

**UNESCO**

UNESCO-CEPES  
EUROPEAN CENTRE  
FOR HIGHER EDUCATION

**Higher  
Education  
in Europe**

In this issue:

**Higher Education Internationalization Strategies: of Marginal  
Significance or All-Pervasive?**

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# Higher Education in Europe

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## From the Editors

It seems only fitting that this first issue of **Higher Education in Europe**, published at the start of 2000, a pivotal year, have as its very broad and Protean topic that of the internationalization of higher education. The subject is very much in vogue - along with its off-shoots and derivative or contrasting concepts, the globalization, on the one hand, and the regionalization, on the other hand, of higher education, and also, particularly in this part of the world, the Europeanization of higher education, not to forget or to neglect the rise of transnational education. This choice of topic also reflects the reality that, when UNESCO-CEPES was founded in 1972, its primary task was that of promoting international co-operation in higher education, that is, of undertaking actions that have contributed to an expanding body of co-operation leading to eventual internationalization. Virtually all the activities of the Centre and most of its publications have reflected varying degrees of international co-operation in higher education, its underlying concepts being refined, diversified, and de-ideologized over the years.

Rare indeed have there been activities and publications dealing with only one country. These have principally and understandably been reflected in the special and very fruitful relationship that UNESCO-CEPES entertains with its host country, Romania, and in one of the publication series of the Centre, the "Monographs on Higher Education". But here, although each volume deals with one country, the standard structure applied in each case is intended to invite comparisons among national systems of higher education.

The topic, "Higher Education Internationalization Strategies: Of Marginal Significance or All-Pervasive?" asks a question: What level of priority do higher education institutions grant to internationalization strategies (and actions)? A selection of six articles suggests a variety of possible answers to the question. The first three articles are concept pieces that deal with broad and sometimes elaborate definitions of internationalization, stressing, in the first case, institutional definitions and approaches, in the second case, what one might call internationalization of the mind and the heart via the curriculum, and in the third case, regionalization and multiculturalism as forms of internationalization. The fourth article, by taking a look at the problems of faculty/staff mobility, evokes a principal means by which internationalization is realized. The final two articles are clear-cut institutional case studies.

Hillary Callan, the author of the first article, uses the European Association for International Education (EAIE) of which she is the Executive Director "...as a 'tracking instrument'...to illustrate the dynamic relationship over time between a concrete institution and its constitutive idea". EAIE is 'a non-governmental, non-profit international association of administrative, academic, and other professionals active in the field of international education with a European focus'. It is a relative newcomer in the whole panoply of governmental and non-governmental organizations, as it was founded in 1989, coincident with the flowering of a number of European Union-sponsored mobility programmes, ERASMUS and COMETT, soon to be followed by PHARE, TEMPUS, TACIS in reaction to the political changes occurring in Central and Eastern Europe in the late 1980s. It has responded to the "acquisition by the European Union of

formal competencies in education under the Treaty of Maastricht in 1993", and the further flowering of European international education programmes: SOCRATES and LEONARDO, and finally to efforts to create a European higher education space as proposed in the Bologna Declaration of 19 June 1999. Indeed, one of the activities of EAIE is to issue formal comments on all major international events in European higher education.

Callan makes clear that EAIA needs to be as flexible in its working definitions of internationalization as called for by the evolution of the concept. She cites the four principal approaches to internationalization as formulated by Jane Knight: 'activitybased', 'competency based' 'cultural', and the 'process' or "strategic" approach but is also aware of the important distinction, made by Peter Scott in a 1998 publication\*, between "internationalization" (to which the aims of "Europeanization" "elite") and "globalization", the latter being potentially more subversive if not revolutionary than the former because it dispenses with the crucial role in internationalization of the nation-state and is strongly propelled by what Callan calls "electronic internationalization". Indeed the latter opens up many possibilities for transnational higher education that are very difficult for the nation-state or even for a union of nation-states to control or even regulate. Yet the EAIE, Callan asserts, will continue to have a role to play at least in the European dimension of globalization just as she is persuaded that traditional forms of internationalization will continue to co-exist with globalization.

In a sense, Ann Morey of the United States of America evokes the need to internationalize the higher education experience of that 90 percent of students, evoked by Callan, who will not travel or at least will not be able to study in another country or in any other institution than the one that awards them their degrees. She calls for the internationalization of the curricula of universities and for the necessary structural changes in higher education institutions to accomplish this task. For her, the term, " 'global/international education' refers to the goals and processes of both types of education", which she links to "multicultural education" that to her, although usually treated as a separate field, shares many of the goals of international/global education including the imparting of knowledge of human diversity and commonality, the promotion of social justice, and the promotion of intercultural competencies. She devotes much of her article to proposing and describing a paradigm for the inclusion of a multicultural perspective in courses and in study programmes in all the instructional fields covered in higher education, even mathematics. As Morey argues, all university students, not simply those who can take part in formal mobility programmes, will have to equip themselves with the knowledge, skills, and attitudes to function effectively in a globally interconnected world. Her proposed paradigm helps to show the way in dealing with an issue that is not as benign as it used to seem in the past.

Writing from a perspective that reflects the relatively recent demise of multinational empires in Central and Eastern Europe, Tamás Kozma and Imre Radácsi, both of Hungary, consider the problems of the ethno-linguistic minorities in unitary nation-states many of which came into existence relatively recently as the result of the ways in which political boundaries were traced following the First and the Second World Wars. For

them, a major aspect of internationalization is that of making provision in higher education for such people either through polyglot regional university consortia in border areas where linguistic minorities are frequently concentrated or the setting up of bilingual and multilingual universities. As an example of the latter possibility, the authors briefly describe the origins and the functioning of the tri-lingual (German, Italian, and English) University of Bolzano in Italy.

Still, a major practical part of internationalization is the physical mobility of students and academic staff members. For Sylvia G. M. van de Bunt-Kokhuis of the Netherlands, the accent should be on the international mobility of faculty members, it being "even more effective than international student mobility owing to the higher multiplier effect after return" and because, as Callan would agree, most students are stay-at-homes but require internationalization, as per Morey's proposals. But faculty-staff mobility is not always easy to arrange, and senior faculty members, almost always men, seem to be able to seize all the opportunities. Accordingly, van de Bunt-Kokhuis proposes a number of ways to include younger faculty members, as well as women, into mobility schemes and to eliminate both administrative and legal barriers to mobility. She also stresses the importance of including the possibility of employment in the host country for accompanying spouses.

The topic section ends with two case studies illustrating the internationalization strategies of two public universities, the University of Turku in Finland, and Monash University of Melbourne, Australia. In the case of the former, Kari Hyppönen of Finland, who for a number of years was a consultant on international higher education projects for OECD, describes a relatively traditional agenda of university co-operation activities, in particular, the sharing of such resources as research centers in which the University of Turku engages particularly in the Baltic Sea region where it is actively engaged with other universities in setting up the Baltic Sea Region University Network. It also co-operates with the city of Turku as well as with various Finnish government instances in the carrying out of various assistance-type activities in the newly independent Baltic Republics, particularly Estonia. It participates in the "Northern Dimension" concept of the European Union.

For Monash University, the largest public university in Australia, the twin thrusts of internationalization, as described by Grant McBurnie, are, on the one hand, to attract numbers of full fee-paying international students to the six Monash campuses in Australia, and, on the other hand, to open overseas branch campuses. By the year 2020, Monash anticipates having a total enrollment of 80,000 students, half of them in Australia and half in a network of overseas Monash University locations. Currently, Monash has a full branch campus in Malaysia; delivers courses through local partnerships in Hong Kong, Singapore, as well as Malaysia; and participates in Australian Studies programmes with partners in the United States, the United Kingdom, and Germany. It is in the process of setting up a full campus in South Africa. While all the internationalization programmes of Monash university must "significantly advance one of the core functions of the University: education, research, and community service" and be of recognized high quality, much of the push toward internationalization is profit-motivated, for as the University plan states, 'entrepreneurial activity is, unashamedly, an important aspect of

the work of the University', given the "continuing decline in government funding of higher education". Of course, it is understood that this entrepreneurial activity will help finance the sorts of multicultural and international programmes as recommended by Ann Morey so that Monash University graduates, too, can be prepared to thrive in a diverse, multicultural, and interdependent global environment.

The four articles making up the "Tribune" of this issue are on diverse subjects. The first one, by Mircea Malitza, a distinguished academic personality of Romanian intellectual life, an educational visionary, and one of the founding fathers of UNESCO-CEPES, suggests ways in which the curricula of universities could be modularized. The resulting modules could then be used as the building-blocks of personal education programmes, accessible via the Internet, that could constitute initial as well as continuing education programmes which could be national, regional, international, and transnational. Such a resulting alternation throughout life of work and study would resemble, according to the author, a double helix.

The next article, by Caroline C. Utulu of Nigeria, focuses on the difficulties that the University of Benin, one of the first-generation university of Nigeria, is having in obtaining adequate funding. Here as in Australia and in Europe, public funding is in decline. As a solution to this problem, the author recommends the adoption of a tuition fee system, an idea much opposed by the students, and a loan scheme for needy students. The question of tuition fees versus student loans, a universal problem in the financing of higher education, figures prominently in the article, by Adriaan Hofman and Muriël van den Berg of the Netherlands. Using LISREL analysis, they examine several factors that might increase or decrease study duration for undergraduate students in Dutch universities. They particularly want to know how relatively rapidly (or slowly) students with study grants and students with loans complete their degree programmes and whether or not the need for students in either group to engage in outside paid employment to support themselves has any influence on study speed. The authors conclude that the need to engage in employment during one's study period does lengthen total study duration. Far better be it for students to be awarded full grants so that with their financial bases secure they can devote full attention to their studies and complete their course programmes rapidly.

The final "Tribune" article, by R. A. Kazakova of the Russian Federation is a brief discussion of bibliography. In it, the author surveys the publication activities of the Research Institute for Higher Education of Moscow that celebrated its twenty-fifth anniversary in 1999. This Centre is particularly well-known for its publication of the **Annual Report on the Development of Higher and Professional Education** in the Russian Federation that has appeared every year over the last twelve years. This issue of **Higher Education in Europe** being the first issue of the year 2000 as well as the first installment of the Twenty-Fifth anniversary volume of the review itself, we have chosen to mark the occasion with a few changes intended to improve quality and presentation.

To begin with, **Higher Education in Europe** now has an international Editorial Board

composed of distinguished scholars in the domain of higher education studies. Their names are listed on the inside front cover that has been appropriately redesigned. Each member will serve for a renewable three-year period.

Regarding both presentation and type of material published, we have abolished the "Information" and the "Calendar of Events" sections, for the functions in question are best shifted to the UNESCO-CEPES Web pages. We have renamed the "Bibliographical References" section, "Reviews and Studies", this designation being a better description of what the section actually does. In this issue of the review, it is composed of two book studies and of two reviews of single works, one of them, an educational CD-ROM - the first time that **Higher Education in Europe** has reviewed this type of publication.

As in the past, each issue of the review will continue to be elaborated around specific topics announced in advance. The selection of the topics will be influenced by the advice given by the members of the Editorial Board. We shall also take care to assure a link between the topics selected for the review and programme activities undertaken by UNESCO-CEPES, including the development of other publications. Particular attention will be paid to improving articulation between research on higher education, policy making, and practice. While focusing primarily on Europe and North America, **Higher Education in Europe** will regularly feature contributions from other regions of the world as well. The "Tribune" section, remaining as it is, will include articles on diverse subjects, sometimes forming an *ad hoc* subtopic.

Bearing in mind that there are French and Russian language versions of **Higher Education in Europe**, in addition to this English language version, the most important change from the point of view of production and dissemination results from a decision to move, as of this year, to the electronic publication of the French and the Russian language versions of the review and to make them available, free of charge, through the UNESCO-CEPES Web Pages (<http://www.cepes.ro>).

We hope that these changes will serve our present and future readers.