

The University of Greenwich
TOWARDS INTERNATIONALISATION
Rationale, Strategy and Implementation

INTRODUCTION

Background

In 2004, Academic Council approved the University's current International Strategy. It focussed particularly on planning for increased recruitment of on-campus international students by 2010, the implications of this for support services, the attendant expansion of the international alumni network, and the resources needed to achieve these goals.

In Spring 2007 it was agreed that the strategy should be reviewed in the light of a range of recent internal and external developments. An International Strategy Group (ISG) was established, chaired by Dr Margaret Noble (PVC, Learning and Quality), with representatives from the International Office, each University Campus, the Learning and Quality Unit, and the Director of Recruitment and Admissions (see *Annex A* for TOR and Membership).

At an early stage in its deliberations, the ISG agreed that although recruitment of international students on-campus and off-campus remained a critical goal, a new international strategy should seek to go beyond this with a view to introducing an international dimension to ALL aspects of the University's work and to considering how internationalisation might impact on everything we do.

The ISG met on 9 occasions, and senior University staff were invited to attend specific meetings to contribute their experience and expertise to the discussion of particular topics. Issues were explored further at a Development Day with the help of two experienced externals and representatives from University Schools and Offices.

In November 2007, VCG considered the ISG draft Report Entitled **Towards Internationalisation: rationale, strategy and implementation**, and offered comments and suggestions which have been incorporated into the final version of the Report, which is now attached.

Underpinning principles

The ISG drew on **two fundamental principles** which together reflect the University's commitment to internationalisation, ie

- providing for the particular needs - academic, pastoral and social - of international students who are studying on campus or at one of our external partners in the UK and overseas
- introducing an international dimension into all aspects of the University's academic, pastoral and social provision, to enhance the learning experience of *all* our students whether on- or off-campus, and to prepare home and international students appropriately for employment and daily living in the 21st century global society.

The ISG believes that this holistic approach to international work will strengthen the University's position and reputation at home and overseas, and that it will

support the University's efforts to maintain a portfolio that is attractive to an international as well as a home market.

The Contents of Report

The ISG's conclusions about what internationalisation might mean in practice for the University are reported here in the form of a strategy and proposals for implementation.

PART ONE offers a **rationale** for and **definition** of internationalisation.

PART TWO outlines the proposed **strategy and its implementation**, and offers comments and recommendations in relation to each of the following topics:

1. International recruitment on campus
2. International collaborative activity
3. Curriculum development
4. Research and Enterprise
5. Support systems
6. Organisation and management
7. Marketing
8. Resource implications

As the Report argues, sustaining and enhancing our international activity is a valuable and worthy aim in its own right, but in common with other UK HEIs, it provides significant financial support for the University.

Some of the recommendations for future action can be achieved through redeployment of existing resources, others will need new investment. The International Office (IO) budget for 2006-7 was a little over £1.7 million comprising £906,000 in staffing and travel costs and £815,000 in agents fees. The main focus of its work was on recruitment of international students on campus, and this generated fee income of £18.76 million during that academic year. The IO is heavily dependent on goodwill from Schools who provide additional recruitment personnel at overseas events (at no cost to IO other than direct travel and subsistence costs), and also on the willingness of some IO staff to spend frequent and sometimes lengthy periods of time overseas. The staffing base in the International office has not increased since the additional resources approved in 2004 and sustaining the present levels of student recruitment, let alone meeting corporate plan targets in an increasingly challenging market, will not be possible without the input of additional resource.

Given the steady growth of the University's international collaborative portfolio, the urgent need for more central support for collaborative programmes is now acknowledged. Additional staffing for the initial identification of opportunities, overall coordination and quality assurance, and improved administration and record-keeping is therefore proposed.

PART THREE comments on the **resourcing** of the strategy and implementation plan.

PART FOUR summarises the strategy's proposals as an **Action Plan** together with preliminary costings for the proposals.

The University of Greenwich

TOWARDS INTERNATIONALISATION

Rationale, Strategy and Implementation

PART ONE: RATIONALE

Why do we need a new international strategy?

The need for a new international strategy is influenced by a number of factors and events within, and external to, the University:

Internal Drivers

- publication of the University's Corporate Plan 2007 – 2012
- merger of the International Office with Recruitment and Admissions
- the development and approval of a collaborative strategy
- significant expansion in the University's overseas collaborative provision
- feedback from the University Working Group on the internal communication of information about international activity

External Drivers

- launch of Prime Minister's Initiative II
- changes in the global market for higher education, and increased competition between HEIs globally
- increasing overseas demand for flexible provision and for UK courses delivered in-country
- developing significance of international relationships and partnerships with other education providers, often backed by government initiatives such as the UK Indian Education and Research Initiative (UKIERI)
- feedback from QAA Overseas Audit of Collaborative Provision and Scoping Exercises
- growing debates about internationalisation of UK higher education, particularly in relation to learning and teaching and the student experience
- publication of a number of papers (*see overleaf*) on the significance of international recruitment for universities (with the University of Greenwich recognised as an institution likely to be affected by any downturn in overseas recruitment)
- impact of ranking and league tables on the University's image and status overseas

Internationalisation - what does it mean?

A recent Council for Industry and Higher Education (CIHE) study on *Internationalising Higher Education* (2007) reported that most institutions are now generating discrete International Strategies as an adjunct to their Corporate Strategies, as the latter cannot give sufficient detailed consideration to the wide range of international issues that impact on a university. The Report notes two main types of international strategy:

- University-centred strategies with the primary aim of strengthening the University's global image and reputation
- student-centred strategies with the explicit aim of producing graduates with a set of 'international skills'

Taking both these approaches together, CIHE proposes a useful definition of internationalisation as 'the process of integrating an international/wider cultural dimension into the teaching, research and generic functions of the institution', that covers internationalisation both at home and abroad.¹ Other publications also identify the importance of taking an holistic view of international activities as they impact on higher education institutions.²

Within UK HE, there is, therefore, a growing recognition that internationalisation has a range of dimensions, including :

- developing a university brand, and competitiveness
- creating additional revenue streams
- enhancing the student experience
- preparing graduates for management and leadership positions in multinational organisations
- providing both home and international students with in-depth understanding of globalisation
- insuring against uncertainty over continued expansion in on-campus international student numbers by the further development of partnership approaches to international activity

Implications for the University

For the University of Greenwich, a well-developed international dimension could be a major selling and branding aspect of the University as a significant player in the provision of global HE, attracting both home and overseas students to study on-campus alongside an already diverse student (and staff) population. Together with a continuing engagement with off-campus international provision, this offers the potential for growth to balance the anticipated demographic changes in UK applications after 2011.

¹ Based on J Knight (1994) 'Internationalisation: elements and check points', Ottawa, Canadian Bureau for International Education

² CIHE, SRHE 'Internationalising Higher Education': A Financial and Moral Imperative (2007);
HEA 'Internationalising HE', *Exchange*, Issue 5, Winter 2006

It is anticipated that a holistic approach to international work will help to strengthen the University's position and reputation at home and overseas, and that it will support the University's efforts to maintain an academic portfolio that is attractive to home as well as international students. This will require the University to ensure that its procedures and support systems for all students are fit for purpose and that full risk assessment is made of all international activities given the potential risk to the University's reputation that can arise from a disappointing student experience at home or overseas.

PART TWO: STRATEGY AND IMPLEMENTATION

1. INTERNATIONAL RECRUITMENT

In 2004, the University set a target to grow to 4,000 international students studying on-campus by 2010; this target remains, but is now expressed in ftes in the University's new Corporate Plan with a target date of 2011. While work towards achieving this growth target has been achieved to date, reaching and retaining this target number will be challenging without further investment given current resource constraints, league table positions, increased competition from a larger range of higher education institutions, both in the UK and internationally, together with the changing patterns and demands of overseas students.

The Corporate Plan also sets a target to increase by 30 per cent the number of international students studying for University of Greenwich qualifications at approved institutions based in their home countries, building on a headcount of c3,300 students in 2006/7. It is likely that this target will be exceeded, but it is anticipated that any further growth in international student numbers above the ambitious on-campus target for 2011 is likely to come through expansion of in-country provision overseas. It is predicted nationally that by this time on-campus and in-country international numbers are likely to be equal, and arguably this should be a realistic aim for the University. It is therefore proposed that post 2011 the University should view further growth in international student numbers flexibly, and with capacity to vary growth between off- and on-campus numbers according to market needs.

1.1. Geographical Focus of International Activity

The University recruits students from over 100 countries and has established partnerships within more than 25 institutions in 17 countries. A few countries account for most of the international students recruited to study on campus. These markets change and the market classification scheme adopted by Recruitment and Admissions ensures that the University keeps abreast of current developments (Annexe B). Furthermore, the team seeks to balance breadth of country coverage with depth of activity to enable timely response to new markets.

A major strategy in the recruitment of on-campus students is to target countries where insufficient resources have been invested in the development of HE and where demand exceeds local supply. There are, however, also some markets where students are seeking a UK rather than a local degree, and others (eg the US) where students seek the opportunity to arrange short periods of study in the UK through study abroad programmes. It is also recognised that many students seek a UK degree due to reputation, recognition and sometimes poor local standards. The University should continue its policy of maintaining diversity in recruitment to avoid over dependence on a single market which could present difficulties for the University if there were adverse changes. However, within this strategy of diversification the University should seek to build a strong reputation both in key geographical markets, for example the Indian sub-continent and in the nature of provision.

The markets for on- and off-campus recruitment impact on each other; where there has been strong on-campus recruitment, opportunities for off-campus partnerships may emerge. Where local partnerships exist, the profile of the university is raised and may lead to on-campus recruitment. Many of the University's collaborative partnerships have been established in areas where there

has been strong on-campus recruitment such as China and Hong Kong and more recently India. The University's Collaborative Strategy, approved in 2005, proposed that the University should target certain geographical areas and seek to avoid a 'scatter gun' approach to the development of collaborative activity.

It is proposed that the University's international activity should:

- *Work to achieve targets set in the corporate plan and continue to take a holistic and flexible approach to overall target numbers of international students on- and off-campus*
- *primarily focus on key regions including: China and Hong Kong, SE Asia (Malaysia, and possibly Vietnam as an emerging market), the Indian sub-continent, West Africa, the Middle East, some countries in Eastern Europe, and the USA*
- *develop bespoke strategies for each region/country, taking account of IO advice about local conditions and opportunities, and bearing in mind that successful on-campus recruitment may be a springboard for fruitful collaborative developments, and vice versa*

1.2 Sustaining and increasing on-campus numbers

To achieve the planned growth to 4,000 ftes on campus by 2010/11 will require investment of additional resources. Sustaining present numbers in the current very competitive market will be challenging, as the current IO staff base is already fully stretched. The ongoing development of strategies to target both existing and newly emerging markets, such as the proposal to expand the Study Abroad scheme, will themselves have financial and staffing implications.

A principal focus of the University's International Office, based within the Office of Recruitment and Admissions, is responsibility for the recruitment of international students on campus. It identifies established, developing, new and future markets, defined by countries. These countries are assessed in terms of their significance as a source of students for UK HEIs in general, the University's share of that market, and the University's position in a league table of international recruitment; they are reviewed annually (Annexe B). Like most HEIs the University is heavily dependent on a few countries for its international recruitment. For Greenwich, China, India, Pakistan, Bangladesh, Nigeria and Mauritius account for almost 70% of overseas students, including those recruited via UK private colleges and language schools. Recruitment channels are tailored to meet specific country requirements and include direct recruitment by staff in the International Office through a comprehensive range of overseas, and UK, visits, fairs and interviews; recruitment by Agents; and direct applications made by students. In addition, the University has established articulation agreements with institutions in a number of countries, in particular China, whereby students study the first two to three years of a programme overseas and come to the UK for one or two years to complete their award. This is a growing undergraduate market but one where the overall returns to the University are lower as students study at the University for a shorter period of time and thus student numbers require continual renewal. However, such routes are, and will continue to be, of developing significance.

To reach the target for on-campus numbers it will be necessary to:

- target new and emerging markets
- commit additional resources to support the targeting of these markets
- consider the establishment of offices in countries where recruitment is not normally made through Agents, or where it may be more cost effective to have an office
- consider the University's offer, particularly in terms of start dates, delivery modes and programme portfolio (*NOTE: There is evidence that universities which have two intakes per year and offer a January/February enrolment capture a significant share of the market.*)
- establish an increasing number of articulation agreements with partner institutions
- continue to use Agents both for recruitment and to provide in-country support eg to help ensure successful visa applications.

Specifically it is proposed that the University should:

- *Increase the resources available to support recruitment of overseas students through using fractional appointments of School-level staff additional to the support already provided by Schools for the International Office Team. Such staff would have the skills and experience to undertake a pan-University role in recruiting to programmes offered by all Schools, and would also assist with the identification, and establishment, of potential collaborative partners (see Section 2). Allocating an additional 1.0fte, and associated non pay resources, to international recruitment consisting of 5 x 0.2 appointments (i.e. the equivalent of one full-time appointment) would significantly increase the opportunity to target new countries while maintaining adequate cover in existing markets*
- *Increase the number of January starts for both undergraduate and postgraduate programmes, whilst making sure that such students are integrated with home and student cohorts. Consider also the possibility of offering accelerated degrees for selected programmes and/or teaching over the summer so that January start students can enter Year 2 the following autumn*
- *With advice and support from the Director of Finance and the University Secretary and Registrar, pilot the establishment of in-country offices in two countries (Nigeria and India are proposed), for recruitment and collaborative activity³. (It may also be possible to recruit alumni or former staff to act on our behalf in a part-time capacity within these countries.)*
- *Develop Study Abroad programmes for the U.S. and other markets with appropriate staffing and financial support (Note: the Working Group on Study Abroad programmes has yet to report)*
- *Consider wider use of University of Greenwich funded scholarships to attract students and to stimulate the market: at least two merit scholarships per year per School at undergraduate and postgraduate levels is proposed*
- *Agree and set in consultation with Schools (incentivised) targets for international recruitment. Such targets will recognise each School's parameters, current base-lines, and potential for development.*

³ *NOTE: In countries where extensive use is made of Agents, they, in many cases, already act as an office for the University*

2. INTERNATIONAL COLLABORATIVE ACTIVITY

The University's collaborative activity has expanded significantly over the past five years both through building on recruitment activity in a particular country and through individual links in countries where the University has no strong record of recruitment such as Zambia and the West Indies. In many countries there is also market progression from direct entry to articulation agreements and then to in-country provision. In some countries where the University has established partnerships, further expansion may prove difficult due to government directives and regulations, and also local sensitivities informed by university league table rankings, e.g. Hong Kong and Singapore.

There are clearly opportunities for considerable expansion of overseas partnership work and the potential to consider, what is a growing trend among a number of UK HEIs, to open an overseas campus. There are some strongly emerging markets in Africa, the Indian sub-continent, Europe, South East and North East Asia and the Middle East. As outlined in the University's Collaborative Strategy the main emphasis should be on the development of multi-School collaborative partnerships with key HE providers. The University's capacity to expand provision will be determined by a number of factors which include:

- sufficiency of staff resource to allocate the time needed to identify and establish overseas partnerships
- cost of exploratory partnership work (both staff time and direct costs)
- competing demands on Schools within a tight resource envelope
- competition with other University priorities as detailed in the Corporate Plan, such as retention or the expansion of research and enterprise activities
- prevailing social, economic and political conditions
- minimizing potential reputational risk
- absence of in-country offices.

Bearing these factors in mind, it is proposed that the University should:

- *seek to further expand the scope and range of international, collaborative partnerships and, where appropriate, build on existing multi-centre collaborations, e.g. MSA (Egypt), SEGi (Malaysia), to further extend the Greenwich offer*
- *concentrate expansion on centres with the potential for multi-School collaborative activities and, where monotechnic partnerships have already been established, seek to extend collaboration with existing centres to other Schools*
- *build on the IO's work in identifying key geographical markets for the development of international partnerships, and develop appropriate and holistic in-country strategies*
- *consolidate and coordinate the University's growing portfolio of articulation agreements*
- *consider the possibility of working with an international partner to jointly badge an existing or newly developing campus. (It is not proposed, however, that significant resources should be invested in establishing an overseas campus)*

- *consider the creation of an international partner institutions' network*
- *increase the resources available to coordinate collaborative partnership work through multi-School collaborative centres, through expanding the international team through fractional appointments (see Section 1), and through the appointment of an additional member of staff (see Section 5) primarily focusing on international collaborative programmes.*

3. CURRICULUM DEVELOPMENT

One of the aims of the University's Learning and Teaching Strategy is:

'To equip students with a sound set of personal and professional skills and broaden student horizons through offering an internationally relevant curriculum.'

A major supporting objective of this aim is:

'To extend horizons beyond the familiar, drawing on international perspectives, to enrich understanding and, as appropriate, the professional application of skills.'

Activities identified to achieve this aim include the support of initiatives which:

- Enable staff to extend their academic/professional horizons through international experience, and which bring our students into direct contact with overseas students
- Provide opportunities for students and staff to contribute to, and benefit from, the wider educational/professional community.

The Learning and Teaching Strategy sees an experience of the international dimension as a significant means of challenging students to explore the 'taken for granted' and to view their subject matter from different perspectives. Furthermore international experience for students is of importance in producing graduates who are intellectually flexible and prepared to take on global challenges of the 21st century. The University has a large population of international students, a diverse body of home/EU students and a varied portfolio of collaborations, each of which offer a rich experience to students.

A key aspect of the University's international strategy is to make explicit the significance of the international dimension for the curriculum and develop in students a set of attitudes and knowledge to enable them to develop skills to operate in international and cross cultural contexts. The 'international dimension' should be a distinct part of the Greenwich offer, and many programmes of study should provide students with the opportunity to develop a wide international perspective. This might be achieved through:

- case studies
- international visits and exchanges (note that short, intensive visits abroad may be more feasible, given UofG student characteristics)
- developing distance learning material for both UK and overseas students
- sharing of experiences between international and home students
- focus on working in different cultures
- use of visiting lecturers from partner institutions overseas
- the University's multicultural staff base

- collaborative programmes such as the Business School's MBA programmes focusing on China business and Indian business

Directors of Learning and Quality together with the support of the Educational Development Team and School Learning Enhancement Coordinators will be particularly important in achieving this.

It is proposed that the University should:

- *produce a set of guidelines and questions related to the internationalisation of the curriculum incorporated into the University's Quality Assurance Handbook*
- *work with students, through PDP, to develop a set of transferable skills for working in different contexts*
- *encourage student exchanges and/or international visits through:*
 - *projects and collaborative work*
 - *twinning arrangements with partners*
 - *bursary support for short periods of placement/study overseas*
 - *consideration of the potential for students to spend one or two semesters with an overseas partner on linked programmes, where appropriate, (bearing in mind any implications for professional accreditation)*
- *encourage the development of locally relevant materials by and for partners (preferably on-line), which can also benefit on-campus students*
- *require all programmes to reflect internationalisation in the learning outcomes, programme philosophy and course outlines, as appropriate*
- *use staff recruitment policies and staff development plans to emphasise the importance of the international dimension within the University*
- *raise the profile of the international experience at Greenwich through the website and prospectus*

4. RESEARCH AND ENTERPRISE

The University's developing range of trans-national activity offers a number of opportunities for collaborative research and enterprise activity. The strength of the University's position, among post-92 universities, in the generation of research and enterprise income is helping to develop the reputation of the University for applied research, thereby supporting the University brand overseas, and it is anticipated that there is potential to build further on this.

The University should exploit the existing strength of international research activity, particularly through NRI, to forge new trans-national collaborative partnerships and similarly should build on existing partnerships to identify and develop collaborative research. To date most partnership activity has focussed on learning and teaching and curriculum links but there are clearly opportunities to capitalise on this position to develop trans-national research.

Avenues for the University to develop its international research profile include:

- increasing the number of doctoral applicants from staff and students in partner institutions overseas
- encouraging doctoral students to contribute to existing, and newly developing, research programmes
- building on the experience of NRI, further exploit the University's support work for overseas partners through, for example, staff development, preparatory research training, research skills training, etc.
- making more extensive use of agents and partner institutions to advise on collaborative research and enterprise opportunities overseas
- facilitating introductions between key University staff and those in partner institutions

To develop research and enterprise activity it is proposed that the University should:

- *build on existing strengths (eg NRI, CMS) and ask each School to prepare a brochure identifying their research strengths and potential for collaboration (see Science School brochure as an example of good practice)*
- *provide seed funding, through RAE/HEIF, to support staff to develop international research linked to existing collaborative activity and awarded against clearly defined deliverables*
- *bid for external funding to support collaborative research, for example through UKIERI, and also the recently announced British Council fund for the development of research (and programme delivery) partnerships with institutions overseas*
- *include research/enterprise activities in the proposed database of links and visits, and also on the University webpage*
- *investigate opportunities for 'new route' professional doctorates involving the three elements of research, taught components and the development of teaching competence offered in collaboration with overseas partners as appropriate.*
- *build collaborative research relationships with international partners*

5. SUPPORT SYSTEMS FOR INTERNATIONAL ACTIVITY

Student support, both for international students studying on-campus and for students studying for University of Greenwich awards in-country, is a pivotal aspect of the University's approach to internationalisation. Providing strong support is important not only to ensure that students enjoy their time at university and maximize chances of success, but also to support future recruitment. Satisfied customers are an important marketing tool both in the UK and overseas.

Most of the approaches outlined in the 2004 strategy paper were subsequently actioned. These include agents undertaking pre-departure briefing in major recruitment markets, a 'meet and greet' service on arrival at UK airports, language and learning support, cultural and social events and mentoring programmes. In addition, some pilot initiatives covering orientation and buddying have been introduced.

Keeping resources to support international students under continual review is important to ensure that all students, both overseas and home/EU, have a high quality experience, however, delivering the objective of providing a highly supportive learning experience for students will require further enhancement of the support services

The following is proposed:

- *develop a short orientation programme to include study skills, language support, information regarding the UK, University and Schools and social events. This event should take place in the week prior to formal induction and should be resourced by the University with students required to pay the costs of accommodation only*
- *develop a web-based orientation and induction programme for international students studying on-campus who arrive late, distance learning students and students studying in-country*
- *hold additional mini-events for international students during induction and the first four weeks of the programme through drop-in services*
- *appoint UK students as buddies/mentors to international students to ensure that all international students have access to individual and group support, and to encourage much greater mixing of international and home students*
- *develop language support services as an integral part of the timetable*
- *conduct an independent audit of support for international students provided by both Schools and Offices to ensure an appropriate balance of resourcing*
- *develop service level agreements between Schools and Offices for international support, both on- and off-campus, for students*
- *develop a guidance section on the staff portal for staff involved in supporting international students*
- *maintain an international hardship support fund for international students*

6. ORGANISATION AND MANAGEMENT

The organisation and management of international activity has grown organically as both on-campus recruitment of overseas students and collaborative overseas partnerships have increased in number. In addition to the central support provided by the International Office, the international advisers in the Office of Student Affairs (OSA) comprise an established support system for students on campus. Schools involved in collaboration have both dedicated administrative and/or academic staff and link tutors and OSA has some additional staffing to assist with the registration of students on international collaborative programmes. The continued expansion of international activity is, however, placing increased resource demands on several central offices, in particular Recruitment and Admissions and Student Affairs, and also on Schools, and it is essential for the University to continually review and address how international activity can be most appropriately organised and supported.

6.1 Administrative support for collaborative provision

Growth of in-country provision with different start dates and in some instances roll-on-roll-off admissions presents a significant workload challenge for staff involved with applications and admissions procedures. Some dedicated resources exist through the appointment of a collaboration officer in the Office of Student Affairs, however as collaborative activity grows it is recognised that the resources, both at Office and School level, will need to be enhanced. This should take place through the appointment of additional dedicated administrators together with the development of clear protocols and procedures for the administration of overseas collaborative activities and streamlined communication with overseas centres. Furthermore ongoing consideration will need to be made of the balance and relationship of School versus central responsibility in supporting international activity.

It is proposed that:

- *the University develops an Operational Handbook for overseas collaborative provision covering registration (including on-line registration), fee collection, assessment, etc.*
- *there should be a feasibility study of the administrative support arrangements for collaborative provision, and for the administration of multi-school cross-campus collaborations, to consider and identify the most appropriate balance of arrangements between University-level and School-based structures to ensure resource efficiency and to best meet client needs*
- *an annual schedule of start dates, and anticipated student numbers, for each programme at each overseas collaborative centre be produced and made available to central, campus-based and School administrative staff involved in collaboration.*
- *the University considers appointing a member of staff within the Office of Student Affairs to oversee and coordinate the administration of collaborative work*
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6.2 Strategic Support

University senior managers have traditionally provided strategic support for the development of international activity, both for recruitment of on-campus students and for overseas collaborative provision, through visits by members of the Vice-Chancellor's Group, visits by Heads of Schools and Offices, and visits by other senior School staff. While this organic approach has served the University well, if the University seeks to grow international activity, clearer lines of strategic responsibility may now be appropriate. This could be achieved in a number of ways.

In many HEIs with a strong international profile a Pro Vice-Chancellor, or a senior manager (at Head of School/Office level), has been appointed with a particular responsibility for international collaborative work. Such an appointment could establish a focal point for driving forward international partnerships including through building on opportunities identified by the International Office and/or Schools.

Other possibilities include increasing the in-country presence of Greenwich/Greenwich-related staff and developing strategic direction through a cross-institutional international team which recognises, and is representative of, the multi-dimensional nature of international activity.

It is proposed that the University should:

- *have an annual debate at APSC and/or Executive to take a strategic overview of international work and to identify strategic priorities*
- *consider whether a specific committee should look at international work or whether this is more appropriately undertaken through the University's existing committee structure*
- *appoint a member of staff attached to the VCO with strategic responsibility for international collaborations, working closely with the IO and Schools*
- *consider the appointment of locally recruited staff with a remit to support the development of international activity in key geographic areas. These could, for example, be former staff/students.*
- *work through existing partners to develop new collaborations.*
- *establish an international team comprising the International Office, School International Coordinators, and relevant staff from the Office of Student Affairs, to meet regularly to discuss international work*

7. MARKETING

The University markets itself regionally, nationally and internationally through its website and prospectus, and through the promotion and market research and intelligence work of the International Office in Recruitment and Admissions. The latter includes international student guides, advertising and a dedicated part of the website. Agents, through their publications, advertising and branded offices also play an important role in marketing in many countries. It is recognised that, given the developing importance of league tables, presenting a positive image of Greenwich and identifying key selling points, i.e. the uniqueness of the Greenwich offer, are of major significance.

Areas to consider are:

- the aspects of the international image and brand the University wishes to promote
- accentuating positives e.g. research and enterprise, quality of estate, placement opportunities, teaching qualifications of staff
- promoting significant graduates/alumni/research projects and findings
- identifying key researchers in each School/Research Centre
- the University's strength in collaboration and partnership
- multicultural community
- location
- employment opportunities
- provision of a globally relevant vocational curriculum

It is proposed that the University should:

- *provide a stronger orientation in its web presence to promote international aspects of the University (research strengths, collaborative 'reach', international student and staff population etc)*
- *produce 'great things about Greenwich' at both University level and for individual Schools*
- *promote scholarships and bursaries in target markets*
- *enhance its specific country and in-country marketing strategies*

8. RESOURCE IMPLICATIONS

The development of a broader international strategy has a number of resource implications which compete against existing demands within the University.

Resources for internationalisation impact on the University in a number of ways through:

- recruitment costs for on-campus international students
- cost of establishing collaborative partnerships
- additional student support costs on campus, (e.g. language support) and specialist student administration.

Recruitment of international students on-campus generates considerable revenue for the University, and at present just over 10% of this revenue is devoted to

recruitment activity and the support of international students(see Annexe C). Any increase in resources will thus need to be matched by a circa nine-fold increase in additional revenue from international recruitment. Similarly, increased resources for the further development of international collaborations will need to demonstrate success in increasing revenue. It is therefore proposed that a cost benefit analysis of international recruitment activity and for collaborative partnerships should be undertaken regularly. This is likely to involve consideration of:

- returns on investment
- cost and benefits of agents
- returns on business plans for collaborative activity
- additional support costs over and above the provision made for UK/EU students
- additional costs associated with broadening student horizons, e.g. through field visits, exchanges, study scholarships, etc.

It is proposed that the University should:

- *undertake regular cost benefit analyses of different aspects of international work and compare UOG performance against national benchmarks*
- *fully cost the proposals contained in the strategy and implementation plan*
- *look at the deployment of existing resources and consider the potential for their redeployment*
- *consider the costs of implementing pilot initiatives (for example, weighing the cost of in-country offices and the cost of local agents).*