff and students.

A service provided for students at all universities is a student 'ambassador', 'international orientation' or 'mentoring' scheme which is either run across the institution or coordinated from within the faculties. These schemes involve the recruitment of current second- or third-year volunteers who provide information, guidance and support to their first-year peers. The scheme is open to domestic and international students and most universities, such as LMU, encourage participation on the grounds that volunteers enjoy the opportunity to enhance their intercultural and communication skills. Whereas most institutions in the UK deploy student ambassadors to assist both domestic and international students, the two Australian universities permanently employ 'international and local orientation hosts' (VU) and 'international student officers' (UniSA) who are available at every campus and act as contact persons for international students. Being the smallest of the participating universities in terms of student numbers, UW runs its own international centre as a central contact point for all international activities. The international centre is dedicated to guidance and support for international students from initial inquiry and application, through to graduation (UW, 2010c).

6.2 Universities and students' unions embracing diversity

Together with a large number of international student associations and groups at each university, students' unions play a significant role in coordinating both formal and informal activities and events linked to internationalisation and E&D. At UW, for example, the 'student inclusion and diversity working group' includes students' union membership. Students' unions also play a vital role in organising social events for domestic and international students such as meetings, international parties, and various sport and leisure events that aim to bring together students from various backgrounds, and to provide a welcoming campus atmosphere for first-year students. Both students' unions and international students' associations make extensive use of online networking forums such as Facebook or Twitter to communicate about study-related issues or to organise extra-curricular events and gatherings.

International religious and cultural festivals, such as Chinese New Year, are widely recognised and celebrated across the universities. Once every year, LMU organises its World Wide Horizons Festival, which '...aims to give students and staff a flavour of the unique international opportunities available at the University' (LMU, 2009b). The festival offers an array of both academic events and leisure activities such as 'foreign language taster sessions', workshops on 'global citizenship' and the university's international volunteering scheme, as well as events themed around international cuisine, art and culture, etc. At some universities, Christian groups and charity organisations provide social space and a series of events for international students throughout the year and seek to foster social ties between international students, the university and the local community. Examples are the Bristol International Student Centre and the Leeds-based 'Global Café', a social space which, according to the organisers, '...aims to help International Students understand British and other cultures better and to be a place to practice English' (Global Café Leeds Met, 2010). On three of its campuses, UniSA provides 'international student common rooms' that allow for social interaction and feature noticeboards providing information about international activities for students on and off the campus. An interesting independent initiative is the Leeds-based, off-mainstream travel agency 'Don't be a Tourist', which organises coach tours for (inter)national students from northern English universities to festivals and heritage attractions across the country.

6.3 Internationalisation abroad

All of the participating universities offer student exchange programmes with overseas HEIs and all UK universities are participating in the EU Erasmus student exchange programme in varying degrees. Both Australian universities offer generous studentships for outgoing students, which is partly linked to the particularly high travel expenses involved in going overseas. Victoria University, which has a strong focus on vocational training, also offers students a number of placements and

internships in collaboration with HE and public policy partners in various countries across the globe. The university also offers a four-year bachelor's degree course in international studies, which involves a mandatory year abroad for all students in this programme. In order to raise the number of international students, UW has recently doubled studentships awarded to international students and equally offers scholarships to UK students to go abroad for their studies or work placements. Leeds Metropolitan University runs a successful international community volunteering scheme to more than ten countries including Brazil, Gambia, India, Mexico, Thailand and Poland. The university offers international volunteering opportunities to both staff and students in order to enhance students' personal and professional development equipping them with experiences and skills which may improve graduate employability and to expand the cultural horizons of staff. As for academic staff, all universities host international events such as conferences, symposia and workshops as well as guest- and visiting lectures by international scholars who may or may not originate from one of the institution's international HE partners.

6.4 Internationalisation at home – embedding E&D in structures and curricula

The principles of internationalisation and 'global citizenship' are embedded in varying degrees in the curriculum design processes and learning and teaching practices of universities participating in this study. Peer mentoring programmes at both UK and Australian institutions foreground the value of international and intercultural knowledge whilst also seeking to enhance study skills. In the UK, for instance, UWN runs diversity groups within academic schools and departments where students and staff meet to discuss diversity issues that affect them and help them to develop and implement equality action plans. Curriculum development at this university must include reference to internationalisation. Similar measures apply to LMU and UB. Whereas LMU has a strong record on internationalising the curriculum, the latter institution has only recently revised its internationalisation policy and regards the development of an international curriculum as one of five priority areas within the internationalisation masterplan (UB, 2010d). The University of Worcester has formed a 'student diversity and inclusion working group', which feeds into planning and management structures in key areas including learning and teaching. Some universities, such as UWN, organise student visits on a regular basis in collaboration with international partner institutions, to foster international student collaboration and to enhance mutual study exchanges across national and linguistic barriers.

For particular courses and programmes with a high percentage of international students (eg business studies), schools and departments in most of the participating universities also seek to enhance team work and group activities that bring together

domestic and international students. The latter example of international practice in the classroom is particularly interesting as it also involves the risk of potential conflicts between the two groups of students (see sections 10.2.4, 10.2.5 and 10.3).

6.5 Research, internationalisation and E&D

Inter- and transnational research activities are vital to all participating universities and are firmly anchored in the institutions' strategic plans. This is particularly relevant for traditionally research-focused universities such as UB, where international research collaborations rank high on the strategic agenda. One illustrative example is the widening participation research cluster, which has produced valuable research outcomes related to E&D (eg 'ethnic minority attitudes to postgraduate study') and currently seeks to bring together widening participation and internationalisation agendas. Traditionally, UB has a significant number of international postgraduate research students. Also less research-intensive HE institutions, such as UW, host research centres with international aims and scope. The university's International Research Centre for Children's Literature, Literacy and Creativity, for instance, has carried out research into children's literature in India in cooperation with the Children's Literature Association India. The University of Worcester's Institute of Sport and Exercise Science is internationally active and has strong links with academic partner institutions across the globe.

Through the so-called Equinex Project, the Centre for Community and Lifelong Learning at UWN has undertaken research into inequalities faced by disadvantaged people who try to access employment, training and educational opportunities. The project aimed at sharing research outcomes with transnational partners in order to influence E&D policy making on a local, national and European level (UWN, 2007). Both LMU and UniSA have a strong track record of internationalisation research. At UniSA, as policy and practice have evolved through stages of international, intercultural, internationalisation abroad, internationalisation at home, etc, the emergent understanding of global perspectives and the nature of the interface with local contexts and equity issues has been informed by a scholarly approach to inquiry (see for example the home page of Betty Leask at UniSA). Leeds Metropolitan University has recently launched its Centre for Academic Practice and Research in Internationalisation (CAPRI), which aims at concentrating the efforts of researchers and practitioners in the field in pursuit of a new research and practice agenda (LMU, 2010b). The university also hosts the School of Applied Global Ethics which focuses on international, peace and conflict-resolution studies and has a strong agenda in global development research. Research departments at LMU also look at E&D issues within particular disciplines, particularly teacher education (see Flintoff, 2008).

6 Overview of key elements of practice

Victoria University offers joint international PhD programmes and runs a research strand focusing on 'diversity and wellbeing'. This strand undertakes timely research into multiculturalism, racism, interfaith relationships, refugee settlement needs, diaspora communities, or participation in HE and training, and informs government policy and community development in Australia and overseas (VU, 2010). The university has recently completed an Australian Learning and Teaching Council-funded project, 'Enhancing interactions between domestic and international students', outputs of which include a teaching resource kit and DVD entitled Finding common ground (H. Borland, personal communication, 2010).

7 Senior managers' perspectives

A major objective of this study is to interrogate policies and perspectives on internationalisation and E&D from within the collaborating institutions. Besides staff and student online surveys, a number of semi-structured interviews were conducted with administrative, academic and professional personnel holding key positions and playing influential roles in relevant fields. In total, the research team conducted 14 online or telephone interviews with senior members of staff with responsibilities in Internationalisation, E&D, and related fields including teaching, learning and assessment and quality assurance and enhancement.

The interviews' focus on attitudes, perspectives and values of these key stakeholders is central to this study for several reasons. First, personal accounts and perspectives provide deep insights into ongoing planning procedures and policy initiatives in internationalisation and E&D and promote reflection on good practice and recent, undocumented/unpublished progress in these fields from within the top level of each university. Secondly, and given the fact that most of the interviewees have been working in these particular fields for many years, the material provides information and invites reflection on the genesis and progress of internationalisation and E&D policies and practices over time. Thirdly, the interview material assists in critically evaluating and testing the 'official' rhetoric of policy documents, vision and mission statements, and helps to explore positive interplay between institutional policy-making, local awareness and activities taking place 'on the ground'.

As with any specialist or expert interview, it is reasonable to assume that senior managers are positioned to provide affirmative and positive stories about institutional policies, routines and procedures. Nonetheless, they are individuals with their own backgrounds, experience and values which will shape their respective roles. In order to reduce the risk of conformity and bias towards publicly stated institutional positions, the design and conduct of the interviews provided ample space for questions addressing personal attitudes, ideologies, values and dispositions towards ongoing policies and practices in internationalisation and E&D at each institution.

Being senior stakeholders at their institution, most interviewees demonstrate a maturity of international expertise and experience from studying or working abroad. Many of them have established international HE careers and reputations. It is interesting to note how some participants refer to their personal international biography, to family backgrounds and relations as central constituents for their interest in, and commitment to these particular fields which have shaped, and continue to shape, their respective professional roles (LMU3, VU, UB1).

7.1 Think global, act local

Interview data reveal a high level of awareness and reflexivity in terms of changing local, socio-cultural contexts. Key stakeholders across the spectrum of universities underline the importance of acting in relation to local and regional interests and requirements when setting goals and pursuing strategic planning. Hence, the popular notion of 'thinking globally while acting locally' is stressed by interviewees as an underpinning principle in relation to key policy drivers, strategies and ongoing activities related to internationalisation and/or E&D. For example, at UWN significant emphasis is placed on the needs of declining coal and steel communities in engaging with global perspectives. A similar stance is apparent at LMU, where the drive for global engagement is informed by the desire to address local deprivation and disadvantage, placing the surrounding community firmly on the global stage. The fundamental premise to act in accordance with local and regional needs is however, particularly emphasised within the Australian cases where senior staff repeatedly refer to the fast-changing socio-cultural texture of their immediate catchment areas. Not least this is bound up with changing immigration patterns over the last few years on a national and federal scale, which demands a high level of flexibility in relation to strategic planning and policy-making at Australian universities (LMU2, UWN1, UniSA2, VU).

The local context also provides common ground for UK institutions located in major cities but having apparent diversity of mission. Universities as diverse as UB and LMU espouse the great potentials lying within the diverse, multicultural and multi-ethnic fabric of their two cities (UB1, LMU2). By contrast, senior staff members at UW argue that internationalisation could have a positive and stimulating impact on what is widely perceived as a culturally 'monochrome' regional environment (UW1, UW3). The university is tightly connected with the city and the region and delivers consultancy in the fields of E&D policies, widening participation and community outreach agendas (UW3).

7.2 Legal compliance or good business sense?

In terms of key policy drivers, a vast majority of interviewees refer to university aspirations, goals and objectives as prime components for pushing forward internationalisation and E&D agendas. Most interviewees also reject the idea that 'compliance with legislation' represents the driving force and emphasise issues such as 'enhancing student and staff experience' and 'improvement of quality' as the key drivers for designing and implementing policies in these particular areas (LMU1, UB1, UW2, UWN2). The idea that 'quality is the basis of e-quality' is mainly put forward by UK-based staff who see 'legal requirements' more as a general framework within which they operate rather than a main policy driver. By contrast, senior managers at Australian universities cited significant pressure from federal government in

relation to legal requirements linked to both the E&D and internationalisation agendas (UniSA2). In addition to that, and being providers of off-shore, transnational education, UniSA and VU have to comply with legal systems of other countries such as China, Singapore or Malaysia where, at present, E&D policies are less prioritised than in Australia.

Discourses about quality also surface when it comes to addressing and evaluating the financial benefits of internationalisation within each institution and the fact that (enhanced) internationalisation makes 'good business sense' was acknowledged by most of the research participants. In this context, however, it is widely argued that this financial interest is largely synchronised with the overall ethical and philosophical framework of the institutions, since income generated through student fees or international partnerships allows progress in other areas related to E&D such as curriculum development, social inclusion, widening participation and community outreach (LMU2). This 'third way' compromise is particularly emphasised at Australian universities where, historically, internationalisation of HE gradually moved from international student support, through an era dominated by financial profit-making, to a third, 'hybrid' which acknowledges that commercial interest is consistent with pursuing more holistic, ethical and sustainable goals for universities (VU, UniSA1 and 2).

7.3 Challenging professional boundaries

As with the financial/ethical dichotomy, there are a number of synergies as well as challenges bound up with strategic planning activities in the realm of internationalisation and E&D. One of the challenges relates to the physical, structural and profile-related texture of institutions. Among other UK universities, and despite close interlinks with the E&D department, staff at UB's international office cite difficulties in raising awareness of important issues across the various faculties and departments of the university. Particularly complex is the situation at VU, where size (12 different campuses across Melbourne) and a diverse mix of educational cultures (from vocational training to postdoctoral HE) require refined approaches and different priorities in dealing with internationalisation and E&D issues (VU). The spatial and organisational structure of universities is said to frequently result in a lack of communication between governance, faculties, schools or departments on pressing issues related to either internationalisation or E&D. Insufficient cross-faculty and cross-disciplinary communication is often due to the centralised, top-down structure of universities which tends to limit and/or obscure good practice and marginalise viable initiatives produced at grass root level (VU).

All participating stakeholders acknowledge the fact that international student and staff numbers vary significantly across faculties, schools and departments. In this context it is hardly surprising that interviewees refer to great proportions of

international students and staff within business schools (and sometimes law schools), resulting in the fact that both E&D and internationalisation strategies and initiatives are particularly well developed or 'more advanced' in those particular subject areas (UW3, VU).

7.4 Learning, teaching and assessment: confronting expectations

One key theme ranking high on the agenda of many interviewees is learning, teaching and assessment, which provides ample room for discussing potential synergies and tensions between internationalisation and E&D processes and policies. Senior managers point once again to the major challenge of sustaining academic quality in the face of rapidly expanding international student numbers. Some respondents call for 'expectation management' and 'credible marketing' strategies that should authentically reflect a university's potential to deliver high-quality education. Furthermore, quality management also involves skilfully negotiating varying expectations that international students bring with them from various national educational backgrounds and cultures (UW2, UniSA2). It is interesting to note that, according to one commentator, a more inclusive approach towards the educational requirements of international students provides great opportunities for quality improvement within universities by connecting and integrating different pedagogies and learning cultures, thereby challenging established 'colonial' approaches to learning and teaching (LMU2).

Interviewees also refer to the difficulties of maintaining the 'right balance' of service for local widening participation students and/or inclusion groups on the one hand (i.e. low socio-economic local students, disability students, or 'rural' and 'aboriginal' students in Australia) and international students on the other (LMU2 and 3, UWN1 and 2, UniSA1, VU). Whilst senior staff members generally subscribe to the idea of inclusive and fair opportunities for all students regardless of cultural, national or social background, they also allude to the potential tensions between well-intended strategies and practical adjustments to everyday institutional work and routine. Conflicting priorities, limited resources and time budgets, as well as an occasional lack of confidence on behalf of academic staff are frequently cited as major barriers for reaching full potential in realising an inclusive and international curriculum (UWN1, UW2).

In order to fulfil students' expectations and aspirations in terms of qualification and employability, newer universities and vocational institutions such as LMU, VU, UniSA and UW are particularly engaged in fostering aspects of 'international perspectives' and 'global citizenship'. This relates to vocational training opportunities and work-placed learning and volunteering schemes that allow for international experience and cultural exchange both within and beyond the campus and therefore generate potential overlaps between internationalisation and E&D agendas.

7.5 Synergy through inclusion

In various interviews 'inclusion' emerges as a keyword suggesting a strong degree of synergy between internationalisation and E&D policies and activities across various operational areas. This applies to both universities with long-standing internationalisation strategies and those with a more recent focus on international student recruitment. Leeds Metropolitan University, for instance, developed early links between internationalisation and E&D through HR and student service departments (eg support for disabled students), and these early synergies prompted advancements in learning, teaching, assessment and curriculum processes, such as module and programme planning, the use of new technologies and the reform of assessment strategies (LMU2). Among other factors, the recent fusion between the recruitment-focused staff support office and student services at UB raised awareness about E&D-related issues across the university and led to mutual exchanges and closer collaborations between the international and E&D offices (UB1). A similar picture unfolds at the Australian universities, where HR and recruitment services are increasingly engaging in E&D-related activities involving for example, advice and guidance for international students seeking work (UniSA1 and 3). In UW, which has recently begun to place more emphasis on internationalisation plans, university officials similarly see high-quality work in the area of disability support feeding into student-centred support services for international students and vice versa (UW1 and 2).

Whilst the majority of interviewees acknowledge existing synergies between internationalisation and E&D, there was also broad agreement that internationalisation is an ongoing process rather than a clearly structured programme. Therefore, synergies will evolve over time and the trajectory is heavily dependent upon institutional values. For example, the synergy which exists particularly at LMU may owe much to the early creation of a university appointment with responsibility for E&D at professorial level. Whilst all institutions place high priority on the development of international partnerships, values inform the nature of the relationship in terms of knowledge transfer or knowledge exchange (LMU1 and 2). An institution that prioritises the principles of E&D is likely to tend towards knowledge exchange between partners whose philosophies resonate with each other. Rather than a 'parent institution' operating with 'colonial satellites' relationships are more likely to be conducted on an equal footing that promotes sharing of heritage and expertise, connecting different pedagogies, and challenging colonial attitudes (LMU2, VU).

As far as 'internationalisation at home' is concerned, senior managers acknowledge the need to evaluate existing schemes (particularly incorporating student feedback) and programmes for encouraging students to work together, extending and improving on what works (eg peer mentoring schemes and personal development programmes) and be willing to learn from mistakes, if the principle of inclusion is to

be firmly embedded in practice (UB1, LMU2, VU). This has particular resonance for UW – a small, relatively rural university with small numbers of international students – as it embarks on internationalisation. A clear message from senior managers is that there are no 'quick fixes' – universities need to respond to market changes in a way that recognises process and implies a willingness to take risks in pursuit of inclusion for all (LMU2 and 3, UW1 and 2).

7.6 Raising staff and student awareness and engagement

A general lack of awareness and engagement on behalf of both staff and students is another key challenge senior stakeholders confront in their respective roles. Besides general staff induction courses and workshops addressing both internationalisation and E&D issues, interviewees maintain that it is often difficult to sustain long-term involvement and participation in these areas. The problem of reaching out to and raising awareness amongst university staff members is particularly challenging at research-intensive institutions such as UB, with a significant number of departments, research centres and clusters as well as individual researchers. Similar to other UK institutions, international and E&D officers at UB also allude to their work as 'preaching to the converted' as various programmes and initiatives tend to attract only those with a certain academic or professional interest in these areas (UB1 and 2).

A different picture unfolds in terms of student engagement, which senior stakeholders widely associate with a diverse classroom and curricular activities that are international in scope such as mixed group work, projects and assignments. Many interviewees refer to the difficulties of establishing such curriculum-related collaborations between domestic and international students due to well-established prejudices related to language skills and different learning cultures. According to informants, clustering, 'ghettoisation' and other forms of segregation may extend beyond the classroom to informal areas such as participation in students' unions and associations, and housing arrangements (UW3). Senior staff from universities with a strong strategic focus on 'internationalisation at home' emphasise the positive effects of mixed classroom and group work situations that hold the potential to generate a sense of fairness and inclusion and aim at developing global perspectives on behalf of students with different cultural and social backgrounds (UW2, LMU2 and 3, UWN2).

'Internationalisation of the student experience' also involves the provision of exchange programmes, international work placements or studying abroad schemes. A number of respondents admit that students at their home institutions only hesitatingly make use of such programmes and generally are reluctant to leave, at least temporarily, their domestic comfort zones. This is particularly the case at Australian institutions where going abroad is usually bound up with high travel and living expenses. Both UniSA and VU acknowledge this by provision of travel grants and other incentives for domestic students who want to study or work abroad.

7.7 Language barriers

'Language barriers' are cited as another major challenge by a great number of respondents which needs particular attention for future planning and relates to a wide range of strategic areas linked with E&D policies such as learning and teaching, quality and programme assessments, as well as inclusion and intercultural exchange amongst students and staff. Whilst UK-based institutions seem to be less affected by this problem due to the introduction of foundation classes or successful language buddy schemes, Australian university officials identify language barriers as a major problem which is given high priority in current strategic planning endeavours. Not least, this is related to the complex socio-cultural urban environments in which UniSA and VU are operating, where a great proportion of domestic students originate from first- or second-generation immigrant families and speak a language other than English at home (UniSA1, 2 and 3, VU).

8 Staff and student participant profile

Both the staff surveys and focus groups tapped into a wide range of experience and involvement in the field: experience studying abroad or teaching in the school sector overseas, involvement in teaching languages and delivering other programmes of study to international students in the UK and Australia; research and consultancy overseas in both disciplinary and internationalisation contexts; support and administrative roles in library and information services, international offices and E&D units; managerial roles particularly related to international collaborations and partnerships; and individuals who bring experience of professional roles overseas to their current practice. The 'international staff voice' is readily apparent particularly in the focus groups, and it is interesting to note that the practice of many of these individuals is informed by their own experience as international students. Similarly, the survey and focus groups for students attracted a broad response from undergraduate and postgraduate communities within a range of disciplines. International students are well represented across the board and the vast majority of home students claim some measure of international or intercultural perspective within their past or current personal biographies. Many postgraduate students in particular are members of both student and staff communities although they tend to regard themselves as essentially students, since the roles they discharge tend to put them on the periphery of organisational structures.

8.1 University of Bristol, UK

The University of Bristol registered by far, the largest response to the online survey for staff. Nearly half those responding have ten or more years' service in HE. In contrast to other institutions, approximately half of the respondents are relatively new to the university (less than one and up to four years service). About one-third of respondents identify themselves as 'international staff' and/or having a diverse background. It seems reasonable to assume that about 50 per cent of respondents are academics involved in research and teaching programmes with international partners.

In contrast to the significant participation of staff members, only nine students from UB completed the survey. Despite the small number, participating students display diverse disciplinary backgrounds representing most faculties at this institution. The majority of the students were in an advanced stage of their studies (fourth year/level of study) and all of them are (or have been) studying in a country other than their own. All nine participants also enjoy international friendship or family relations.

8.2 Leeds Metropolitan University, UK

Of some 18 respondents to the staff survey the majority have worked in HE for more than five years and about half have spent the major part of their career at LMU. Nearly half the respondents claim diverse ethnicity, nationality and/or culture and 'international staff' status. A relatively small number have been involved in the delivery of programmes overseas, but between half and two-thirds of respondents are involved with international partners collaborating in teaching, research and other activities and/or work abroad in another capacity.

Of the 40 students responding to the online questionnaire at this institution, a high percentage (44 per cent) are studying in their first year, followed by third-year (28 per cent), second-year (19 per cent) and fourth year (9 per cent) students. The sample ranges across the university's faculties reflected in subjects as diverse as business, languages, psychology, tourism, events management, or education. More than 60 per cent of students have studied (or are currently studying) abroad, and 80 per cent state that they regularly interact socially with students from different countries. Only nine out of 40 participate (or have participated) in an international exchange programme.

8.3 University of Worcester, UK

Of staff respondents, 57 per cent have more than five years service in HE, mostly at UW. Of 23 respondents, six are international staff and similar numbers are involved in international research and teaching collaborations and have experience of delivery of programmes overseas. Slightly more work with international partners in other capacities and have alternative experience of working abroad.

Sixty students at UW participated in this study and provided prolific feedback to the online questionnaire. The participants are almost equally divided into first-, second- or third-year students. Only a small minority of three students were in their fourth year of study. Whereas 70 per cent of students have travelled abroad as tourists and 'interact' with students from different countries in their programme of studies, only a small number of students have (or had) studied or worked outside the UK. Around half of the students stated that they are interacting with students from different ethnic backgrounds both as part of their programme and socially.

8.4 University of Wales, Newport, UK

Approximately one-third of those involved in the staff survey at UWN are relative newcomers to HE with up to four years' service, the remaining two-thirds are equally split between medium (five to nine years) and long (ten years or more) service. About 19 per cent of respondents claim 'international staff' status, whilst one-third

are of diverse ethnic, national or cultural origin. Approximately 50–60 per cent of respondents engage with international partners in research, teaching and other activities.

Out of 16 students completing the questionnaire, a relatively small number have experience in terms of travelling, international friend or family relations or social contacts with peers of an international or 'ethnically diverse' background at the university. However, half of the respondents are studying (or have studied) abroad. Of the respondents, 80 per cent were enrolled either in their first or second year in business, education, telecommunication or management programmes.

8.5 University of South Australia

Of staff participants, 80 per cent have been involved in HE for five years or more, 60 per cent spending a similar length of time at UniSA. A focus on overseas provision is apparent with between 25 and 32 per cent of staff delivering programmes overseas, face to face or by distance learning. There is a striking number of staff claiming experience in other capacities overseas (nearly 72 per cent) as compared with those involved in research and teaching collaborations (25 per cent).

UniSA was represented in the survey by 18 students, most of whom are studying in their second or third year. Almost all participants are enrolled on bachelor's degree courses and represent subject areas such as psychology, law, urban and regional planning, arts or business. Whereas more than 50 per cent interact with internationally and/or ethnically diverse peers within or outside the curriculum, few students have studied or worked outside Australia.

8.6 Victoria University, Australia

The staff survey response rate at VU was particularly low, largely reflecting differences in scheduling of the academic calendar in Australia. Of 11 respondents nine have five or more years' service in HE although half are relatively new to Victoria. Over half of the respondents are of diverse ethnicity, nationality and/or culture. The majority have experience of delivering programmes of study overseas and experience of research and/or teaching involving international partners.

Similarly to UWN, UB and UniSA, a relatively small number of students at this institution responded to the online survey. Out of 16 students, 13 are in their first or second year and study subjects as diverse as arts, business, law, nursing, education and biomedical science. It is particularly striking that only three out of 16 students are (or have been) studying or working abroad and that none participate (or have participated) in an international exchange programme.

9 Staff awareness, perceptions and dispositions

9.1 Institutional contexts: the principal aims of internationalisation

The online survey presented staff with a set of closed options to consider on a four-point Likert scale of very important to not important at all, in relation to their perception of internationalisation strategy at their university. Options related to institutions' ambitions, measures to internationalise the learning experience and desired graduate outcomes in the field. Recruitment of international students and providing for cross-cultural experience on the home campus is regarded as something of a priority across all institutions although perhaps particularly so at LMU, UW and UWN. Providing opportunities for experience abroad is a strategic priority at LMU although it was rated relatively unimportant at UW, UWN and the Australian universities. Perhaps unsurprisingly options related to graduate outcomes and employability were rated as at least important by most staff involved in the survey although UB is perhaps regarded as placing more emphasis on the global, as opposed to the local context. In terms of university ambitions in the global arena a very high proportion of staff at UB prioritised the aspiration to be a top-ranking global university, along with colleagues at UniSA and in contrast to UW, where (whilst important) it was not classified 'very important' by any participants.

Some staff also took the opportunity to comment on their selection introducing themes that are discussed more broadly in relation to perceptions of E&D (see further subsections of section 9):

Internationalisation aims are 'overly driven by aspirational and economic imperatives...the university is probably only concerned in getting more overseas fees really... (UB, survey × 2)

I'm not sure about 'global' as it seems to clash with 'sustainable'... (UW, survey)

'produce graduates capable of operating effectively in multicultural working environments' I would like this to be a top priority in HE...but the term 'internationalisation' works against this ambition – diversity is right here, locally and nationally, not just international (UWN, survey)

[Study abroad] This opportunity is offered but I don't think the intention is that all students will expect to have this experience (UniSA, survey)

This is a global economy, no matter what discipline the student studies. All of these areas are of immense importance... (UniSA, survey)

It is interesting to note that in focus groups at UB and UW international staff acknowledged a contradiction between the perceived need for international recognition and status – already well established at UB, but an aspiration at UW – and the relatively limited diversity of the staff profile at each institution. It was argued that the diversity of the student body should be complemented by a similar diversity of staff profile which could prove to be a positive influence in raising colleagues' expectations of international students. Furthermore, it was felt that campus culture essentially tended towards the 'local'. In this sense, UW was regarded as facing a particular challenge. Whilst being '...very welcoming and protective...' were qualities valued by members of staff, the atmosphere of 'localness' – portrayed by the university website and clearly appealing to some international students who '...want it quieter...' set the university at a relative disadvantage compared with 'big city' universities which are 'multinational'. For the university then, a delicate balance has to be struck in responding to the forces of globalisation, promoting diversity and trying to '...be something we're not...'.

9.2 The internationalised curriculum at home and abroad

Focus group discussions particularly embraced the concept of the internationalised curriculum including both 'internationalisation abroad' and 'internationalisation at home' providing opportunities for staff and students to experience education and work placement in other countries, whilst at the same time bringing 'new cultural experience' to the home campus. Colleagues at UWN noted how the 'university's endorsement of internationalisation had provided a 'real surge' to engagement with overseas partner institutions. Similarly at UW, the focus group discussed the importance of global partnerships in establishing an 'outward' orientation which is vital if cross-cultural engagement is to become a matter of 'routine' in teaching activities. In explaining 'routine' an analogy was drawn with research activities, where it is expected that many projects will be collaborative, operating across national and cultural boundaries and where conferences and other gatherings of individuals from across the globe are commonplace. Clearly, the position of these UK universities differs significantly from that encountered in Australian universities where internationalisation processes have evolved over a long period of time. Staff at VU spoke at length about their relationships with partner institutions, citing good practice in building relationships through reciprocal arrangements and practice, for example reciprocal peer observation and collaborative research, addressing common goals and drivers and comparative barriers in Australian and Chinese HE systems. Notwithstanding this, others in the group emphasised that such formal arrangements need to be supplemented by offshore delivery models that accommodate more collegial relationships, based on team teaching or otherwise, building in time for some kind of engagement with local lecturers regarding curriculum and students.

Whilst acknowledging that broadening 'appeal to international students' might be 'the salvation' of UK universities, internationalisation as a concept is 'not just limited to recruitment or business partnerships' when viewed from the curriculum and student experience perspectives. At UWN it was argued that significant educational benefits accrue from a 'more globalised approach to education' which questions assumptions taken for granted in learning environments where the potential for conflicting views, challenges and debates is acknowledged. Similarly, at UW international staff suggested how many UK students come to HE with prior experience of a very traditional, 'restrictive education', expecting that little will change. Experience of different educational systems and teaching styles is central to challenging such expectations. At UW the promotion of short intensive exchange programmes providing experience of alternative systems was recommended as a means of encouraging the cross-cultural communication and networking to enable students to challenge their own perceptions of education. Plans for an international summer university for 2011, welcoming students and staff to the university from all over the world for a period of four weeks, has attracted interest from a number of partners who are anxious to establish exchange arrangements which will also enable UW students to study at overseas institutions. Similarly, at VU colleagues discussed the significance of collaborative initiatives in developing confidence and global citizenship. The Global Learning Communities Programme in Liberal Arts involves collaborative learning with students at El Paso University, Texas. Other student mobility and exchange programmes offer second- and third-generation students of diverse ethnicity the opportunity to visit their country of origin, which not only develops confidence and citizenship, but also affirms their sense of identity.

The widespread reluctance of home students to venture overseas is readily acknowledged by academic staff who, rather than taking the students to the diversity, advocate bringing the diversity to the students in their campus-based programmes. Positive experiences involving international guest speakers in curriculum delivery as a means of exposing students to different educational systems and perspectives were shared in the UW and UWN focus groups. The international week organised by the Institute of Sport and Exercise Science at UW, which has in the past accommodated 950 students engaging in learning, teaching and research activities with staff from partner institutions, was cited as good practice (see also van Berlo, 2006). However, staff also indicated how students had responded well to academics simply informally sharing their international teaching and research experiences in the classroom. Similarly, groups of students collaborating worldwide via the 'Google online marketing challenge' to create an online marketing campaign provided an example of 'off the shelf' web-based learning activities which can enable students to cross cultural boundaries from home, with a relatively limited burden of time and effort on staff. A key message from UW was '...small, little things like this...do make a difference...'

For most colleagues, engaging diversity from external sources is either a means of compensating for the lack of structural diversity among student cohorts or it is used as a device to counterbalance the negative influence of structural diversity in the absence of integration. The apparent disinterest of UK home students in having multicultural/international experiences or contact are perennial issues, as indeed is the basic premise that some international students similarly, just don't want to work with peers from other cultures. The focus group at LMU particularly noted how some students seem willing to work in multicultural groups in class, yet 'immediately outside the classroom they revert back to their national groupings'. Evidence suggests that 'comfort groups' can become fairly well entrenched in a short space of time. Referring to integration, a colleague asserted 'if it doesn't happen at level 1 it won't happen!' A key notion seems to be managing student expectations within cross-cultural settings, encouraging home students to take on board the experiences of their international peers, rather than regarding them as '...slowing things down...'

In contrast, some focus group participants at LMU referred to the university 'forcing it too much', being too interventionist, 'underestimating students' and failing to recognise 'natural psychology – birds of a feather flock together'. Whilst accepting that difference needs to be acknowledged, it was argued that the focus should perhaps be on similarities and enabling students to find 'common ground in face-to-face approaches' in 'natural ways'. Indeed, there is a sense in which it may be argued that since there is limited cultural conflict within wider society one might assume, that in the face of globalisation, the response of HE in terms of internationalisation reflects the fact that 'education must be doing something right?'

Whilst there were differing viewpoints regarding the need or otherwise for interventions within curricula to encourage students to cross cultural boundaries, and how this might be achieved, there was general agreement that the internationalised curriculum – at the very least – should take account of students' backgrounds and prior learning experiences. This need to engage diverse backgrounds in order for the curriculum to have relevance was underscored in the Australian context, where '...a class who probably all look Australian would have probably ten nationalities and language groups represented' (VU, focus group). Some quite simple and very practical interventions were cited as good practice, such as producing a short report of prior learning and experience and allowing curriculum space to discuss and reflect on transitions (UW, focus group).

Knowledge of students' backgrounds however, implies the ultimate challenge of making the necessary curriculum adjustments that support and yet empower international and other ethnically diverse students, whilst enhancing the global dimension of learning for all students (UW, focus group) In this respect the central issue for curriculum designers is time. At UniSA in particular, focus group participants acknowledged the existence of '...excellent workshops and...resources' but lamented that they had too little time to actually use new knowledge and resources '...even

if you have a handbook you've still got to work your way through that. That's the resource that's really lacking...' Trying to, for example, maintain some interaction with students via experiential learning, in the face of rapidly expanding cohorts, was articulated as a particular challenge given the added dimension of introducing 'blogging', 'web folios' and other technology-based media to support learning processes. Staff at VU also made similar observations regarding the learning needs of international and equity students.

International student perspectives were welcome in presenting challenges to encourage curriculum designers to think about their traditional assumptions and practices. However, in terms of understanding what does and does not work so well, participants felt that profiling the diversity of students and staff, measuring the achievements of graduates and alumni and other quantitative measures, such as counting the number of visiting academics, might have some relevance for institutional performance but bore little relation to academic practice. A clear message across institutions, whether UK or Australian, was the need for support and encouragement of staff from local management at the school and department level (which is where the day-to-day interaction takes place) with student feedback informing the design and evaluation of local initiatives (such as the MSc 'buddy club' at UW and the 'business mates' mentor programme at UniSA). Practice should also be informed by more research generally on perspectives and experiences on the ground, to complement institutional measures providing a more rigorous basis for evaluation of achievements in curriculum internationalisation (UW, focus group; UniSA focus group).

9.3 Institutional contexts: E&D – compliance or valuing difference?

In terms of the principal aim of E&D policy, some staff based in the UK universities involved in this study view E&D policy as being essentially driven by either compliance with legislative requirements or a disposition that values diversity. Representation of these two poles of E&D discourse among staff is similar irrespective of location, profile and mission in the UK context. In the two Australian universities, however, there is less evidence to suggest that dispositions are significantly influenced by considerations of compliance, which is interesting given the relative burden of legislative requirements in the Australian context.

...We view the diversity of our staff, students and alumni as a great asset...Ensure that the working and learning environments are multicultural and value diversity and equality (UB, survey × 2)

political correctness, window dressing, neo-colonialism and legal compliance...To comply with legislation (UB, survey × 2)

Embracing/celebrating diversity...That all staff and students are valued equally and make a contribution to and benefit from experiences at university...Enhance the learning of all students through providing for cross-cultural experiences at home or abroad (LMU, survey × 3)

Abide by legislation; provide a non-discriminatory environment for staff and students...The university goes further than most but most of my contact with E&D policy is form filling and ticking boxes... (LMU, survey × 2)

...provide a learning and working environment that values diversity...ensure an inclusive environment that values the contributions of all individuals... (UW, survey × 2)

Staff and students to value equality...and diversity (UWN, survey)

At times at senior level I fear it is just about 'compliance'...Box-ticking...fulfilling legal requirements...compliance (UWN, survey × 4)

Value...diversity, sustainability and equality and to create, apply and communicate knowledge which delivers economic and social benefits... (UniSA, survey × 2)

Focus group participants at LMU in particular discussed how cultural diversity is highly visible at the institution through the various cultural festivals and celebrations. However, participants also acknowledged that such celebrations could have the negative outcome of reinforcing stereotypes if not accompanied by other cross-cultural experiences and interventions to promote reflection and reflexivity in cross-cultural settings.

9.4 Institutional contexts: E&D – inclusion, uniformity and equivalence

The majority of UK staff participants in this study tended to view E&D policy as striving for a university environment that goes beyond non-discrimination to provide a safe, respectful and supportive space which is inclusive, ensuring fair and equal treatment for all through appropriate support mechanisms. In the Australian context there is evidence to suggest that these principles translate into a focus on alternative pathways of study and promoting awareness of equity issues among students.

Equality and diversity permeates working relationships...It is a core strategy...with staff development provided... (UB, survey)

...provide a diverse experience for all (UB, survey)

...create and maintain an environment where all are treated equally
(UB, survey)

...create an environment that respects diversity and allows staff to reach their full potential (UB, survey)

Provide the right amount of support for people coming from abroad as their needs might be slightly different from those of home students (UB, survey)

...give an equivalent experience to all no matter their background and no matter where in the world they encounter the Leeds Met experience
(LMU, survey)

...improve the provision for students from a wider variety of backgrounds... to ensure that there are no discriminatory practices or attitudes...provide an environment comfortable for all...To see that there is a level playing field for a diverse range of staff and students (UW, survey × 4)

Everyone is treated as equals, everyone treats each other with respect and dignity and the employer is committed to equality of opportunity and is opposed to all forms of discriminatory practices (UW, survey)

Ensure all students and staff can work in an environment where they...are not subject to...discrimination. In some cases this means making extra provision to provide a more level playing field (UW, survey)

...encourage the adoption of inclusive teaching and learning practices...enhance the student experience by encouraging understanding of diversity
(UW, survey)

Uniformity...equal...fair treatment... (UWN, survey × 6)

Inclusive environment (UWN, survey × 3)

Enabling all students to reach their full potential (UWN, survey)

Create conditions whereby students and staff are treated with respect solely on the basis of their merits, abilities and potential... (UWN, survey)

...ensure that students are able to participate in the educational activities of the university and to create awareness of equity issues in the (future) workplace (UniSA, survey)

The principal aim is to provide alternative pathways...modes of study...for students who have...ability...but may otherwise not...complete their studies (UniSA, survey × 2)

Intellectual, social and culturally inclusive education and experiences (UniSA, survey)

All students and staff no matter what their nationality have a safe working environment free from racism and discrimination... (UniSA, survey)

...Fair, diverse and equitable working and study environment (UniSA, survey)

Access and success in terms of pathways into tertiary education (VU, survey)

Focus group participants at UniSA particularly emphasised the notion of quality of delivery to achieve the same objective possibly by different means, for all students, 'levelling the playing field' to give individuals...a chance to be actually a part of the university when traditionally they may not have been...'

A central theme within the focus groups was the role of peer mentoring in maintaining a supportive environment. At UWN the presence of international students and mentors in the international office was articulated as 'a strong point' in '...getting away from the idea of "I know best for what you need" and allowing international students to relate to someone who has '...been through the same experience and the same set of circumstances...'. At LMU colleagues also emphasised the significance of age as a factor in successful student mentoring – with age comes life experience and openness to learning and staff and students from '...newer (but settled) communities may be in a strong position to support international staff and students in settling in'. In a sense, peer mentoring was one mechanism for addressing the all too common problem of a lack of awareness on the part of international students of exactly what support is available and/or a reluctance to access support for cultural reasons.

Evidence also suggests that staff felt their students regarded engagement with support mechanisms as an added curricular burden and it is interesting to note how at UniSA in particular, the principle of 'early preparation workshops' to assist 'mature age' students could be more broadly applied across the student body. UniSA is also considering the possibilities of a '...bridging course as an entrance point for all... students' to provide them with basic tertiary skills such as essay writing, critical thinking, report writing, study planning, time management, etc, within a six-month study programme that forms part of their graduate qualities.

Supporting students individually within their programme of study raised issues of equity for some colleagues, with the challenge being articulated as ‘...getting the balance right, as far as maintaining the standards but still wanting to be fair... with a group of 400 students, if I’m spending time with 4 students what about the other 396...’ Some felt that despite an emphasis on equity there is still evidence of international students being expected to ‘...adapt to the host culture, values, style of teaching...there is still marginalisation rather than equity...’ since ethnocentricity is ‘... something that’s imbued in the very education that we’ve been given ourselves...’

9.5 Institutional contexts: E&D – removing barriers, providing access and opportunities

For a number of UK respondents E&D in universities is about access and opportunities. Within this discourse a number of characteristics are striking. Given the relatively high response of staff to the online survey at UB very few see E&D in these terms. A similar picture emerges at LMU where despite the prominence of the widening participation agenda, the aims of E&D policy are discretely connected with internationalisation. In relation to ‘target groups’ it is interesting how the UK discourse is dominated by notions of ‘widening’ access to embrace ‘non-traditional’ groups, which reflects the prominence of the widening participation agenda that assumes the persistence of the perceived ‘traditional’ HE in UK, despite the growth of diverse communities. In contrast, evidence from UniSA and VU suggests an implicit assumption of multiple identities within university environments tempered by a focus particularly on socio-economic status as a determining factor in access to Australian HE.

Ensure that opportunities...are open to all those who have the potential to benefit regardless of background... (UB, survey)

Largely access at undergraduate level... (UB, survey)

...ensure everyone gets equal chances as much as possible whatever their background...It is...a matter of...recognising they have different reference points and supporting them so they have an equivalent experience (LMU, survey × 2)

Equality of opportunities for all (UW, survey × 2)

...improve the chances of students from non-traditional HE environments to enrol and achieve...Make education at UW accessible to a wider range of people... enhance access to university from non-traditional groups... (UW, survey × 3)

...enable all students to access an educational experience with E&D barriers removed or reduced as much as possible (UW, survey)

Open access to opportunities for all...fairness and equality of opportunity...diverse range of communities (UWN, survey × 3)

Access...more...equal...opportunities for Australian students from identified disadvantaged...'Equity'...groups...backgrounds...lower SES areas, rural...Northern portfolio...areas...indigenous...NESB...gender...race...religious backgrounds...those with disability...students who have not had equitable experiences within the mainstream population... (UniSA, survey × 13)

Equal access...regardless of background...to good quality education and...resources...permit lower socio-economic students to access post-secondary education...no student or staff...disadvantaged by the dominant culture... (VU, survey × 3)

What seems to be potentially a major issue regarding access for international students was raised in the VU focus group. Whilst not discussed at great length, it is clear that there is no specific provision for international students with disabilities and no formal structures, financial or operational to support this. International students with disabilities are being supported ad hoc, almost as a gesture of goodwill, rather than as of right and staff are convinced that some disabled students from other countries fail to gain access to the university because of anxieties surrounding how support will be provided and who will foot the bill. Apparently, Monash University has resolved the funding issue by designating a percentage of international student funds to disability support. However, the apparent incongruity of financial arrangements applying to support for the 'home' versus 'international' student in Australia is likely to be a dilemma for UK universities as the numbers of international students increase. For example, if both non-English-speaking local students and international students attend the same classes to develop their English language skills the university receives state funding for the former, but has to raise local funds from the faculties to support the latter.

9.6 Internationalisation and E&D: where the global meets the local in a competitive environment

The study reveals some evidence of tension, conflict and a clash of values vis-a-vis internationalisation in its traditional guise of international student recruitment, now encountered in a globalised, highly competitive, corporatised HE sector. This tension often manifests itself as a conflict of goals between individuals, or departments and their respective universities.

In contrast to their 'modern' counterparts a relatively large number of participants at UB claim no knowledge of E&D at their institution and indeed, for other participants E&D policy is almost exclusively driven by considerations of income generation, global competitiveness and reputation.

[E&D aims to] integrate different peoples. However in reality integration does not always take place – consider the reputation of Bristol...increase effectiveness...and global impact...bring in more premium fee-paying overseas students...making money from overseas students... (UB, survey × 4)

...pursued too one-sidedly, as a financial issue of university income...linkage of convenience...all for the goal of making money (UB, survey × 2)

[E&D aims] to attract the best teachers and researchers to create the best university...bring together top staff from all over the world to compete amongst the best international universities...recruit the best international staff and students to maintain the position of the university...get more new blood and improve the reputation of the university in the world (UB, survey × 4)

...in our department E&D is about cross-cultural and multicultural experience and encouraging social justice, etc, but from a purely business perspective I suspect the institution values very highly the money coming in from international students who pay higher fees (UWN, survey)

The diversity strategy is now necessary for all Australian universities to make up for cuts in government higher education spending. Without this the university would shut (UniSA, survey)

...enhance the national and global reputation of the university (UniSA, survey)

9.7 Internationalisation and E&D: common discourse?

In addressing the aims of E&D some members of staff expressed their views using concepts and a language more familiar to the context of internationalisation of HE, particularly internationalisation of the curriculum. Whilst at the research-intensive university, integration is the focus of cross-cultural perspectives, at the modern universities the focus tends to be on the learning experience of all students, developing cross-cultural capability in preparation for work and life in a globalised world.

Integrate people from different socio-economic and cultural backgrounds and foster multicultural exchange (UB, survey)

Integrate international staff and students. Ensure cross-cultural understanding amongst all university members (UB, survey)

...Produce graduates who can compete effectively in the global labour market (LMU, survey)

We live in a globalised world therefore the university teaching and learning should be globalised (LMU, survey)

Promoting internationalisation in the curriculum and cross-cultural capability across the university population (LMU, survey)

To provide more opportunities for cross-cultural understanding for domestic and international students (LMU, survey)

Enhance the learning of all students through providing for cross-cultural experiences on the home campus (UW, survey)

[E&D] to ensure integration of all students regardless of ethnicity, culture or creed; to raise the internationalisation of curricula... (UW, survey)

Produce graduates who understand global citizenship and who act in a way that promotes equity and social justice (UW, survey)

Produce graduates who have the abilities to act as global citizens... (UniSA, survey)

9.8 Staff perceptions of synergy between internationalisation and E&D

9.8.1 *Internationalisation and international student recruitment creates and requires enhanced awareness of diversity*

The question as to whether internationalisation creates and requires enhanced awareness of diversity is central to this study and triggered a number of reflections on potential synergies between the two areas. The notion that internationalisation engenders a sense of community, intercultural communication and understanding is implied in many policy and strategy documents and equally surfaces in a number of staff responses. Other responses clearly indicate that progressing internationalisation and international student recruitment profoundly changes the ways in which institutions (ought to) reflect on, conceptualise and operationalise their E&D policies. Others, by contrast, view established E&D practices as beneficial prerequisites and foundations for internationalisation where a 'global mix' of students suggests the need to be 'more aware...of issues of culture and religion and so forth...' and 'more conscious of...individual students and their needs...'

Recruiting students from a diverse mix of cultures allows greater levels of interaction and understanding...Yes...internationalisation...creating diverse community and encouraging understanding of difference...Yes. Recognition of the importance of diversifying the student population culturally, economically and socially (UB, survey × 3)

The more internationalisation happens, the greater the focus on E&D needs to be... increasing internationalisation increases E&D challenges... Universities taking on international students have the duty to be prepared for cross-cultural diversity... (UB, survey × 3)

International students represent one (or more) facets of the diverse student body (LMU, survey)

...international students benefit from the work which is done to provide equality of access (UW, survey)

...Internationalisation increases diversity (UWN, survey)

Both aim for a more diverse cultural mix (UWN, survey)

Without the E&D agenda internationalisation could become no more than an income raiser, or form of cultural imperialism (UWN, survey)

The more international students...the more aware of our practice, provision and policies we need to be from an equality and diversity perspective (UWN, survey)

A clear consensus view that synergy between the two agendas is paramount emerged from the focus group held at VU. Staff agreed that in reality international students and students from the local immigrant communities are one and the same, when viewed from the standpoint of their contribution towards satisfying skills shortages within the Australian economy – the idea of ‘...seeing international students as a separate group is obsolete...’. In acknowledgment of this position the university is currently considering a social inclusion strategy which may be modelled around practice at Monash University where a global equal opportunities statement has been developed.

9.8.2 Common territory – cultural difference, inclusion and global citizenship

Survey participants were presented with a series of closed-question options regarding the potential benefits of synergy between internationalisation and E&D. It is interesting to note that at all institutions benefits accruing in terms of enhanced ability of both staff and students to communicate across cultural boundaries were rated most highly with most participants also tending to agree that attendant cross-

cultural communication and exchange are likely to improve the quality of learning, teaching and research. However, a particularly rich set of data was gathered when study participants were asked to consider specifically their perception of synergy between internationalisation and E&D in response to an open-ended question in the online survey and in focus groups.

A host of respondents saw the two areas as mutually beneficial, inextricably linked and referred to the fact that one cannot be fully grasped without considering the other. Indeed some go so far as to assert that, from a 'common sense' perspective, internationalisation and E&D are one and the same in the context of widening participation in HE. Internationalisation is often seen as just another 'way' or 'dimension' of E&D given the increasingly heterogeneous and multicultural fabric of university communities, which demands new forms and formats of mutual understanding, fairness and respect. In some ways, inclusion is regarded as the key concept which underpins synergy and is a key principle within the overarching notion of 'global citizenship'. Whereas internationalisation per se relates to the positive effects of working and studying in a culturally and socially diverse community, global citizenship underscores universities' enhanced awareness and code of conduct for social justice, equal opportunities and chances for all students. According to some respondents, inclusion also relates to the ways in which universities can maintain fairness and equity in areas such as learning and teaching, through operating at the intersection of internationalisation and E&D to communicate expectations to students, thereby allowing them to reach their full potential.

E&D policy has a nasty habit of being derived from models of social exclusion that stereotypes particular groups, I would hope that both internationalisation and E&D were both centred on giving everyone a diverse experience to deepen their understanding of the diversity and similarity of all peoples... (UB, survey)

E&D is seen as making allowances... Linking it with internationalisation would help to shift the focus to seeing diversity as an asset (UB, survey)

...these two should go hand in hand. People can't see equality as important if they don't 'see' diversity around them (and equal treatment) as viable and positive... Internationalisation provides experience and motivation to get along and understand diverse people... internationalisation is just another way to demonstrate E&D... to give it another dimension... They are complementary and... have good intentions (UB, survey × 4)

...you cannot value equality and diversity and not promote internationalisation... [Internationalisation] lets us realise the importance of the equality and diversity in HE (UB, survey × 2)

...Equality and diversity is the ongoing principle that internationalisation feeds into (LMU, survey)

Yes...to ensure that everyone...is aware that the issues are related and important for the 'local' constituency (UB, survey)

International students...are entitled to the same experience as UK students; those taught on offshore campus are entitled to an equivalent experience; UK students need to learn to recognise the positive aspects of studying and socialising with students from different background and regions of the world (LMU, survey)

E&D and being a global citizen...intrinsically linked (LMU, survey)

...don't actually think the concepts are connected, they are the same thing...The term diversity in itself is part of what the concept of internationalisation entails... E&D should pervade all areas – international or not...serving multiple populations within the institution/within wider society...the issues are absolutely conceptually inseparable... (LMU, focus group)

...key issue is inclusion, to genuinely value diversity and implement principles of equity, international students must feel included...obligations on HEIs to promote social justice and respect for diversity and to promote EO...the presence of international students assists in these responsibilities...HEIs need to ensure that home students from less advantaged backgrounds have EO in terms of... achievement including...to compete in a global society (UW, survey)

Internationalisation...throws up all kinds of issues connected with E&D (UW, survey)

Given the makeup of the city and university internationalisation is a very effective way of promoting equality and diversity by bringing people into contact with difference (UW, survey)

...internationalisation should start on the basis of inclusion of all which is the foundation of E&D...common goals here...understanding of others...Yes...in terms of diversity and the appreciation of cultural difference (UW, survey × 3)

Similar issues in relation to inclusion in learning and teaching practice...Also differences in expectations in relation to assessment need to ensure all students understand university's expectations (UW, survey)

...allowing everyone to reach their full potential...developing more flexible and diverse modes of delivery of courses would benefit all students (UW, survey × 2)

E&D is...about treating all cultures and societies as equal partners in the global economy...Equality of access to all – regardless of background or beliefs... Both policies strive towards the institution being inclusive...There is a very direct correlation between globalisation and issues surrounding barriers to equality and diversity.....clear overlap in terms of the diversity agenda as cultural and ethnicity are important elements of this...The diversity agenda includes cultural diversity... overlaps with internationalisation (UWN, survey × 6)

Internationalisation helps to broaden peoples' experience of cultures...develops a more open-minded attitude...encourages them to treat people as equals (UWN, survey)

...the notion of global citizens links these within an agenda of tolerance, non-discrimination and celebration of difference (UWN, survey)

People who become open to an international perspective will be more open to students and ideas from a range of backgrounds and vice-versa... internationalisation adds another dimension to diversity – increasing awareness of different points of view and values, contributing to building bridges, fostering tolerance and understanding...increased cross-cultural working, learning and contact...can reduce stigma, through reduction of fear of the 'other'...The more people are exposed to other ways of thinking and viewing the world the better educated they are and better at their work (UniSA, survey × 4)

Internationalisation is undeniably a component of equity given that students will struggle to understand the true concept of equity if they are not exposed to an environment that fosters internationalisation (UniSA, survey)

Creating awareness and benefits of concepts such as multiculturalism and internationalisation is extremely important in a country that did not believe in internationalisation and equity (except if you are of White Anglo-Saxon extraction) until the 1970s. Creating awareness...is a major role that universities should play (UniSA, survey)

...both...offer opportunities to celebrate and benefit from the range of different abilities, perspectives, backgrounds, cultural understandings represented in our university community...provides an environment in which all staff and students feel valued as a member of the university community (UniSA, survey × 2)

Making sure that all students have equal opportunities and that no student is disadvantaged also includes providing support to students with disabilities UniSA has a strong commitment to equity...on my own campus...these are not only words... (UniSA, survey)

...by introducing students to diversity and equity through international study and practice the university is graduating socially responsible people
(UniSA, survey)

...an equality focus should ensure diversity is not used to exclude people... deconstructing stereotypes, integrating cultural assumptions, increasing awareness of culture...the world is globalised and everyone has to be able to work with people from a range of different cultural background...internationalisation and equality and diversity policies should be congruent in all respects (VU, survey × 4)

...We have a culturally and linguistically diverse student body, both Australian residents and international students, as well as diverse staff in terms of their backgrounds. As we work to enhance internationalisation...we are building international knowledge and cross-cultural understanding and simultaneously ensuring that all our students and staff are valued for what they bring to the classroom and other activities and can maximise how they use this in their learning, teaching and research (VU, survey)

Focus group discussions that addressed disciplinary perspectives suggested that synergy also made sense given that different subjects assumed different slants regarding the international, intercultural and the diverse. For example, business and commercial subjects tended to embrace international perspectives, whereas intercultural and diversity issues are more prominent in, for example, teacher education, sports studies, design. Subjects like art, media and global ethics straddle the boundaries. In this sense, synergy could imply disciplines learning from each other in order to provide a rounded inclusive learning experience with global perspectives.

9.8.3 Tensions and barriers to synergy

Whilst a large proportion of respondents underscore the complementary nature and benefits of internationalisation and E&D, both the survey and focus groups suggest potential conflicts and tensions between the two agendas. Some focus group participants expressed particular concern that greater synergy may have the negative effect of masking multiple identities prioritising the cultural and ethnic at the expense of other E&D issues such as gender, disability, etc.

Conceptually whilst internationalisation is market-oriented '...about money deep down...' (UW, focus group), E&D is more reflective of the liberal vision of universities, upholding social justice and being responsive to – whilst at the same time mirroring – the locally diverse communities in which they operate. Many respondents referred to 'financial interest' as one of the most obvious barriers to linking Internationalisation and E&D, particularly given that Higher Education Funding Council for England funding cuts and capping of home student numbers is '...prioritising the recruitment of international students over the fair and equal treatment of all students...' regardless

of their cultural, ethnic, national, or social background (LMU, focus group). A similar picture emerges in the Australian context '...like in New Zealand, we've got 70 per cent of students who are international students, we've only got 20 or 30 per cent local students...Why...because most of...the services are...pushed towards international students...It's unfortunate, but I'm seeing it everywhere' (UniSA, focus group). Potentially on a global scale then, universities are being encouraged to woo affluent, middle-class international students at the expense of domestic students from lower socio-economic backgrounds for whom going to university represents early exposure to a range of different perspectives and experiences, which will determine the path of their future lives and careers.

Focus group discussions conveyed a sense of the inevitable regarding economic drivers since universities need to internationalise in order to survive. However, it was also noted that institutions founded on the principle of 'equity' would find the economic driver complementing other aspirations, providing the resource to enable institutions to fulfil wider social roles, whereas perhaps at other institutions pursuing increased market share, the principle of economic gain would be 'sugar-coated... to make it look a bit more friendlier to the community, to other universities...'. A key message from the focus groups in this respect is the need for institutions to be 'honest' about the economic dimension.

The inward-outward dichotomy of E&D and internationalisation perspectives is reflected in survey responses that refer to the fact that, traditionally, the two areas have been treated separately, and have different priorities, leaving little space for communication and collaboration. In essence, both agendas are in danger of '...scoring an own goal...' in addressing the needs of particular groups of students whilst neglecting the '...mass group of students...' (UW, focus group). Survey respondents also refer to the imbalance of priorities as between staff and students, with institutions – and indeed staff themselves, as evidenced by this project – overwhelmingly concerned with the student experience in relation to internationalisation and E&D. A further tension is the fear that an influx of particular international student groups involves the risk of failing to meet pedagogic standards and requires compromise on institutional culture and high-quality education.

These agendas are different...internationalisation looks outward, E&D inward...they really address two different issues (UB, survey × 3)

Diversity...is good but if people from abroad don't feel integrated...the whole thing wouldn't work (UB, survey)

...some groups of overseas students...present difficult pedagogic and standards issues that we don't fully face up to...those students are disadvantaged...but attention to this disadvantages other students...diversity and internationalisation can be gained but...at the expense of equality...

(UB, survey)

In terms of diversity of the student body they are [complementary] but this is rarely explicitly recognised. The benefits of a diverse staff...are probably also common to both agenda but this is rarely made explicit. Equality and 'fairness' are probably less a part of the internationalisation agenda

Internationalisation...entails getting more well-off fee-paying students...The problem with mixing E&D with internationalisation is that E&D should be focused on improving opportunities for the less well off in this country

(UB, survey)

Multiculturalism is a means of increasing diversity, but does not necessarily lead to equality

...international experience provides...value to the university and disadvantage to the individual

...what happens on the ground in practice...where recruiting international staff...having E&D policy that is supportive – well not sure I see this being strongly applied...Culture is not only a person's ethnicity and home culture – but unpacking institutional culture for greater understanding is imperative

(UB, survey)

E&D is about acknowledging difference, internationalisation is about providing a wide experience mainly to home students

...internationalisation tends to be more functionality within institutions. The equality and diversity agendas are most often a response to legislation: conceptually the philosophy for each is different and differentiated

(LMU, focus group)

...overseas students tend to come from traditionally active HE backgrounds...international students here somehow keep separate

...Worcester is not a very diverse place and the student population reflects this. It is also (in terms of social justice) a conservative institution...[E&D aims] to improve the multicultural profile of the uni...

(UW, survey)

...meet the needs of local community and student intake...and awareness of diversity [but] big drive to recruit overseas students and provide distance learning opportunities for overseas students – because of income generation (UWN, survey)

If internationalisation means competing economically in a global market then I see the business point...but I don't buy into it...equality and diversity...if we're talking about social justice, multiculturalism and diversity...I do buy into. If these values can be adhered to in competing internationally then yes they can be complementary, but I'm not very optimistic... (UWN, survey)

At our school (faculty) level there is true commitment to...developing good practice in disability issues, but mixed understanding and insights as to the needs of students who are from cultures other than White Welsh/British (UWN, survey)

...they are so broad and wide-ranging...that complementarity is possibly unmanageable...work tends to be organised separately – internationalisation is a much newer endeavour...being taken forward by colleagues who have not been involved in diversity issues (UWN, survey × 2)

in...E&D issues internationalisation is rarely referred to (UW, survey)

International perspectives help to make the learning experience relevant for some (not all) diverse groups (UWN, survey)

...E&D policies and support systems apply to all students...recruitment of international students being income generating E&D should not be aligned with internationalisation (UWN, survey)

My own perception...relates more to differing capabilities...There are more acceptance on disabilities than differing cultures and languages (UniSA, survey)

...they are sometimes presented as two different things...Equity seems to be aimed more at local low socio-economic groups...while internationalisation is targeted at overseas students from higher socio-economic groups... (UniSA, survey × 2)

10 Student awareness, perceptions and dispositions

10.1 Institutional contexts: the principal aims of internationalisation

The online survey presented students with the same selection of closed options as staff, to consider in relation to their perception of internationalisation strategy at their university. Most students irrespective of institution tended to regard all options as important, with some slight variation. Whilst all students recognised the institutional ambition of being a top-ranking university and the need to recruit international students, this seemed to be more important to students at UB than elsewhere.

As far as learning outcomes are concerned producing global citizens and graduates who can compete in global labour markets were also regarded with relatively high importance at UB, whereas students at UW seemed to feel that alongside global citizenship producing graduates to operate in local multicultural working environments was more important than global ambitions, with an attendant emphasis on providing cross-cultural experiences on the home campus. At the Australian universities student perceptions were similar to their UK counterparts although there was a greater preoccupation with graduate outcomes and experience abroad.

Some students took the opportunity to comment on their selection suggesting the relative importance of study abroad at different institutions, global citizenship and underpinning principles like social justice, etc. A minority of students reveal negative perceptions of institutional goals regarding international student recruitment and integration with home students. Such comments are mirrored in student perceptions regarding E&D and are further discussed later in this report.

...studying abroad isn't encouraged at all and there is no active effort to really integrate international students with local students (UB, survey)

I don't think my university tries to ensure that ALL students gain experience abroad... however,...there is ample opportunity to do so (LMU, survey)

...Experience abroad is important in most subjects...learning another country's style of...teaching is important leading onto 'global citizenisation' (UW, survey)

Uni has several...programmes to encourage students to study overseas and view themselves as global citizens... (UniSA, survey)

10 Student awareness, perceptions and dispositions

Just producing graduates that can understand, respect and cooperate peacefully with those from ethnic background period is to me very important (VU, survey)

Promote culturally diverse learning experience active in social justice...local and international safe learning culture (VU, survey)

...Learning how to be an international citizen really is on the bottom of my personal agenda at least unless it has some benefits (UW, survey)

It is important for all to make informed choices about the world in which we live and this includes respect for diversity (UWN, survey)

...the university recruits too many international students because they pay high fees...so many courses now have considerable foreign numbers that do not talk to the local students... (UB, survey)

It seems as though the international students are only attractive to the university as a revenue earner... (LMU, survey)

...what I have seen is not an effort to bring in the brightest from different parts of the world to study...my school has been more concerned, I believe with recruiting... international students who can pay... (LMU, survey × 2)

Worcester uni is more interested in money, status and especially expanding than caring for its current students...fee paying is important because it increases funds... (UW, survey × 2)

...produce more graduates who can be valuable for the university's reputation... (UWN, survey)

A common feature among all focus groups was the initial tendency to articulate internationalisation in its traditional guise of international partnerships and exchange programmes which enable students to experience different cultures, environments and education systems but also attract more students to the university (UB, UWN, UV focus groups). Recruitment of international staff was regarded as a key element of internationalisation strategy at UB and UniSA where students note diversity of staff all coming together with different views about how to teach international students. It was felt that diversity of staff had to be complemented by the '...right balance of international students...' (UniSA). Particularly at UniSA, students acknowledged the legitimacy of their university as a business that needs to maintain good reputation and international standing through a student-centred approach that provides a quality product to international customers and provides the 'international feel' that sets the university apart from other institutions.

10.2 Institutional contexts: E&D

10.2.1 *A multicultural and diverse university in a multicultural and diverse society*

Commensurate with many strategy documents and policy statements, the notion that the international and diverse texture of their university both reflects and fosters an outward-facing, tolerant and multicultural society was widely acknowledged survey respondents. Statements refer to the tangible and visible evidence of internationalisation and diversity in the context of everyday encounters and friendships between international and domestic staff and students. Many statements underline that diversity on campus is not only visible in terms of internationalisation but also in terms of age, gender, religion and ethnicity. Some respondents imply that their institution successfully manages to create a diverse, intercultural atmosphere and experience that prepares students for life and work in increasingly heterogeneous societies.

The university is an example of a successful multicultural society (UB, survey)

...it fits into the growing diversity of the UK and the globalised world we live in... it's to do with the university wanting to provide a multicultural environment and atmosphere to give students an intercultural experience similar to the one they might find themselves in when they start work and ensure all students feel equally part of the student community regardless of their ethnic/cultural background...there is a strong emphasis on having diverse students...I know that the uni does targeted campaigns towards different groups to promote positive awareness towards diversity (LMU, survey × 4)

...with low fees, support for disabled people, language support for international students, interest in mature students, etc. Leeds Met [strives] for equality meaning reaching people from all backgrounds...by embracing these ideas Leeds Met actually provokes diversity and intends to widen the horizons of her students...I experienced a lot of these ideas put into practice in the international faculty... (LMU, survey)

The university is aiming to treat everyone with equality...whether they have different skin or a disability, diversity is where the university is aiming to bring it a diverse range of people and skill levels to integrate each student into part of 'everyday society'... (UW, survey × 2)

Diversity encourages a broader culture, views and ultimately better understanding and acceptance within society, equality should not even be an issue it is a right, not only of opportunity but of treatment (UW, survey)

There are a high number of mature and international students at the university...I would imagine this must mean that we have a very good record for E&D...there are provisions...to meet the needs of a wide range of students (UW, survey × 2)

There's a lot of diversity in uni...Have met a wide variety of students, made friends with students from different backgrounds and cultures, greater understanding of the world (UW, survey × 2)

Universities tend to be very diverse in all aspects from cultural to social diversity to age and so forth (VU, survey)

10.2.2 Equality of opportunity: rights and respect

Many respondents referred to their universities as providing a space for equal opportunity, equal rights and mutual respect. Besides the equal accessibility of university facilities, respondents emphasised that their home institutions facilitate democratic rights/structures and value academic freedom, which stimulates a campus-wide atmosphere of tolerance and respect. Feedback also indicates the awareness of effective mechanisms for handling E&D at the university. It is not surprising, that respondents from comparatively small universities, value their institution's approach to treat 'everyone individually' (UW), while members of research-intensive universities such as UB, foreground the role of university achievement, assuming that the focus on quality eradicates potential inequalities linked to social background, gender, ethnicity, etc.

...the university aims to provide places not based upon background, gender or ethnicity but on prior achievements and academic backgrounds. They aim to provide equal opportunities... (UB, survey)

All those involved with the university having equal opportunities, rights and access to a high level of education regardless of their backgrounds and previous experiences...everyone has the right to study...and be able to access all facilities... Equality is when everyone is treated the same, as equals. I believe the university does this and it doesn't single anybody out...equal opportunities and behaviour with international students...it is a right for any individual...to be treated as an equal...show no partiality among the people from different countries...everyone should have the same chances to reach a high level of education...Diversity with regards to countries and races...equal chances for everyone independent from social background, sex, etc. (LMU, survey × 8)

...all students have a right to have their opinions heard, regardless of their background. Their cultural needs and beliefs should also be...respected (LMU, survey)

Giving all students and staff from diverse backgrounds and abilities the same rights (LMU, survey)

Everyone should be equal...nothing is separated into native/international students...everyone is seen to be the same, recruitment process is the same for all...Our university feels very strongly about these topics and treats everyone as an individual...whatever their background or culture they are not judged...everybody has the same chance...treat everybody fairly...all students...are offered the same opportunities as each other...all students are...accommodated...despite any cultural or ethnic difference...students get an equal chance to participate... (UW, survey × 9)

Treating everyone equal with respect and understanding whilst being interested in different cultures, traditions and ways of life...the absence of bias...there is a multicultural campus, where students with diverse ethnic background are treated equally... (UW, survey × 3)

Different kinds of people have equality opportunities to study, especially disabled students (UW, survey)

...all employees of this university...are treating everyone equally, respectfully, regardless of their social and cultural background. They are providing help to all students... (UW, survey)

...everyone has an equal and equitable opportunity to engage in HE...everyone should be treated equally...providing equal chance to every student regardless of their ethnicity, race, religion...colour...etc...no difference when you using the facilities in the university...Also to provide equality in providing jobs to every student within the university or even in the market...not much gap between tuition fees of international students and the fees of local students (UWN, survey × 4)

Treat everyone how you would like to be treated (UWN, survey)

Having equal access to education, no matter what one's background; being treated as equals...all students are treated equally and receive the same education and learning basis...making sure that there is students from all ages and ethnic and social economic backgrounds at the university (UniSA, survey × 3)

The university is committed to attracting more lower socio-economic group students...Regarding mature undergrads...it gives people with few qualifications a chance to prove they can hold their own... (UniSA, survey)

...respect for everyone is most important. That people no matter where they are from are not isolated and are treated equally...the university is very open to everyone and does its best to solve if not eliminate any problems concerning different issues about diversity and equality...treats everyone equal and everyone has equal opportunities. (VU, survey × 3)

Everybody is treated equally no matter where you were born, where you grew up or where you are now. Education for all (VU, survey)

Well I'm really proud of my university because it's a different world where I can find all race of people who are treated equally...where I can find no difference in between people...Equality and diversity is maintained to the mark. As I'm from a different religious background my university respect my religion as I do... (VU, survey)

10.2.3 International students and international perspectives

The open-ended survey responses by international students provide some fascinating insights into how they feel internationalisation and E&D are perceived and valued at their institutions. Many students highlight the openness of the welcoming and integrative environments their universities try to create by promoting interaction among international students. Whilst equality of opportunity is seen as a necessary accompaniment of diversity many international students feel that measures are designed to ensure that, not only are they treated as equals, but they are made to 'feel at home'.

Bristol values students from all different cultures. As an international student myself I have had no trouble meeting and learning with students from all over the world. As an internationally ranked university it's important that Bristol stays international (UB, survey)

Leeds Met is very open to establishing international relationships between both the institution and also at the student level (LMU, survey)

Due to current political and the result of historical situation universities in the UK have to face high number of international students. In order to create a well working system this diversity must be based on equality... (LMU, survey)

A lot of diversity...Have not heard anything except from good international centre making sure everyone fits in and enjoys the country...no matter which country you come from you can have the same right as local students...it enables international student opportunities to be incorporated into all sections of university life (UW, survey × 3)

They try to make home away from home for us at the same time helping us understand the difference in culture. They also help us adapt quickly and easily so we feel like we never left home. Being comfortable in this environment will never make you feel different from people who are originally from here. We are well advised and well equipped to respect the culture here while maintaining our own cultural values (UW, survey)

...there are many international students with whom to socialise during and outside of the university environment...am aware of the number of international students at the university (UW, survey × 2)

same right with local students or have the right we should get...can be treat like the local students (UW, survey × 2)

this term holds pretty much importance at our university. We see student mentors not only from local place but our country students as well get the chance (UWN, survey)

VU is a very welcome place for students with diverse nationalities (VU, survey)

For some international students inclusive policy is however, contradicted by exclusive fees. One international student put the case quite succinctly in a focus group discussion:

'...I ask why do I need to pay more for my tuition fees since I am from abroad when all the services, resources, time, etc, rendered to me are the same as my British and EC contemporaries...Am I also not "contributing" to the university in any way?' (LMU)

and another,

'...Sometimes it's really unfair...because after what I have done compared with some native students, I have done more than them...' (UniSA)

10.2.4 Sharing and interacting with diversity

Many survey participants foreground the advantages of living and working on an internationally oriented and diverse campus and emphasise the unique opportunity to communicate and exchange experiences and knowledge across cultural, ethnic or other boundaries. Indeed, the terms 'learning' and 'sharing' are frequently employed in responses and clearly highlight the willingness of students to foster cross-cultural communication and freedom of articulation both inside and outside the classroom. Some respondents also recognise the value of 'international' knowledge exchange for enhancing not only educational knowledge, but knowledge about learning and teaching or E&D.

10 Student awareness, perceptions and dispositions

...the ethos is one of the door being open to anyone who wishes to apply to the university...and therefore to be able to learn from, share and enjoy experiences with people from a wide variety of different backgrounds... (UB, survey)

...diversity is great! Everyone from different background or country can learn at the same place...we can learn more about each other and have a better understanding about the different cultures (LMU, survey)

Leeds Met makes every effort to value its students whatever their culture and to encourage a sharing of cultural values and experiences...people from different walks of life come together to study, share a common place to socially interact (LMU, survey × 2)

A university with equality and diversity among students means a better living and working environment for both students and lecturers...international students will be able to express their views in front of the British students without being afraid that someone will make fun of them. International students will be asking British students' help without any doubt... (LMU, survey)

People being able to blend in culturally, socially and in other ways (UW, survey)

My university is very diverse. There are students from all walks of life, all countries and nationalities. Cultures are cross-referenced and our international students provide a very dynamic example of how diversity and equality works. Local students on campus are very open-minded and interested in learning about other communities, the international students create a very dynamic learning environment (UW, survey)

Interacting, socialising and living among themselves equally without no discrimination (UWN, survey)

...there is diversity in the sense that Australian students will have the opportunity to learn about things from an international perspective and international students will be able to learn things from an Australian perspective (UniSA, survey)

...Victoria University is not only a place to explore our educational knowledge but also students can expand knowledge about equality and diversity (VU, survey)

...VU has...formed diverse clubs which anyone whose same interests with different people can join and feel they belong, the university also encourages students to be socially active among their peers and set an example that many can follow (VU, survey)

10.2.5 Addressing the tensions in home and international student relationships

Whilst students clearly celebrate and value the diversity of their institutions and the opportunity to engage with peers from diverse backgrounds the survey also reveals tension in relationships particularly between groups of 'home' and 'international' students.

International students have to make an effort to integrate themselves as well... international students...slow down the learning process... (LMU, survey)

Obviously it is a multicultural institution, however I feel that there is too much diversity forcing international students to be grouped in their own subgroups or cliques. Therefore [in]flaming prejudices and racism from home students (LMU, survey)

The university treats all students the same, regardless of nationality. They try to do the same regardless of social class but education requires money and many students are forced to drop out or take on unfavourable jobs while other students receive money they do not need...methods are undertaken but many are ineffective...More could be done to promote unity between cultures and ethnicities... (UW, survey × 3)

Each individual is treated equally and there is no racism...International people know each other and they have formed a strong group, however the English people...seem to think that all the international students are here only because they pay more fees and the university gets more money (UW, survey)

The uni might be trying hard, and is doing well in getting international students to join it but the English students are not always welcoming (UW, survey)

...I think the British students are equally important for the university than the internationals...I think there is far too much bureaucratic 'box-ticking', political correctness, and pressure for very different people (culturally) to get along... (UW, survey × 2)

Creates conflict, lack of commitment, lack of desire for integration...it doesn't work (UniSA, survey)

...International students...always form their own groups and segregate themselves from the Australian society and never integrating...International perspectives are also that 'we pay we pass' and therefore never put in effort in uni... (UniSA, survey)

Being an international student, I feel that the equality cannot be found everywhere all the time. It is sad to say that international students sometimes have to compromise. But it is nice to see that in the recent years some universities in Australia are attempting to make it better for international students (VU, survey)

Both home and international students in focus groups discussed how despite the best of intentions, language – both verbal and body language – is a particular barrier to cross-cultural communication. Whilst language is seen as the prerequisite tool of understanding cultural difference a dilemma presents itself in that in order to develop language international students need to socialise, yet without the language students will naturally be reluctant to socialise. At UK and Australian universities many students referred to the common human reaction of ‘smiling’ when encountering ‘other’ – a response which is clearly open to misinterpretation.

‘...If I don’t pronounce something correctly the international students will understand but the home students won’t...’ or at least ‘...they pretend not to...they will just smile at you...it is like they are not hearing me...’
(UW, focus group)

The problem with Chinese people is their English I walked up to a Chinese person and tried to start a conversation and you realise they want to communicate with you but they can’t. When you speak to them they are happy to speak with you but they don’t come to you...they get happy when you take an interest in them, they feel so valued
(UW, focus group)

‘...sometimes we don’t understand why they smile...’ (VU, focus group)

Students in focus groups also highlighted how the language barrier is compounded by the inability to understand deep-rooted cultural differences and one international student expressed the discomfort associated with self perception in a land of foreigners.

‘...You [gravitate] towards people from your own culture because you think ‘...oh foreigners, I don’t know what it is going to be like talking to them, I am safe talking to someone of my own race...’ (UW, focus group)

‘...One of the challenges is breaking into the local community and to meet local students and to feel like you are one of them, people are accepting but you just feel different it takes time to feel part of the community...’ (UniSA, focus group)

Focus group discussions reveal how these tensions sometimes are exacerbated by relationships with staff – some staff are reluctant to converse with international students and others compound the language problem by not encouraging the use of English in class (UniSA, UV, focus groups). However, some students evidenced congenial staff-student relationships stemming from the willingness of lecturers who had taught overseas for short periods or had conducted academic research overseas to share their international experiences with students in ‘special lecture nights’ or other presentations.

Another dimension of the home/international student relationship is variation in student disposition across the disciplines and contrasting dispositions among undergraduate and postgraduate communities within disciplines. Students at LMU noted a significant difference between say tourism, at undergraduate level – where international students tend to place high value on the subject yet some home students lack motivation – and psychology – where there may be a greater sense of common identity across the community of students arising from a shared perception of academic legitimacy.

Whatever these disciplinary perspectives many student comments are informed by experience on international campuses where recruitment levels of students from China are such that they are coming to form a significant national group not only within particular programmes but across campuses.

The Chinese ‘...always work in packs...’ I was with a Chinese guy and I was so concerned with what he knows sportwise...he was a boxer...it is all about knowing what they are comfortable with and knowing what they want to say and then just sitting down and listening that’s all (UW, focus group)

‘...Chinese international students refer to Australian students of Chinese background as ‘bananas’ because in appearance they have yellow skin, but inside they have the ideas of white people, they behave like the local people not like people from Asia (VU, focus group)

‘...Chinese students are shy their culture is more quiet, you don’t have to answer everything...you are not the teacher...in our Chinese culture if you want to ask questions they must be very deep...simple questions...waste time...Australians just want to share opinions...but they also just think this is the question I must solve...they don’t think like we do...’ (VU, focus group)

There is some sense in which international students feel marginalised in both Australian and UK HE settings. Students spoke of universities having to dispel ‘feelings of superiority’ and how international students feel more comfortable engaging with their international peers because they ‘did not feel inferior’. In the Australian context a particularly rich discussion emerged surrounding student identities. Some international students readily identified themselves as an ‘equity group’ within their own right and suggested that it might be mutually beneficial to promote collaborations with students who have disabilities. Others noted how, whilst initially identifying as a discrete group, it is often the case that students come to realise how some peers from different ethnic and cultural backgrounds are in fact domestic students. The point was emphasised that many Australian students are not ‘local’ and particularly students from rural backgrounds encounter the same transition issues as their international counterparts.

A clear message from students across all institutions is the need for more structured and authentic opportunities to enable home and international students to interact. Conversational classes, engaging students in 'real' conversations were cited as a possible means to foster integration and here the 'Language Buddy' scheme at LMU represents good practice. Students also reported very positive experiences from their involvement in peer-mentoring programmes, particularly at the Australian universities. At UniSA orientation arrangements at divisional level and the 'business mates mentor program' – where second-year students have the opportunity to mentor first-year cohorts – were reported as providing the opportunity to meet local students whilst at the same time being able to rely on the support of '...someone from your own country...'. Similarly at VU peer mentoring provides the opportunity to improve English language skills because it overcomes the problem of '...what to talk about because I can talk to them about the topics and subject...'. Peer-mentoring schemes were also cited as important in terms of making friends, building confidence, developing a sense of common identity from '...learning from each other...', team-based problem-solving skills and self-improvement. Students noted however, that much depended on the attitude of the individual – whether or not they were proactive – and in this sense it appears that institutions need to address how they publicise the benefits of such schemes to encourage more widespread involvement and how they are integrated within the mainstream curriculum. Finally, students at VU cited their experience in the student leadership development programme as highly significant in breaking down the barriers, building relationships not only with other students and peer leaders, but also with other members of the university and the local community.

The UK universities' students were preoccupied with accommodation and living arrangements along with the organisation of events and societies, in their discussion of integration issues. At UB and UW alike, many students regarded mixed student housing and accommodation as spaces where cultural exchange and interaction can take place, reducing prejudice and where language skills can be improved. Those with experience of living in halls, particularly in the first year of study, referred to the breaking down of 'cliques' and the attendant ease with which they integrated – '...with thirty people on one floor...' it was easy to simply go along to events with others. Discussions on living in the local community surrounding the university revealed mixed reactions. For many international students, acquiring information about a range of issues including support, opportunities in the local community and elsewhere is a problem, exacerbated by a perceived lack of publicity further compounded by language difficulties. Living on campus offered the advantage of informal peer support not only with studies but '...other things too...'.

International students also cited the benefit of living off campus, which enables students to challenge not only their own racial and ethnic stereotypes but social background and class prejudices too, particularly in the context of a university like UB

which is associated with ‘...posh, middle-class kids...’. An issue with living off-campus was that local landlords may sometimes be reluctant to accommodate overseas students. For home students living at home, the reverse was true ‘...on campus you mix with other students but if you go back home you just stick with the same people...’. Issues surrounding access to information again, held equally for home students living in the community as much for international students (UB, UWN, focus groups).

Students cited many social events and facilities designed to celebrate diversity whilst promoting inclusion. These include for example, prayer rooms, international rooms, balls, parties, dinners (where students cook and share meals popular in their own cultures), Chinese dancers, temple dancers, special events like the world-wide horizons week at LMU and open spaces, such as a new study lounge and courtyard at UniSA where students can interact socially. Involvement with international societies or associations and the role of clubs and societies dedicated to particular ethnic and national groups was also discussed at length in focus groups. The general consensus was that whilst building cohesion among and between groups of international students such arrangements served to ‘...separate the international students from the home students...’ and celebrations of culture could be ‘...counter-productive...’ if not accompanied by events which addressed the common ground between home and international students. Only one home student based at UWN shared experience of involvement in an event organised by the Islamic Society where female Islamic students shared their perspectives on gender, social class and other socio-economic and cultural aspects of their home lives. It appears that students would welcome more events which acknowledge that students have multiple identities and whilst culturally different, home and international students may have similar interests beyond this relatively narrow perspective.

The work of international offices was applauded, but some felt that with the drive to recruit more international students they may well become over-burdened. Furthermore, the fact that international offices tended to shoulder responsibility for events meant that the message simply does not get through to home students, when many of them may well be confronted with similar adjustments to their international counterparts. International students voiced the opinion that whilst international associations, etc, were useful in enabling them to feel more comfortable, universities should also encourage international students to join other societies too ‘...it will be good always having an international voice in all societies...’. The concept of the ‘international study centre’ was also cited as a useful arrangement to provide a focal point for international students and home students who want to extend their international experience and cross-cultural engagement.

10.2.6 *The meeting point of Internationalisation and E&D*

Many students in focus groups implied synergy between internationalisation and E&D in that internationalisation introduces a broader demographic mix and hence increases diversity. Once the diversity exists, internationalisation then becomes about breaking down boundaries and barriers, building bridges with other nationalities, eliminating racism and prejudice within society, challenging stereotyped images projected by global media and encouraging the exchange of ideas to enhance global development. Other perspectives included 'bringing the whole world into one group', where members may 'quarrel' when confronted with different approaches to the task in hand, but the outcome is superior. One student referred to the world becoming a smaller place and graduates 'feeling comfortable' wherever they go (UW, UWN, UniSA, focus groups).

Perhaps unsurprisingly at LMU in particular, students in the focus group engaged in a rich discussion about the nature of synergy between the two agendas at their institution. A number of themes emerged including how the synergy works in practice and the significance of institutional values, processes and structures to deliver strategy. The group tended to regard the university as 'quite idealistic' in its E&D values, which tend to be isolated from the reality of the political and cultural climate in wider society. It was also felt that these values are '...not often subjected to critical scrutiny...'. The group emphasised the need for the university to fully understand how internationalisation brings diversity and the potential for multicultural community, multiple perspectives and alternative world views ultimately working towards '...making the world a better place...'. However, it was argued that diversity '...doesn't necessarily mean equality comes simultaneously or automatically...'.

Students at LMU also suggested issues with policy to practice transfer and institutional processes, including marketing. For some the link between internationalisation and E&D is '...almost subliminal...assumptive...' whilst aware of E&D issues, there is a 'subtext' which tends not to be wholly reflected in practice. Internationalisation is seen to figure prominently in the marketing of the university, but some students feel there is too much emphasis on international students and the message of 'internationalisation for everyone' is being lost. 'Mollycoddling' of international students was compounded by 'too many restrictions on expressions of the home culture...'. Thus university culture fails to communicate any sense of shared goals between international and home students and there are doubts as to whether 'genuine interaction' takes place. A clear message from the group is that '...diversity is for us all celebrating our differences together...'.

For some students the existence of the Leslie Silver International Faculty has created confusion about internationalisation. Whilst the profile of internationalisation has undoubtedly been raised at this level, visibility of internationalisation as a university-wide phenomenon has been clouded. Also 'the equity process in which

internationalisation is administered, is organised under E&D...the problem is...there is now an overcompensatory component, ie 'equal opportunities monitoring', is...a measure implemented for purposes of Internationalisation and E&D, but it is a form of discrimination...[which promotes]...cynicism...'. The point was also made that in principle the international perspective should shape E&D policy rather than '...looking at international perspectives AFTER the policies have been set...'

10.3 Student dispositions and their learning experience: global perspectives in assessment, learning and teaching

As part of the survey students were asked a series of closed questions about their learning experience and their disposition towards cross-cultural capability and the global dimension in their current and future lives. Results suggest similarities across institutions with a few caveats. The opportunity to work and learn with staff and students from diverse cultural and national backgrounds is apparent across all institutions reflecting their structural diversity. The use of learning materials and resources originating outside the country of study is also apparent, and students generally feel that they have the opportunity to exchange different worldviews, experiences and knowledge gained from different cultures and countries in the classroom (although this is rather less in evidence at UB).

On the face of it, it seems that this opportunity for engagement across cultural boundaries is largely due to the predominance of group work assessment (which is in evidence in all but UB and UWN). Nonetheless, there are issues with classroom interaction in groups.

...there are many students from diverse backgrounds, there is not too much in the way of opportunities to interact with them. The classes do not seem to be mixed enough...There is very little recognition of [the need] to develop knowledge internationally...there should be more emphasis from tutors on working in multicultural groups...as opposed to mono-cultural ones...We do have to work in groups...however, it is not to consider specifically the perspectives of those in the group and a comparison with my own...

(LMU, survey × 4)

...would love to have more opportunities...in class to [interact]...I don't think exchanging views/cross-cultural speaking is enforced enough. It only happens if you personally make the effort to go and speak to an international...would like to see more...as I feel people would benefit from the experiences...More needs to be done on allowing white British students, to experience racism and what it means... (UW, survey × 4)

The focus group at UB discussed how the '...international atmosphere' might challenge thinking but there was little evidence of integration in the classroom. Students elsewhere acknowledged the difficulties inherent in organising multicultural group work, when students naturally like to work with their friends, but argued that more positive outcomes might be achieved if task design emphasised the significance of group mix and the importance of engaging with team mates, trying to understand their thinking and ideas.

Group work assessment is complemented by a wide range of individual assessment methods including reflective, problem-solving and comparative processes within cross-cultural contexts. However, it is interesting to note the coincidence at UWN, of the highest response rate registered against the exchange of different world views, etc, with the predominance of assessment methods that draw on reflective skills in cross-cultural contexts. Furthermore, whilst group work is a popular means of trying to encourage students to cross cultural boundaries at most institutions, there is relatively little evidence of the explicit assessment of cross-cultural communication skills, with the exception of VU, where for most respondents group work is complemented by assessments requiring reflection on 'own' and 'other' cultures and presentation of work to, and feedback from, international or cross-cultural audiences. Students in focus groups at VU and UW noted in a discussion of the relative merits of essays as opposed to examinations, that both can be stressful and quite unfamiliar to some students who need to develop their academic writing skills. At both universities formative assessment coupled with the use of learning journals was cited as good practice in preparation for longer assignments.

Students in focus groups at UK universities shared their experiences of the internationalised curriculum within their particular disciplines and significant differences emerged. Sociology, politics and sports management were all cited as concentrating curriculum on UK perspectives. Similarly the study of film at one university, focused on 'developed countries', despite the presence of Indian students in class, no reference was made to 'Bollywood' or indeed to the '...Russian or Chinese film industry'. One student at UWN gave a refreshing example of the inclusive curriculum that embodies the 'democratisation of knowledge':

'...when they teach the Maths they take different approaches, like there are students from India, I'm from Iraq, but they learn one method in different ways and our lecturer is happy for us just to say oh this is done in a different way, it's easier this way and then he says so we'll do it that way and take on the same method with different approaches...'

Apparently in the UK it is generally a case of '...you can have more international if you want but you don't have to...' (UW, focus group). This is in contrast to UniSA, where international and intercultural perspectives have been significant graduate attributes for some years: '...we're really forced to look at everything from a global perspective

now...’, although there seemingly remains something of an issue as to how these perspectives are embedded in curricula: ‘...not sure how they really promote it in courses, assignments don’t seem to match...’ (UniSA, focus group).

Another challenge in the classroom is the fact that despite, recruiting large numbers of international students, some programmes of study tend to be mono-cultural, comprising large numbers of Chinese or Indian students who have little or no opportunity to engage with home students in the campus learning environment. Whilst significant in its own right in enhancing employability, students felt that in such mono-cultural settings opportunities for experiential learning to develop cross-cultural skills assumed greater importance. A student in the UWN focus group shared experience of a teaching placement within the Muslim community which involved crossing of multiple national boundaries

‘...Russian, Iraqi, Polish, Pakistani, Indian, anyone willing to learn...’. Clearly, the experience had developed significant capabilities ‘...they feel they can trust me to put it across and I can learn from them as well...’ and was transformative ‘...a whole life experience...[which]...opened my eyes [to see]...how pupils can be affected from life, their social lives or what they were experiencing from home...’. Most respondents feel that their university offers ample opportunity to engage with similar ‘real world’ cross-cultural experiences, either via opportunities abroad or in the local community. However, there may be a case for targeting efforts towards mono-cultural cohorts, particularly since some international students cite particular difficulties in acquiring work locally to support their studies.

Students were also asked to consider their own perspectives regarding the global dimension of their study and the extent to which their learning experience had enhanced their employability in both global and culturally diverse local labour markets and the degree to which they feel more capable of understanding, tolerating and respecting diverse ethnic, national or cultural perspectives as a result of their learning at university. Many students responded positively on all three counts. However, with the exception of UB and VU, each of which registered a relatively low student survey response, it is interesting to note the high proportion of students who feel there has been little or no enhancement, or are at least ambivalent (neither agreeing or disagreeing) about how their learning experience relates to both their employability in global labour markets and local culturally diverse workplaces and their affective skills in broader cross-cultural contexts.

In terms of their own dispositions students at UB, LMU and VU particularly, regard cross-cultural capability as an essential graduate attribute, value working with international students, feel that international experience is likely to enhance their employability and are positively disposed towards notions of global citizenship, the evidence is perhaps not so marked at UW, UWN and UniSA. International students in the UW focus group particularly emphasised the global dimension of employability. Whilst studying in England ‘costs a lot’, being an international student

shows that you are 'happy to go abroad...you can survive...you are comfortable with international students...and have international friends. This gives you the edge over counterparts: 'I feel like the international eye of the company...' (UW, focus group). Another interesting perspective is how the international student experience might not necessarily prepare for global citizenship but it does challenge expectations and academic self-perception. One student said the experience '...opened my eyes to the fact that I am not invincible...I came here expecting a walk in the park and I got to class and I realised I just had 12 hours a week of lectures...it started sinking in and I realised I wasn't invincible...I am much more prepared for internationalisation' (UW, focus group).

In focus groups a number of issues emerged in the context of global employability and international experience. Firstly, some international students would like the opportunity to learn languages other than English. Secondly, information about experience or study abroad opportunities is not always readily accessible to international students. Finally, it is particularly difficult to arrange visits to non-English countries. However, both at LMU and UniSA students commended university schemes to promote global perspectives and articulate achievements (international volunteering and the Global Citizens Award at LMU and the Global Experience Programme at UniSA). Focus groups also noted how both universities are seeking to widen participation in experience abroad with LMU introducing a sliding scale of contribution to costs of international volunteering and UniSA considering the possibility of a scholarship scheme for 'indigenous' students to enable them to go overseas '...be an international student...', and '...experience different culture, language and way of thinking...'

11 Conclusions

11.1 Influence of geographical location, size and profile on internationalisation policy and commitment to E&D

Evidence suggests that internationalisation and E&D policies are shaped by different legacies of inclusion, mission, geographical location, profile and market position. Whilst all institutions have established sustainable relationships with their local communities the focus differs according to the nature of the surrounding locality. For example, UW, which exists in a relatively rural locality, regards internationalisation as a key element in introducing greater diversity to a relatively homogeneous community. The University of Bristol promotes diversity as a prerequisite for meeting the global challenges of world-wide inequality and development issues.

Other institutions are responding to the diversity that exists within their communities and a key objective of internationalisation is raising the profile of the local community on the world stage, as a means of addressing relative social and economic deprivation and supporting urban renewal and regeneration. Influence of levels of diversity within the surrounding locality is also evident in perceptions of institutional culture with some international staff at both UB and UW regarding their institutions as essentially 'local'.

Market position and status are clearly influential factors with UB's approach building upon its profile as an elite 'global university'. In this respect it is interesting to note the relatively limited understanding, on the part of many staff members, of the institution's policy regarding E&D. In contrast, 'recruiting institutions' aspire to a more holistic approach to internationalisation and E&D within an overarching framework of widening participation. These institutions celebrate their status as 'widening participation' regarding it as a positive point of differentiation in terms of 'branding'. University of Worcester similarly pursues a widening participation agenda, but international student recruitment is high on the agenda, as a means of diversifying income and acquiring legitimacy and prestige as a new university, whilst at the same time, providing a diverse learning environment for students.

Another influential factor is relative experience of the internationalisation phenomenon. Clearly, Australian universities have undergone a number of stages in the development of policy. An early focus on international student recruitment driven by business considerations has given way to a 'support model' and subsequently, a 'third wave' where business interests have become wholly consistent with a more holistic and sustainable approach embodying sound ethical principles of diversity and inclusion. Graduate attributes provide the linkage, in a virtuous circle of intentions,

activities, outcomes and reflections at UniSA and like LMU a relative wealth of experience in the field is acknowledged by the establishment of research centres dedicated to internationalisation and inclusion.

The influence of size is apparent in terms of communication, with larger institutions sometimes encountering difficulty in articulating key policy principles across multiple campuses and faculties. The advantages accruing to being relatively small are evident at UW, where members of staff seem particularly willing to engage in international research and teaching collaborations and share their experiences to the benefit of the student experience. However, a challenge for UW presents itself in the shape of the appropriate level of structural diversity that will be commensurate with sustainable internal cohesion.

11.2 Key elements of practice in internationalisation and E&D

This study reveals elements of good practice for both students and staff across institutions including:

- = E&D awareness and cross-cultural training for all staff and students, both home and international
- = English language training for staff and students involving both those assuming international status and individuals recruited from local ethnically diverse or equity groups
- = language foundation training courses tailored around particular subject areas, offering 'buddy' arrangements involving both home and international students
- = early preparation workshops and bridging courses as an entry point potentially for all students
- = peer-mentoring and orientation programmes involving both home and international students
- = dedicated centres supporting pre-university and university pathway programmes to promote equality of access and opportunity, 'levelling the playing field' and to act as coordinating points for all international activities
- = university collaborations with students' unions on working groups operating at university level and feeding into planning and management structures in key areas; similar collaborations at school/departments level bringing together academic staff and students to discuss E&D issues and draft action plans
- = university collaborations with students' unions which play a key role in organising social events to provide a welcoming atmosphere and to celebrate international and religious and cultural festivals
- = university collaboration with faith, charity and community groups to organise events for international students designed to foster social ties between international students, the university and the local community

- = the provision of social space on campus to encourage interaction between international and home students
- = student exchange programmes, work placements, internships and community volunteering schemes supported by studentships or other form of subsidy to enhance employability and promote integration via experiential learning
- = university-wide schemes to promote global perspectives and articulate achievements across a wide range of activities (eg the Global Citizens' Award at LMU and the Global Experience Programme at UniSA)
- = short-duration, intensive exchange programmes providing experience of alternative HE systems and offering second- and third-generation students of diverse ethnicity the opportunity to visit their country of origin
- = web-based internationally collaborative learning either in partnership or deploying readily available 'off-the shelf' learning resources
- = mixed methods assessment strategies including reflective, problem-solving and comparative processes within cross-cultural contexts, with learning journals deployed as a formative assessment method in preparation for longer assignments
- = curriculum development and review processes, supported by guidelines, tool-kits or other forms of resource to embed international and intercultural perspectives in the curriculum
- = international guest speakers involved in programme delivery and members of staff with international teaching and/or research experience sharing it with students either at specially organised events or in the classroom setting
- = hosting research centres to explore internationalisation aims, policy, strategy and practice and promote dissemination of good practice via international research and collaboration
- = promoting international research collaborations focused on E&D issues within surrounding communities and sharing research outcomes with transnational partners
- = supporting joint postgraduate study programmes which examine key issues such as multiculturalism, racism, interfaith relationships, refugee settlement needs, diaspora communities in the context of access to, and participation in, HE

11.3 Senior managers' perspectives

Interviews with senior managers reveal how all institutions irrespective of profile are trying to find ways for different kinds of people to share the same space and resources. Whilst outcomes and synergies between internationalisation and E&D are dependent upon institutional values which are, in turn, shaped by the values of individuals in key roles. Consensus is apparent in the wholesale rejection of 'a-political diversity tolerance' in favour of policy initiatives informed by sound ethical principles.

Legal requirements are regarded as a general framework in which the institutions operate rather than as a key policy driver. This is apparent not only in the UK, but also Australia where the burden of compliance is more marked, with the need to satisfy not only their own but also legal requirements in other countries as a result of transnational operations.

Managers display a high level of awareness and reflexivity in operationalising policy and strategy and moulding it around local and regional communities with complex and fast-changing economic and socio-cultural contexts and requirements bound up not least, with changing patterns of immigration. They are also cognisant of their institutions' influence and how international student recruitment may in itself significantly alter the demographic mix.

Interviews demonstrate how enhanced internationalisation synchronised with overall ethical and philosophical frameworks of institutions makes 'good business sense'. Income generated through student fees or international partnerships allows progress in other areas related to E&D such as social inclusion, widening participation and community outreach. In building a business case the concept of inclusion is the unifying factor in operating at the intersection of E&D and internationalisation. However, establishing the business case is not something that is likely to happen overnight. Internationalisation is in itself an evolutionary process, and developing synergies with E&D is an essential, but additional dimension. Above all future progress requires a willingness to invest in evaluating existing schemes, widely disseminating outcomes complemented by an element of corporately responsible risk-taking and a willingness to learn from mistakes.

These key players in policy and strategy identify a number of challenges and tensions in relation to transforming the rhetoric of policy into visible practice on the ground. Challenges are apparent in a number of areas including strategic planning, particularly spatial and organisational structures, maintaining balance between potentially competing demands in the contexts of Internationalisation and E&D, raising levels of awareness and engagement among both staff and students and transcending language barriers (see sections 7.3, 7.4 and 7.6)

11.4 Staff and student awareness, perceptions and dispositions

11.4.1 Perceptions of institutional aims regarding internationalisation and E&D

In essence this study shows how staff and students' perceptions of the aims of internationalisation and E&D are wholly consistent with the major thrust of institutional policy which, in turn, reflects geographical location, size and profile. Whilst a key focus across all institutions, recruitment of international students and providing for cross-cultural experience is a particularly significant priority at LMU,

UW and UWN. Notably, staff and students regard the aspiration to be a top-ranking university as high on the list of priorities at both UB and UniSA in contrast to UW. University profile similarly influences institutional discourse. For example, members of staff at LMU adopt a discourse of E&D that reflects internationalisation within an overarching framework of inclusion. In contrast, responses of staff at UB suggest an E&D discourse which is subsumed within a notion of internationalisation driven largely by considerations of income generation, global competitiveness and reputation.

It is interesting to note that at UB and UW, both located in relatively rural surroundings, it was felt that diversity of staff profile did not wholly match student profile, a balance cited by both staff and students as important in, for example, encouraging staff and home students to view international peers and teachers with more positive expectations. Since UB enjoys an established international reputation and orientation that requires no institutional strategy, any sense of 'localness' in institutional culture may not be excessively damaging, however colleagues at UW felt that such 'localness' at this smaller and newer institution might be a relative disadvantage in comparison with larger, urban-based universities located in ethnically diverse communities.

11.4.2 Staff and student dispositions regarding internationalisation and E&D

Responses from members of staff involved in this study reveal a consensus view – consistent with that of senior managers – of valuing diversity and prioritising measures designed to provide a safe, respectful and supportive space which is inclusive. Peer mentoring is regarded as a key component supporting inclusion on internationally oriented and diverse campuses. Where the discourse differs markedly between UK institutions and their Australian counterparts is in respect of 'target groups'. The UK discourse is dominated by notions of 'widening access' to embrace 'non-traditional' groups (which in itself, implies the persistence of the 'traditional' in UK HE settings). In contrast, the views of staff at Australian universities tend to convey the explicit assumption of multiple identities.

Students similarly tend to acknowledge that their universities reflect and foster an outward-facing, tolerant and multicultural society. Members of staff are in broad agreement viewing internationalisation as engendering a sense of community, intercultural communication and understanding. Diversity is not only visible on campuses, but the intercultural atmosphere created prepares students for life and work. International students particularly value the welcoming and integrative environment that their universities try to create. Whilst students at comparatively small universities value the 'individual approach' in eradicating potential inequalities, the assumption at the research-intensive university is that such potential inequalities are eliminated by the focus on 'quality'.

Students maintain that synergy between internationalisation and E&D is the natural outcome of a broader demographic mix on campuses, but the challenge of this structural diversity is breaking down barriers to facilitate the free exchange of ideas, different world views, etc, to counter the stereotyped images so frequently portrayed by the global media. Members of staff agree that internationalisation and E&D are inextricably linked since the former is simply another dimension of the latter. However, they reinforce this position, arguing that international student recruitment should change the way in which institutions conceptualise, operationalise and reflect on their E&D practices. A key issue for both students and staff is that of how much synergy? Both communities anticipate that too much synergy could have the negative impact of masking multiple identities, prioritising the cultural and ethnic at the expense of other identities.

All staff and students tend to view internationalisation as being essentially driven by learning outcome, with a strong focus on graduate employability, although in the context of UB the global context of citizenship and employability is more important than the local, in contrast to UW where global citizenship is valued, but also consistent with producing graduates capable of operating in local multicultural working environments.

11.4.3 Tensions encountered in cross-cultural relationships

Evidence suggests that students are willing to foster cross-cultural communication and celebrate diversity. However, tensions arise in student relationships that are largely the outcome of language barriers (both verbal and body language), sometimes exacerbated by relationships with staff. These tensions vary across disciplines and across learning communities, with heightened tension at undergraduate level giving way to a greater sense of openness, common identity and reciprocity at postgraduate level. Clearly some international students feel marginalised preferring to maintain relationships with their international peers in order to avoid feelings of inferiority. Yet, it seems that with learner maturity often comes the realisation that many domestic students originate from similarly diverse ethnic and cultural – and indeed, socio-economic backgrounds – which involve transition into the norms and practices of HE.

Many students have cited the array of events and facilities organised by universities and students' unions designed to celebrate diversity and promote inclusion, as perpetuating voluntary self-segregation of home and international students. Some home students feel that marketing strategies focusing on international student recruitment are divisive perpetuating an institutional culture that fails to communicate a sense of shared goals.

11.4.4 *The internationalised and inclusive curriculum*

As far as the internationalised curriculum is concerned students claim to value opportunities to work with staff and students from diverse backgrounds, exchanging different world views, experiences and knowledge. Staff participants also cite students' willingness to engage in the classroom. However, multicultural group work is an issue. From student perspectives there is relatively little evidence of explicit assessment of cross-cultural skills and particularly in the UK, global perspectives in the curriculum remain optional in contrast to Australian counterparts. Cross-cultural capability is regarded as an essential graduate attribute, which potentially enhances graduate employability and students seem equally positively disposed to notions of global citizenship. Yet it is striking that a high proportion of students involved in this study feel that there has been little or no enhancement of their capabilities, or they are at the very least ambivalent about how their learning experience relates to either employability in global labour markets and local culturally diverse workplaces and/or to the development of affective skills in broader cross-cultural contexts.

Staff in the UK particularly emphasise the importance of university endorsement of global partnerships to maintain the outward orientation that enables cross-cultural engagement and a more globalised approach to education. Participants at LMU see opportunities for experience abroad as an important factor in internationalising the curriculum. However, at UW, UWN and the Australian universities other elements of internationalisation assume greater significance.

A more globalised approach to pedagogy and curriculum is particularly emphasised by members of staff in the newer, modern universities who cite cross-cultural engagement and networking as providing the means to challenge students' taken for granted assumptions and limited expectations of HE. In contrast, at the research-intensive university integration remains the primary focus. The evolution of internationalisation process and a maturity of approach is apparent in the Australian universities whose staff members cite formal reciprocal arrangements for peer observation and collaborative research, although there continues to be the need for inclusion of informal arrangements in offshore delivery to accommodate collegial discussions regarding curriculum and students.

In terms of 'internationalisation at home', staff respondents emphasise the need to manage student expectations in cross-cultural learning environments and design interventions which – whilst acknowledging difference – work towards establishing similarities and enabling students to identify the common ground in face-to-face classroom encounters. Whilst viewpoints differ in respect of the level of intervention required, there is general agreement that the internationalised curriculum should take account of students' backgrounds and prior learning experiences whilst providing the space to discuss and reflect on transitions. It is clear that growing levels of international student recruitment from particular regions of the world to

particular programmes, is likely to exacerbate the existing problem of mono-cultural cohorts of students with homogenous backgrounds. In this context opportunities for experiential learning abroad or at home to develop cross-cultural skills assume particular importance.

Generally HE teachers welcome the opportunity to work with international and equity students whose dispositions often challenge traditional assumptions and practices. Innovation however involves risk-taking and a willingness to learn from mistakes. At most institutions the efforts of curriculum designers are admirably supported by the provision of resources, tool-kits, workshops, etc. However, the key constraint remains time. Members of staff cite the need for greater support and encouragement from local management at the school and department level, where student feedback should be harnessed to inform design and evaluation of local initiatives in this field. Similarly, practice should be informed by more accessible research into perspectives and experiences on the ground to complement institutional measures of internationalisation and E&D, thereby providing a more rigorous basis for the evaluation of practice, identifying developments and achievements to move the practice agenda forward.

12 Recommendations

This study reveals that stakeholders across the sector regard 'internationalisation at home' as synonymous with E&D. Furthermore, the concept of global citizenship encompasses both the 'home' and 'abroad' aspects of internationalisation, by operating at the interface between global and local perspectives within an ethical framework. Institutions need to consider the merits of the discourse of internationalisation which sometimes prompts negative dispositions by association with the process of globalisation and its impact on HE.

Rather than focus purely on international student recruitment UK institutions need to manage structural diversity, originating from local and global communities and adopt a business case approach that addresses the institutional context and clearly articulates benefits to all key stakeholders within the university environment and within broader local, regional, national and global communities. The Australian sector boasts a wealth of expertise in this area.

In pursuit of the business case approach the tendency for Internationalisation and E&D to manifest as two separate discourses at the operational level may not be helpful. Concerns regarding the masking of multiple identities are legitimate and suggest that attempts to merge Internationalisation and E&D functions would be counter-productive, conflating the two areas or raising the profile of one at the expense of the other. Nonetheless, there is a convincing argument for the two fields of endeavour to be interconnected within organisational models based on the centralised approach. Appropriate mechanisms may be developed to accommodate regular communication between E&D offices, international offices, learner advice and support units, international development functions and educational development functions in order to facilitate synergy and promote the sharing of data, information and practice which may support the development of a business case.

With particular reference to evaluating and monitoring performance within institutional contexts there may be a case for modifying E&D impact and assessment procedures to include international students as a quasi-equity group. It may be more expedient to adapt existing structures and processes to include explicitly internationalisation policies rather than devote effort to the development of new key performance indicators and processes for internationalisation.

Student integration and cross-cultural perspectives may be fostered by the establishment of an international centre as a focal point for international students and all students who seek to broaden their cross-cultural capability through experiential learning of some form, either abroad or within the local community. Whilst integration is a key issue support and transition mechanisms are equally important. In this context the sector will benefit from further exploration of Australian initiatives

in 'pre-programme preparation' across the diversity spectrum and research geared towards monitoring and evaluating the relative merits of the 'hubbing' model in provision of foundation programmes for international students, adopted by UWN and servicing the Welsh sector.

Whilst this study highlights good practice of universities and students' unions in promoting inclusion and multiculturalism along the lines of the 'celebratory model' evidence suggests it can be divisive. The informal curriculum should create the physical and psychological space that enables students to get to know each other – encountering and engaging with diversity whilst acknowledging the common ground that emerges from similar experience and multiple identities. Consideration should be given to complementing celebratory events with others that promote greater informal interactional diversity based on common identities and aspirations. Since learner maturity is a factor in developing open-mindedness within university settings, initiatives at the school/development level that bring together diverse postgraduate and undergraduate communities may be helpful in fostering cross-cultural integration.

The peer-mentoring schemes involving both home and international students, cited as good practice by a variety of stakeholders in this study, represent a good example of providing integrated support and promoting integration based on the principle of developing academic cultural and social capital. However, in terms of learner support models, particularly in the UK context, the current emphasis on 'target groups' should be complemented by more integrated schemes based on the 'integrated model', which assumes that all students need to develop academic cultural capital within the framework of their respective disciplines.

The international and inclusive curriculum requires more structured opportunities which go beyond mere 'contact' to provide space that enables students to reflect on individual and collective experiences. Curriculum design however, poses particular challenges for HE teachers operating within the confines of prescribed discipline-based learning outcomes, who face competing demands on their time and experience policy/strategy overload in their day-to-day working lives. Promoting synergy between internationalisation and E&D may go some way towards reducing the burden of policy/strategic overload. Whilst ample resources are available to support curriculum development in the field, members of staff should be encouraged to conduct more research into their existing practices in order to evaluate interventions within different contexts and explore staff and student perspectives and dispositions. HE teachers have much in common with their students as learners. Transformative, situated learning models based on the principles of experiential learning, promote a deeper approach than other more conventional models. The UniSA model of evidence-based practice, which interrogates intentions, implementation activities, outcomes and reflection provides a useful framework for innovative practice. Whilst this study cites evidence of good practice in the field, the

burden of innovation can only be reduced by such approaches and by mechanisms that promote cross-disciplinary and cross-institutional perspectives, and facilitate the sharing of good practice via accessibility and dissemination across the sector. Leeds Metropolitan University's Centre for Academic Practice offers the potential to facilitate this process on a global scale.

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