

Malaysia, while policy changes have led to expanded local university provision, the number of Malaysians studying in the United Kingdom and the United States has continued to increase.

#### **INCREASING COSTS, INCREASING COMPETITION**

As competition to attract new international students increases, universities need to invest more to support recruitment, and this has driven up their costs. In Australia, the total per new enrollment could average over \$4,000, and for the United Kingdom between \$3,000 and \$5,000. These costs include international staff support, investment in marketing, agent commission, and for a few universities, overseas representative offices.

Private education companies also provide services to support international recruitment through various forms of partnerships with universities, including delivering foundation and language programs; leading companies—include Kaplan Inc. (United States), Navitas Ltd. (Australia)—and INTO University Partnerships (United Kingdom).

#### **TWINNING AND ARTICULATION ARRANGEMENTS**

The growth of transnational education (TNE) has contributed to greater international mobility, with many TNE programs designed to encourage students to transfer at some stage to the awarding university's home campus (arrangements include articulation, twinning, and/or the recognition of prior learning). The motivation for both students and the universities involved being both educational and financial, the period of time studying internationally can vary from a few weeks to two or three years. In addition to the transfer provisions for recruiting Chinese students to the United Kingdom (mentioned above), many other arrangements are involved. For example, in India, several US and UK universities offer degree programs with transfer arrangements; typically, US universities offer master programs that might involve one year in India, with the second in the United States, while most of the UK programs are at the undergraduate level. Similar examples are apparent in Malaysia, where for instance Sunway University has transfer arrangements with Monash University, Australia.

New flexible delivery and support arrangements are also available for doctoral studies, with split site PhDs, transfer arrangements, residential programs and greater use of ICT for supervisory support. For example, over 4,600 students were following UK doctorate programs in their own country in 2013.

#### **CONCLUSION**

All indications are that international student mobility is likely to continue to grow over the next decade, and at rates of 5 percent per year or more. While demand will almost

certainly be led from China and India, outward mobility from other countries is increasing significantly. Opportunities presented by strong growth have resulted in many more countries and institutions seeking to recruit internationally. While this has offered greater study choice for students, competition has also driven up the costs of recruitment. The growing dependence of many countries and their universities on international students, the speed and variability of market evolution, and the strong competition, all indicate the need for greater understanding—better market research and intelligence, and greater consideration of why international students might choose particular destinations, and what might influence this choice. ■

---



---

## The Value of Administrative Staff for Internationalization

**UWE BRANDENBURG**

*Uwe Brandenburg is managing partner, CHE Consult, Berlin, Germany. E-mail: Uwe.brandenburg@che-consult.de.*

Studies on internationalization usually focus on students and at best academics. But when you think about it: Who is the international student's first contact at the host university? It is usually not the professor and most likely not even the international office staff, but rather core administrative and service staff such as the porter or the housekeeper in the dormitory. For outbound students, it is not necessarily a professor with whom the students deal when organizing their studies abroad, but rather an administrator. Nevertheless, most strategies and analyses ignore administrative staff as a crucially relevant component (administrative staff is defined here as staff that is predominantly not engaged in academic-scientific work.) This trend is slowly changing. A good example is the Erasmus Impact Study, which explicitly investigated the role of administrative staff in mobility and internationalization. Administrative staff also gets more focus at the political level: the Bologna Follow Up Working Group stressed in its report that in future mobility programs, special efforts will be needed for administrative staff. If we concede this point, measuring the effectiveness of internationalization activities for this target group becomes pivotal.

In a large-scale study called InHoPe, which started in 2014 and was funded by the German Federal Ministry of Education and Research, we tackle this question and aim

at analyzing the level of internationality of nonacademic staff and its effects on internationalization activities in German Higher Education Institutions (HEIs). The goal is to develop recommendations for the effective management of internationalization, with a focus on staff recruitment, structures, and development.

Tentative findings from the first two rounds of data collection and analysis indicate that this group forms an important information resource for an HEI, as well as its cultural basis, not the least because of its usually much longer affiliation at the institution than academics. More than 40 percent of the respondents were employed for more than 20 years, and three out of four were permanently employed. The results also show that the day-to-day work of administrative staff at HEIs has become increasingly international over the last decade: one third has monthly contact with international academics or students. However, it looks as if most staff are still inadequately equipped for such experiences: only one third spent at least three months at a time abroad. The work environment, therefore, seems to develop quicker than staff development and selection processes.

---

**We tackle this question and aim at analyzing the level of internationality of nonacademic staff and its effects on internationalization activities in German Higher Education Institutions (HEIs).**

---

#### **THE UNTAPPED POTENTIAL OF SENSIBILIZING ADMINISTRATIVE STAFF TO INTERNATIONALIZATION**

Not only does the majority of administrators at HEIs have no prior international experience, they also do not have much opportunities to improve this deficit during employment. 89 percent never participated in staff exchange, 87 percent never benefited from intercultural trainings, and 60 percent never even took a language course while working at the university. It is wrong to assume that administrators are not interested in such activities: two thirds would be interested in participating in an intercultural training or in staff mobility, and four out of five would be willing to take a language course. There are of course reasons for not engaging in these activities, in particular lack of time and an unclear perception of their direct benefit on the work to be performed. Administrators also very often lack information on how to participate in internationalization activities, especially staff mobility and intercultural trainings. The study also shows that such activities are not futile, but quite

on the contrary have substantial effects.

#### **FIRST INSIGHTS ON THE EFFECTS OF INTERNATIONALIZATION ON ADMINISTRATIVE STAFF**

We conceptually assumed that experiences made in the context of internationalization activities influence the internationality of nonacademic staff on three levels: personality traits; attitudes and competences; and work environment. Firstly, we expect changes in personality traits that are relevant for coping with typical international and intercultural experiences in the workplace. Secondly, we assume that participation in internationalization activities influences individual attitudes, with an impact on the level of internationalization in the HEI. Thirdly, we aim to reveal under which conditions effects in the first two dimensions (traits and attitudes) alter work-related practices of nonacademic staff.

Our model of three levels (personality traits; attitudes and competences; work environment) seems to work. We find intercorrelations between all three levels, and the data seems to confirm that personality, in the end, strongly defines all results on the other two levels.

#### **INTERNATIONALIZATION OF ADMINISTRATIVE STAFF THROUGH RECRUITMENT AND STAFF DEVELOPMENT**

From the data, we can infer that, in general, recruiting staff with prior international experience has a stronger impact on internationality than developing the capacities of staff through internationalization activities (such as mobility or intercultural trainings). Recruiting is more relevant when seeking to increase the level of internationality of higher rank positions, and of staff at the international offices, while staff development is especially effective for lower rank positions, and for higher rank staff not focused primarily on internationalization. Staff recruitment is nevertheless pivotal for setting a framework for internationalization in any HEI. You need to use the right criteria to find the right people. Further, internationalization activities can have a strong impact on mindsets, but they do not have the same effect on everybody. They seem especially advisable for those without previous experience and on lower responsibility levels. In essence, both measures are necessary and quite complementary.

#### **WHAT CAN BE LEARNED FOR PRACTICAL IMPLEMENTATION?**

We need to improve targeting instruments and procedures for recruitment of internationally oriented nonacademic staff.

On the staff development side, firstly, far more people want to participate in internationalization activities but lack information on how to proceed: thus more information is crucial. Also, many respondents state that they lack time. Internationalization must not “come on top on everything

else.” It must be integrated in the staff development strategy and regular work life, e.g. by inserting mobility windows into the annual feedback meetings between executives and employees, or by including regular time slots for preparation to trainings and courses, as well as mobility activities in staff contracts. Internationalization activities for the administrative staff (e.g. language and intercultural courses, participation in mobility programs, staff weeks) must be closely integrated into a differentiated and systematic framework of staff development. HEIs should base their programs on information on the predispositions, prior knowledge, and experiences of their administrative staff. Activities such as mobility programs should explicitly target nonacademic staff as a particular group. We need to allow for, and support, bottom-up initiatives of staff related to skill development activities.

This needs more coherent HR structures, such as a systematic follow-up of internationalization activities for administrative staff in order to stimulate organizational learning in the HEI, and integrating different internationalization activities into structured programs. The SprInt program at Technische Universität Dresden is a good example, where a certificate consists of a language course, an intercultural course, and an optional mobility stay.

When it comes to internationalization today, non-academic staff can be described as a crucial group, whose performance can significantly improve with the right measures of targeted recruitment and well-planned HR development activities. ■

---



---

## The Rise and Fall of Brazil’s Science Without Borders

**CRESO M. SÁ**

*Creso M. Sá is professor of Higher Education and director of the Centre for the Study of Canadian and International Higher Education, Ontario Institute for Studies of Education, University of Toronto, Canada. E-mail: c.sa@utoronto.ca.*

**B**razil’s Science Without Borders program attracted considerable attention when it was launched in 2011, with the promise to support study abroad opportunities for 101,000 students in STEM fields over four years. Spearheaded by none other than President Dilma Rousseff with an initial budget of US\$1.2 billion, the program seemed to represent a bold investment. Brazil has a longstanding shortage of STEM graduates and a largely insular higher ed-

ucation system. With its explicit focus on placing students in highly ranked universities, some regarded the program as an important initiative to promote internationalization.

Less than five years on, the program’s future hangs in the balance. Devaluation of the Brazilian real against the US dollar, along with constraints in the national budget, have led to the suspension of funding for the program in the fall of 2015. Some awards granted were cancelled, and the program only continued to support students who were already abroad. There is a good chance Science Without Borders will not continue in its current form. However, the current budgetary situation is not the only problem afflicting the program, and hard questions need to be asked about what it has accomplished.

---

**The first problem this posed was of actual demand: it soon became evident that English proficiency among the undergraduate population was generally low.**

---

### QUESTIONABLE POLICY DESIGN

Science Without Borders was created as a presidential initiative. There was no consultation process or public deliberation on the program priorities or design. Despite the longstanding role of federal agencies in managing scholarship programs for graduate study domestically and abroad, Science Without Borders came to life in a radically different size and format than preexisting initiatives. The most striking feature of the program is the focus on undergraduate students. Nearly 79 percent of all Science Without Borders awards were “sandwich” scholarships that support a year of study abroad for undergraduates. This brought an entirely new focus to the federal agencies in charge of graduate study and research.

The first problem this posed was of actual demand: it soon became evident that English proficiency among the undergraduate population was generally low. Federal agencies had to scramble to arrange language training for otherwise qualified students, which became rationalized as an initiative to “facilitate access” to study abroad opportunities (see <http://isf.mec.gov.br>). Evidently, no serious analysis of the candidate pool was undertaken prior to the implementation of the program, leading to the improvised effort to provide support for language learning.

Another demand issue came from the private sector. Industry was expected to fund 26,000 scholarships toward the total target, but that never materialized. Disagreements