INTERNATIONALISATION QUALITY REVIEW (IQR)

RHODES UNIVERSITY

Report of review undertaken 16th – 21st September 2001

Peer Review Report

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**FORWORD**

**Quality and the International Dimension of Higher Education**

In the pursuit of their core tasks of extending the limits of knowledge through research, and of providing high-level tuition for future generations of leaders and decision-makers, universities have always been international in nature. However, in recent years, internationalisation has increased dramatically, both in teaching and research. An international dimension has become one of the key criteria for quality in higher education, as a part of the strategic management serving the institutional development. At the same time, the environment for higher education has drastically changed in the last decade or so. With increased autonomy, universities experience new opportunities and necessities to position themselves strategically in a context of growing competition. Today, each university can and must decide on its own individual profile and mission. Changed framework conditions for higher education also find expression in heightened demands for accountability and evaluation. As a result of this new culture, a host of quality evaluation instruments have come into existence. Most of these instruments, however, reflect a predominantly national outlook, focusing primarily on accountability processes, and do not cater for the international dimension of an institution’s policy and operations.

**Development of the Internationalisation Quality Review**

In 1997 and 1998, the Academic Co-operation Association (ACA) and the Programme on Institutional Management in Higher Education (IMHE) carried out a pilot project to test the assessment policies and practices of internationalisation in nine universities in different continents. Simultaneously, CRE developed its Institutional Evaluation Programme and assessed the “Europeanisation” strategies of twenty institutions participating in the SOCRATES Programme of the European Union. Drawing lessons from these various activities, the three organisations created the Internationalisation Quality Review (IQR). As international associations representing university interests, the IMHE Programme, the ACA and the EUA provide the international perspective essential for the effectiveness of IQR. The three partner organisations have created a common IQR **Steering Group**. The implementation of practical operations is taken care of by the EUA secretariat. The Steering Group also ensures wide dissemination of the experiences gained in this project and proposals for follow-up activities. The Internationalisation Quality Review (IQR) transcends the national context and consists in a supportive, improvement-oriented process for the institution. It is the first fully-fledged quality assurance tool which combines strategic management aspects with internationalisation. The IQR is not a comparative instrument. It does not rank institutions, or “mark” their efforts. Its prime **raison d’être** is to provide strategic advice, which is based on the university’s own stated aims.

The Internationalisation Quality Review (IQR) offers institutions of higher education the opportunity to assess their internationalisation process on the basis of an international perspective, thus helping them match their global development to the evolution of higher education in general.

The IQR aims to provide participating institutions with an effective and focused support in the definition of their internationalisation strategy by making a diagnosis of the existing situation, in terms of strengths and weaknesses, opportunities and threats, and formulating recommendations for future action.
IQR at Rhodes University

Rhodes University (hereinafter referred to as RU) was the fourth university to be reviewed under the new IQR process and the first in South Africa, which provided a very stimulating challenge for the peer review team. The University, guided by the Self Assessment Team, produced its Self Assessment Report in July 2001, and the IQR peer review team undertook the review visit in September 2001, meeting with key players to become acquainted with the special features of RU, to focus on questions of specific interest in the strategic development of the University’s international policy; and to formulate the diagnosis and recommendations.

Members of the Self Assessment Team (SAT) were

Dr Michael Smout (Chair)
Ms Sandy Stephenson (Director, Academic Planning and Quality Assurance, and Secretary to the SAT)
Dr Colin Johnson (Vice-Principal)
Dr Terry Marsh (Director, East London Campus)
Professor Peter Mtuze (Deputy Director, East London Campus)
Dr Chrissie Boughey (Director, Academic Development Centre)
Mr Trevor Amos (Commerce and Law Faculties representative)
Dr Stephanie Burton (Science and Pharmacy Faculties representative)
Mr Marius Vermaak (Humanities and Education Faculties representative)
Mr Matthew Charlesworth (SRC President)
Ms Helen Pienaar (International Studies Officer)
Ms Moira Pogrund (Dean of Research’s Office)

Members of the Peer Review Team (PRT) were

Dr. Carola Beckmeier, Vice Director, International Office, Technical University of Berlin, Germany.
Professor John Davies, Dean of the Graduate School, Anglia Polytechnic University, and Professor of Higher Education Management, University of Bath, UK. (Chairman)
Dr. Jane Knight, Visiting Professor, University of Toronto, Canada.
Dr. Roshen Kishun, President, International Education Association of South Africa, South Africa.

The Peer Review team wishes to place on record at the outset its sincere thanks to the Vice Chancellor of RU, Dr. David Woods, for the invitation in the first place, and for his excellent cooperation and hospitality; to Dr Michael Smout and Ms. Sandy Stephenson for the splendid organisation of the Visit; and to all colleagues at RU for their openness and constructive engagement in discussion. It is the hope of the team that the Report which follows will be a significant contribution to the internationalisation of RU and to its status as a major international player, within the South African context.

1.0 REFLECTIONS ON SELF EVALUATION PROCESS AT RHODES

1.1 Motivation for IQR
The university’s reasons for wishing to undertake an IQR process were cogently set out in the Self-Assessment Report. The principal motivation is seen to be to provide a starting point for developing eventually a comprehensive and explicit strategy for internationalisation, emphasising that Rhodes has a “long tradition of internationalisation practices across all levels of its functioning”, a description which the PRT can certainly corroborate, as will be discussed later in this Report. The process, it was felt by the University, would stimulate a serious debate to this end, and contribute to international recognition of the University’s efforts. The PRT wishes to underline that IQR is not an instrument of accreditation, per se, but nonetheless hopes that its recommendations will lead to various actions being taken which would certainly enhance Rhodes’ reputation in this domain by virtue of the strategic reflections offered.

1.2 Self Assessment Process

The PRT would wish to commend Rhodes for the foresight in enabling Ms. Sandy Stephenson (Director of Academic Planning and Quality Assurance) to participate as an observer in the IQR visit to Aalborg, Denmark in April 2001. This greatly facilitated the planning and operation of the Self Assessment process and prior co-ordination with the PRT itself. It is a good example of Rhodes’ commitment to the process. The process followed by the University in developing the Self Assessment covered a period of roughly eight months, and seemed very effective in that it

- contained at the outset a clear timetable.
- involved colleagues from all parts and locations of the University (both campuses) and encouraged position papers from a variety of sources.
- was clearly iterative.
- was discussed at senior management level and in the major committees.
- appeared to represent a very reasonable consensus of opinion at RU

The PRT found the SAR to be very well conceived, with clear statements regarding the intent of the exercise; a very comprehensive analysis of the current position; good supportive appendices; and a high level of constructive reflection. Section 10 of the SAR provided for the team some useful pointers of the areas in which the University felt policy to be lacking, and which it would welcome specific comment and advice from the team. This we have attempted to do. The team did feel that the Report was not perhaps as future-oriented in the way of clear assumptions and directions as it might have been and in some areas, could have been a little more self-critical. However, these observations do not detract from a good Self Assessment.

The visit itself was a very productive process. The team was able to meet with a wide spectrum of staff and students at all levels and in all part of the University, and found the different experiences at Grahamstown and East London most stimulating. Where additional documentation or meetings were needed, these were provided with promptness, and the tone of the discussions was mutually enlightening, frank and purposive. The fact that colleagues were well aware of the contents of the Self-Assessment Report was gratifying.

It is thus evident to us that the exercise so far has been of considerable value to the University, not only in terms of the awareness of international issues which it has generated, but also for the discursive culture which has been created which is consistent
with an evolving quality culture as was frequently represented to us. Rhodes is at the cross-roads as far as internationalisation is concerned, and the PRT trusts that the following observations will not lead to policy fatigue, but to enhance creativity.

2.0 CONTEXT: THE EXTERNAL FACTORS

The changes taking place in the social, economic, educational, political, and technological realms, both nationally and internationally, are combining to provide a momentum that has never before been experienced in South Africa. These changes, coming mainly from outside higher education generate a tremendous uncertainty. This uncertainty is exacerbated by the confluence of some of the factors that enabled South Africa’s rapid pace of reintegration into world community. The purpose of this section is to identify a few of the trends and events that are likely to impact on the higher education sector and the internationalisation process in South Africa. While the major issues that are likely to impact on higher education are well known there is limited discussion of the cross-impact of the possible events and trends on Rhodes University and internationalisation process.

2.1 Higher Education in South Africa

The SAR provides a broad overview of the historical context of the development of the 21 universities and 15 technikons. Perhaps the most critical document is that which outlines some of the major challenges for Higher Education in South Africa and is included in the National Plan for Higher Education (NPHE) report. The NPHE report gives effect to the vision for transformation of the higher education system outlined in the Education White Paper 3 (1997). This vision is developed within the context of the National Qualifications Framework (NQF), and other factors such as the growing role of technology in teaching and learning, the rapid internationalisation of higher education and the increasing mobility of graduates and professionals across national boundaries. More importantly the NPHE report states that the key challenges addressed in the internationalisation process have to be understood in the context of the impact on higher education systems worldwide of the changes associated with the phenomenon of globalisation.

Another key challenge, facing South African Higher Education according to the NPHE report, is the need to redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities. For example, the Ministry believes that to successfully reduce the number of institutions “all the possibilities of institutional combinations must be assessed, ...” There is thus the question of the likely impact of mergers on Rhodes University, and the consequences for Rhodes’ international strategy.

The SAT report acknowledges the education planning emphasis is to meld the “36 institutions and their satellite campuses into a cohesive higher education system based on the principles of equity, democratisation, quality, academic freedom, institutional autonomy, effectiveness and efficiency.” Nevertheless the concerns of the Rhodes University executive and other members of staff regarding mergers were openly shared with the PRT. However, in terms of government imperatives there may be little choice with regard to some new model being developed either regionally or in a more local environment such as in East London. In this regard the PRT acknowledges and
applauds Rhodes University for fully examining the implications of a scenario that takes into account a merger of the East London campus with other educational institutions in the area. Such a scenario may have serious implications for the long term growth of the University, especially if East London has been designated as the “growth point”, and poses interesting choices for international strategy, which are discussed later.

2.2. Government subsidy policy for international students

The Government has proposed a policy to remove the subsidy from certain categories of international students. In terms of this policy all students from the SADC countries will continue to be treated as local students for purposes of fees. The Government will also continue to subsidise all post-graduate research students. This means that for all undergraduate students from outside SADC countries full-cost fees will apply. Therefore, the full-cost fee will have to be implemented. In this regard Rhodes University will need to consider the implications of the full-cost fees for certain categories of students and the impact of this on international student numbers.

While SADC students will not be required to pay the full cost fees, many universities and technikons in South Africa have imposed an “international levy” on these students to recover the cost of admitting students from outside its borders. Rhodes does charge an international levy – International students are required to pay an annual surcharge of R500 (although this does not apply to students who entered the University prior to 2000).

It is however recommended that Rhodes University gives serious consideration to the fee structures for international students in the light of Governments’ subsidy policy and the international levy that many universities now impose on SADC students. In doing so, the University also should take into consideration SAUVCA’s proposal to Government in support of the levy for SADC students.

2.3 Immigration Policy

The current regulations and attitude of the Immigration authorities makes it extremely difficult for student and academic staff to obtain necessary documents to enter South Africa. This is no doubt linked to the great challenges with illegal immigrants crossing the borders in search of jobs. A new Immigration Bill is making its way through the legislative maze to ease some of the restrictions. The International Education Association of South Africa (IEASA), in consultation with the tertiary education sector, has submitted a detailed proposal to the South African Parliament’s Portfolio Committee. The submission was intended to streamline the procedures for the application of student and staff visas.

For individual universities the Immigration policy may have implications for the recruitment of students from particular countries. This is also linked to the high cost of study permit applications. Also the proposed changes in the new Immigration Bill may have direct impact on Rhodes as the policy on Immigration requires that the institution takes responsibility for the issuing of the visa. This will require specialised services to ensure that the University complies with Home Affairs requirements.

It is recommended that Rhodes University monitors the visa applications by country and considers the adequacy of its internal capacity to deal with issues relating to student study permits.
2.4 Statutory bodies and their role in internationalisation

The South African Universities’ Vice-Chancellors Association (SAUVCA) is going to play an increasingly critical role in the development of policies and procedures for the internationalisation of the tertiary education sector in South Africa. SAUVCA strongly supports and promotes initiatives aimed at strengthening South Africa’s partnerships with international students and institutions within the broad goal of institutionalising internationalisation and is in the process of developing broad guidelines for the internationalisation.

For example, a survey regarding the “international levy” was carried out by SAUVCA at the behest of the Ministry of Education in which SAUVCA’s recommendation was that universities may charge up to R1400 for SADC and other students paying the local fees. This proposal has implications for Rhodes University in terms of large numbers of students from the SADC countries. The earlier comments and suggestions regarding fees apply here.

The trends, issues and events identified above that are most likely to impact on Rhodes University thus include the following: Government’s subsidy policy, the political situation in Zimbabwe, the September 11 tragedy in the USA, and the current dollar/rand exchange.

The University, it is recommended, could well institute some scenario studies on the single and continued effect of these factors on international student mobility.

2.5 Regional Context

The regional context is especially important in view of the fact that more than 80 percent of Rhodes University’s international students come from the SADC countries and particularly from Zimbabwe. While this is in line with the SADC Education and Training Protocol which requires countries in the region to treat students as “local students,” there are implications of enrolling such a large number of students from one country.

The countries in the region are likely to take advantage of the good educational system in South Africa by providing students for South African universities. At the same time SADC countries are looking towards South Africa to provide training for its students in situ especially as the local currencies are drastically devalued in relation to the major international currencies. It is interesting to note that in 2001 Botswana sent 5000 of its students to study in South Africa and other regional universities. There are clearly implications for Rhodes of large numbers of students wishing to study in South Africa from neighbouring countries.

In addition there are other recommendations in the SADC Protocol that have implications for the South African universities. These include the harmonisation of the academic year and the creation of centres of excellence and centres of expertise. It is recommended that Rhodes University closely monitors the developments and implementation of the SADC Education and Training Protocol, and their trends and events in the SADC nation states in terms of inter-county student mobility.
2.6 Internationalisation in Higher Education in South Africa

Any discussion regarding internationalisation in South Africa needs to examine the re-admission of South Africa into the broad international community. South Africa became a member of United Nations, SADC, OAU, and literally hundreds of other associations/organisations around the world. At the same time South Africa adopted a proactive foreign policy stance which required relationships to be developed with more than a hundred countries around the world. In addition South Africa developed special high level Bi-National Commissions with the USA, India, Nigeria and several other countries around the world.

The rapid reintegration into the world community has meant that the university system in South Africa cannot ignore powerful forces of globalisation. It has been apparent that new mechanisms need to be developed to respond to the forces outside the educational domain that are bound to impact the internationalisation process. Some of the forces that need monitoring include:

- the civil society
- socially distributed knowledge production system/knowledge driven society
- the ICT revolution and the implications for e-learning
- international competitive research
- the process of massification of education
- political events
- lifelong learning
- inward investment

The PRT welcomes the willingness of Rhodes to identify and analyse these external trends, and its efforts to predict the cross-impact implications of these trends on the internationalisation aims of Rhodes University.

3.0 GUIDING ASSUMPTIONS AND VALUES

A number of key assumptions and values guide the analysis and recommendations of this report. These values were expressed in the SAR and during the discussions the PRT held with the broad selection of Rhodes community during the visit. It is important to acknowledge explicitly these beliefs and assumptions as they provide an important conceptual framework for the report.

3.1 Excellence

One of the fundamental values and key aspects of Rhodes’ self identity appears to be excellence. Over and over again, faculty members, administrators and students expressed the importance of excellence in all academic endeavours and to Rhodes’ reputation. It was clear to the PRT that excellence needs to be interpreted in at least two ways. One was the need to acknowledge the traditions and accomplishments of Rhodes as an established and reputable university. The second aspect is the emerging need for excellence to be based on innovation. Traditions and innovation can be seen as
complementary, not mutually exclusive, concepts and both have relevance to Rhodes' evolution, especially with regard to the international dimension of its academic work.

3.2 Meaning of Internationalisation

Repeatedly and consistently, the meaning of internationalisation at Rhodes University was expressed in terms of international recognition and reputation for its excellence. While this was both implicit and explicit in the SAR, the operational definition used by the SAT during the IQR process was that "internationalisation was the process of integrating an international dimension into the teaching/learning, research and community service functions of the university". While these two definitions are related they denote a significantly different emphasis. While the PRT acknowledges the need/desire for international recognition, it gives importance and uses the definition of internationalisation, as described above, in this report. This is more fully discussed in Section 4.1.

3.3 Africanisation and Internationalisation

The importance of distinguishing between these terms and at the same time acknowledging the relationship between them is critical to this report. The need to find the appropriate and relevant balance between local, national, regional and international elements and issues is fundamental to Rhodes challenge of being an international university which ‘affirms its African identity’. The PRT stresses that the promotion of internationalisation is not at the expense of local or regional issues. It is not a question of internationalisation vs africanisation, but more a question of finding and sustaining the right balance and complementarity between these two processes.

3.4 Growth

It is understood that Rhodes, at least on the Grahamstown campus, is reaching its optimal enrolment numbers and a steady state. This is not necessarily the case at the East London campus where the potential for enrolment growth is high but significantly constrained by the level of resources needed to accommodate a major increase in the number of students. The current discussion on merging higher education institutions is a major factor influencing future growth scenarios. The PRT recognises that increasing the quality (not necessarily the quantity) of the student body as a whole) is an important factor to keep in mind when discussing the internationalisation of Rhodes University, and also that the two-campus model offers interesting possibilities in the development of an international strategy.

3.5 Collegiality

The PRT noted a strong sense of collegiality on the campus. While the usual tensions and frustrations found between central and local units on most campuses do exist at Rhodes, the acknowledgement, tolerance and respect for differentiation among departments and the nature of individual contributions is also clearly evident. Finding the best balance between centralised and decentralised policy and practice for the internationalisation of Rhodes will be guided by the importance given to the value of collegiality currently evident on both campuses of the university.
3.6 Policy Overload and Fatigue

The current changes in the higher education sector are placing increasing demands on institutions. As a result of these external requirements, and also some internal procedures, there is a growing sense of overload on policy development/review and on increased level of bureaucracy. Whether this is reality or a perception (probably some of both), it is important that the PRT has been mindful of this fatigue level when making recommendations related to policy and practice.

3.7 Evolutionary Change

The PRT recognises the wisdom of an evolutionary, not revolutionary, approach to the improvement of the international dimension at Rhodes. Incremental changes in a planned and measured way will likely be more sustainable and successful in moving the international dimension from an ad hoc approach to a more systematic one, from being implicit to explicit in policy transparency; and to moving from a reactive to a proactive mode in planning processes.

The PRT’s consciousness of these overarching values and operating assumptions within the University has greatly informed its deliberations and conclusions.

4.0 VISION AND POSITIONING OF RHODES IN RELATION TO INTERNATIONAL DIMENSION

4.1 Meaning of Internationalisation

As already noted in section 3.3, the prevalent understanding and interpretation of the concept of internationalisation is ‘international recognition and reputation’. This almost unanimous interpretation is clearly expressed in the vision statement which states that “Rhodes university's vision is to be an outstanding internationally respected institution which proudly affirms its Africa identity....”

This emphasis on international recognition is further emphasised in the mission statement which says, “the university will strive to produce outstanding international, accredited graduates”. While this is a laudable goal the PRT finds it difficult to understand just what ‘internationally accredited graduate’ means as in a formal sense as there is no international body that accredits graduates or for that matter accredits institutions per se. Therefore it is difficult, if not impossible, to actually attain official international accreditation for graduates. While the intent of the statement is understood by the PRT, this aspect of the mission statement could be perceived as more of a marketing or promotion slogan. If the statement on accreditation cannot be substantiated, it may, in the long run, not serve the university well.

It is interesting to juxtapose these two statements which focus on international profile and recognition with the meaning of internationalisation as defined in the SAT report. The definition used by the SAT emphasises the international dimension of the academic work of the university as opposed to its international reputation. It is clearly understood that these two aspects are certainly not mutually exclusive and are often linked.
However, the PRT was struck by the strong belief and conviction among those interviewed that achieving international standards, implementing international best practice and being known internationally was the primary approach and motivator for internationalisation.

4.2 Policy Approaches to Internationalisation

4.2.1 A Policy Continuum

As discussed in the previous section Rhodes has adopted a reputational approach to internationalisation. At the same time the SAT has acknowledged the importance of integrating an international and intercultural dimension into the teaching/learning, research and service functions of the university. The PRT recommends that the policy approach to internationalisation puts increasing importance and efforts on the international dimension of academic work as a complement to the existing emphasis on international profile.

The shift from an international reputation approach (A) to an approach which focuses on the international dimension in academic work (B) can be illustrated as a gradual movement along the policy continuum illustrated below.

<table>
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<td>International Profile</td>
<td>International dimension of academic work</td>
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<tr>
<td>Emphasis on building international recognition</td>
<td>Emphasis on strengthening strategies aimed to integrate an international/ intercultural dimension in teaching/learning, research and community service functions</td>
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At the A end of the continuum, efforts and resources are directed towards gaining an international reputation and profile. Achieving international standards, recognition and accreditation are primary factors and shape the development of an international strategy.

At the B end of the continuum there is more focus and energy given to international strategies of academic activities. These can include

- international partnerships or consortia for research, faculty/student mobility, joint teaching/learning activities.
- the international, comparative and intercultural dimension of course content and the teaching/learning process
- international students on campus
- international research themes and partners
- faculty exchange and mobility
- joint programs, double degrees
- work/study abroad for Rhodes students
• customized education and training for export or domestic use
• international connectivity

It is important to reiterate, that Approach A is complementary to Approach B and vice versa. These approaches are part of the same continuum and are not mutually exclusive. In fact, the strategies and priorities in Approach B can be used to advantage to enhance Approach A. (see section 6.7) The PRT recommends movement towards strengthening the international dimension of research, teaching and learning activities (B end of the spectrum) and section 5 of the report focuses on the strategies which will contribute to this shift.

4.3 The Twin Campus Question And International Strategy

4.3.1 Two campuses

The expansion of the Vision for internationalisation is clearly likely to be influenced by Rhodes' geographical configuration. Rhodes University has two principal campuses at Grahamstown (long established; largely residential; mainly conventional in terms of academic organisation, programme portfolio and research; and encompasses c. 80% of the current student population) and East London (newly established; largely part-time and non-residential; serving an underprivileged community; not at present research led; and with a preponderance of professional education programmes). There is local campus management at East London, responsible to the Vice Chancellor, and the heads of department there have twin reporting lines to the campus head at East London and to Grahamstown.

4.3.2 International activities and strategy

The international efforts are presently partially differentiated in terms of dominant countries of origin of non South African students, and the institutional partnerships. Owing to the recent origins of the East London campus, Grahamstown is by some distance the main focus of international activity, though developments at East London are promising, especially in terms of the intercultural, rather than international emphases.

The issue is complicated by the current discussions regarding the distribution of higher education institutions in the Eastern Cape (including Fort Hare and Unitra and 2 Technikons) and government is known to favour merger, even though there may be a reduction in the number of campuses.

The Self Assessment Report poses the question of whether there should be one international policy for both campuses, or whether the different natures of the campuses require separate policies and strategies. Before confronting this head-on, the PRT is very much of the opinion that there is great value for Rhodes in having these two campuses, since

• the needs of two different local communities are well served by a single high quality university with strong aspirations to world status.
• the Africanisation/internationalisation agenda is a complex multi-faceted one which can be experienced and exemplified in many differentiated ways, and since the campuses have different orientations, a differentiated emphasis to international strategy could be reasonably defended.

• the University as a whole, like all South African universities, is under pressure to fulfil national agendas, among them equal opportunity, a certain massification and community oriented provision. The PRT appreciates the quite distinctive nature of the Grahamstown campus in the South African system, and the desirability of the retention of its unique ethos. Various of the government’s agendas may therefore be satisfied by the university as a whole, but perhaps more particularly through activities at East London.

We would thus strongly urge the retention of East London as an essential plank in Rhodes' development, and the precise significance in terms of the merger issue will be explored shortly.

4.3.3 Grahamstown profile

In the light of the above discussion, the PRT would thus recommend in terms of Grahamstown's international profile

• a gradual movement over time from the existing position from A to B on the policy spectrum outlined in section 4.2

• steady state in terms of numbers, but perhaps with a redistribution of international student emphasis from a largely undergraduate concentration to a more even proportion of undergraduate and postgraduates.

• a strong affirmation of the value of the residential setting for international students.

4.3.4 East London focus

For East London, bearing in mind that it is not constrained by long tradition, and that it is still in experimental mode, we would recommend that East London

• be the major locus of any non South African student expansion, especially from Southern Africa, but that plans be developed to create a student village around the campus based on a combination of private and public accommodation. This influx would have considerable economic spin-off for the City

• begins to develop innovative programmes within an experimental framework for international/Rhodes students e.g. out of country customised initiatives; programmes with a strong emphasis on action research/learning into community issues, and a lifelong
learning focus, with a reconsideration of the potential RPL/RPEL for the international market.

- develops a particular comprehensive research focus on the strategic issues which affect the Eastern Cape. Elements of this have already commenced, and should be supported by selective funding. Whilst the present alliances with Leiden Hogeschool and the University of Central England seem to be fruitful, there may well be other alliances which could be developed to give greater effect to this comparative research thrust. The potential of particular professional doctorates should also be examined.

- the possibility of linking its existing work with multi-nationals (Daimler-Chrysler) with its developing international strategies.

4.3.5 One policy framework with campus differentiation

The PRT would thus feel that, within a coherent and consistent university wide framework of international policy there is good scope for some productive differentiation of effort between campuses which would coincidentally extend Rhodes’ international profile overall, without distorting the current strengths of each campus.

Finally, whilst the question of institutional merger is technically beyond the remit of IQR per se, it is clearly relevant to the overall effectiveness and scope of international policy, in that any broadening of the institutional base should not weaken the University’s standing generally, nor its international profile in particular. Rather than opting for a merger at this stage with the institutions mentioned in section 4.3.2 above, it is probably more advisable to devise a form of institutional co-operation with a much looser organisational framework, but with clear value-added policy objectives.

5.0 STRATEGIES IN RELATION TO ELEMENTS OF INTERNATIONALIZATION

5.1 International Students at Rhodes

5.1.1 Current Situation

There has demonstrably been a steady growth in the volume of international students at Rhodes, so that at present, 22% of the student population are non South African, from some 40 countries, though the appendices do not provide a detailed breakdown of numbers in relation to country of origin. This 22% includes

- full degree international students
- fee paying non degree students
- exchange students
- postgraduate students (Masters; Ph.D.)
The percentage is the highest in South Africa, and a suitable demonstration of Rhodes’ commitment to internationalisation, notwithstanding the financial attractiveness of the experiences because of the plight of the rand.

5.1.2 Good practice

The PRT observed considerable good practice in the international student area, including:

- rigorous and effectively enforced entry requirements;
- adoption of IEASA Codes of Conduct for international students;
- a recasting of the curriculum in terms of learning outcomes etc.;
- a commendable focus on multi-culturalism and a strong commitment to a prominent place for Africanisation in the curriculum (in various forms) when appropriate, without neglecting the internationally accepted elements of curriculum content and design;
- effective quality processes
- successful integration of students into the University community, thanks to the effective residential system, mentoring, tutoring support, relevant teaching and learning methods and general support and personal care systems;
- on the whole, effective orientation programmes for students and staff.

5.1.3 Key issues

However, discussions with students yielded some points regarding the student experience, namely

- the problem experienced by international students as to what to do in vacations, since the cost of returning home is often prohibitive
- the limitation on their being able to undertake community service
- difficulties in being able to open accounts in bookshops
- insufficient medical insurance
- scholarships may be too limited
- the content and relevance of courses
- some concern re. the adequacy of the English language competence of some students, both internationally and other South African students.

In addition to addressing the issues identified above the PRT recommends

- the scope for increasing the systematisation of overseas recruitment practices, in particular, targeting certain countries to compensate for over-reliance on some, notably Zimbabwe.

- improving the Web-page is seen as an important marketing test

- a continuation of the high percentage of non South African students, and a possible expansion on the East London campus
• greater attention to questions of credit recognition of Rhodes’ courses in other countries
• a possible target of 25% foreign students could be contemplated, assuming this also makes sense financially
• a review of the adequacy of English language preparation.

5.2 Rhodes Students Studying Abroad

Increasing attention is being given to the importance of Rhodes students studying abroad; but the high costs of doing so is keeping the number of participants very small. Exchange programs require that students pay tuition and residence fees to their home institution and therefore, the additional costs which are incurred are travel and living costs. It is therefore prudent to continue to look for additional ways to strengthen the student exchange program at Rhodes.

5.2.1 Several exchange arrangements are already in place at RU and in general, they seem to work well. Most of the agreements are with Australia, Canada and the United States. There is, however, an imbalance of numbers between incoming and outgoing exchange students. To date, only a small proportion of the RU student body participates in those exchanges. Cost is a major reason but not the only one.

The challenges of balancing the number of students exchanged between two institutions are well known. Recent innovations have included the development of a network of like-minded universities who commit a certain number of ‘exchange places’ to a common bank. The balance of student movement is easier to achieve as students/institutions have a wider number of universities to choose from than in the tradition bilateral agreements. It is recommended that Rhodes investigate the possibility of developing a network or consortia of ‘like minded’ institutions to provide further opportunities for student mobility and to achieve a better balance in outgoing and incoming exchange students.

5.2.2 Operational arrangements in exchange programmes

• given the devolved nature of universities, it is the case that several exchange programmes will be initiated by scholars at departmental level on the basis of previous contacts. In addition, there seems to be evidence of other universities contacting Rhodes (at the centre) direct. This raises questions about the existence of common arrangements relating to exchange experience of similar calibre. The PRT would thus recommend the University reviews the robustness and consistency across the board of arrangements for providing clear and comprehensive information to all enquirers and participants on duration; expectations of participants; admissions; tuition waivers; credit recognition; preparatory language instruction and other orientation; health issues and the transfer of funds
discussions which exchange students, whilst very supportive of general practice, identified some concerns which the PRT recommends the University considers of

- making more efficient the visa process
- advising on accommodation options
- making available initial bridging financial help
- good e-mail contact with tutors
- debriefing experience at the conclusion providing more comprehensive reference information on the institutions to be visited – academic and social, including debriefing notes from previous participants, and specific information on course options, etc.

5.2.3 Recognising academic achievement

Particular concern in any exchange programme relates to the question of recognition of learning, and the award of credit as part of a Rhodes degree. The PRT did receive evidence that some Rhodes departments were less than enthusiastic about recognising for credit courses studied elsewhere, and this is perceived by students to be a major source of irritation and a drawback to participation. There are various means of recognising academic accomplishments abroad including

- integrated programs of study with a double degree
- point systems (e.g. credit transfer systems)
- certificates for individual courses including a description of course content

The question of recognition upon return to RU is of paramount importance. Inflexible rules have the disadvantage generally of reducing the circle of partner universities to a minimum and excluding certain countries entirely. Flexible solutions, on the other hand, demand case by case reviews for each and every partner university. All students need to be informed and kept up to date as to whether their achievements will be recognised by the home university for a period of time extending considerably beyond that of the exchange period. Difficulties arise especially when different academic achievements are supposed to be accorded recognition as being equal and where the content and extent of the achievement alone cannot serve as the criteria for recognition. The PRT would thus recommend

- the introduction of improved documentation such as info-packages about offerings, learning agreements and transcripts of records
- a detailed analysis of some of the key elements of the credit transfer system that is used in Europe (ECTS, notably transparency of the curricula (Info Packages)
- previous agreements between the partner institutions regarding the courses to be attended (Learning Agreement)
- the transcript and the point system as proof of achievement (Credit Points)

These may prove helpful in resolving some of the issues.
In summary, the PRT recommends that RU evaluates existing and future exchange agreements, explores ways to correct the imbalance between incoming and outgoing student exchange numbers, improves the recognition procedures, and develops comprehensive information and support services for study abroad.

5.3 Research

5.3.1 Internationalisation of research

As the Self Assessment Report asserts, Rhodes is a university committed to excellence in research and to developing and sustaining a research culture, for the usual reasons of the synergy with teaching, vibrant faculty scholarship, and the production of analytical and creative graduates who will be “innovative and entrepreneurial leaders”. Internationalisation is seen as being critical to the research effort, since purposive connections to the international research community is vital in the pursuance of the above mission, and comparison with the best international research is seen as the only reasonable measure of research quality.

5.3.2 Major Features of the Research Effort to Date

The paper prepared by the Research Office for the IQR, though rather descriptive and uncritical, nevertheless gives a comprehensive and formidable overall picture of development to date, of which the major features appear to be

- a preoccupation with international standings, and various rankings are reasonably quoted to demonstrate high international quality. The permeation-infusion model is clearly evident.

- the centrality of staffing to research policy, in terms of hiring good people, enabling them to grow and develop, and supporting their initiatives rather than dictating them. The attraction of researchers who are experienced in other systems is discussed in the paragraphs on personnel policy. However, ‘head-hunting’ of ‘stars’ is presently not a policy imperative partly because of financial reasons.

- the support available for researchers is impressive and generous in nourishing the international dimension – grants, fellowships, scholarships, sabbaticals, exchanges, post-docs and several funds. The take-up rates of international opportunities for research is commendable.

- since the relatively recent creation of the Research Office and the position of Dean of Research, significant progress has been made in raising the volume of international research contracts (EU, Fulbright, Rockefeller and Wellcome), and the principal factors seem in this success to be related to the professional approach to the searching out of international opportunities; help in bid preparation; quality controls in the screening of
bid proposals; generous IP rewards for staff and the utilisation of promising strategic alliances in e.g. California, Youngstown and Israel.

• the establishment of a joint Research Committee has provided a sound framework for the internationalisation of research and the Doctoral Degrees Board.

• various QA processes have been instituted in research which correspond with international good practice, for instance
  • performance indicators for staff
  • research training for students and supervisors
  • in connection with the Ph.D. programme (application process, supervision, securing proposals, monitoring and external examiners)
  • means of assisting “unproductive research staff”
  • the use of NRF categories and criteria as a means of stimulating improvement.
  • the development of various research institutes to provide critical mass, research focus and sustainability, and a natural instrument for international connections.

5.3.3 Student Perspectives

Discussions with a range of research students (Rhodes Ph.D.s who had partaken of international experiences, and non South African students who were based at Rhodes) evinced a general satisfaction with their experiences with the university, in terms of the application process and scholarships; the standard of supervision and support; monitoring arrangements; the availability of merit awards for successful performance and finally, the assistance in finding international contacts, international placements and related research work experience elsewhere.

5.3.4 Possible next steps

Whilst progress to date has thus been steady and constructive, the time may now be opportune to consider what the research manifestations may be of a movement along the A – B spectrum, assuming that is the desired direction of the University. It should be observed that, in the view of the PRT, the research dimension of Rhodes is well on the way to position B, but this movement could be accelerated by a consideration of the following:

• the target is that 25% of the student population should be postgraduate research students. It is unclear what percentage of this should be of international origin, but the implication and PRT recommends that a more systematic process of international marketing for high quality Ph.D. students be developed, something which Rhodes has not found necessary in the past. This might be facilitated by enhanced Web provision
• given that, at present, Rhodes has probably not fully capitalised internationally on the potential of the established research institutes it is recommended that the planned development of research institutes in the international domain be a priority for the next planning period.

• there are some international trends in the evolution of the doctorate which Rhodes may well wish to explore, for example, a restructuring of the traditional Ph.D. into a two stage M.Res (methods) and doctoral element (content) to enhance completion rates, and which may be useful for the Rhodes entrants; secondly, a more structured multi-university doctorate in strong subject areas where joint supervisor and student mobility is the norm (the equivalent of the so-called Euro-Doc); and finally, the emergence of the so-called professional research doctorate — not necessarily a taught doctorate — designed for the employed reflective professional practitioner. This innovative development could be very useful for both domestic and international students, and could secure for Rhodes a leadership niche in research degree innovation in Southern Africa. The above are likely to be facilitated through a stable multi-purpose consortium. The PRT recommends a consideration of the above.

• given the burgeoning internationalisation of research at Rhodes, and its attention to societal and environmental issues, it is recommended that a stronger strategic focus on thematic comparative research could be a significant contribution to comparative research methodologies and developing policy approaches to national and regional problems. We are aware, for instance, of projects in heritage, tourism and social transformation and de-agrarianisation and the labour consequences (as examples), which lend themselves admirably to such studies, and there will undoubtedly be many more.

• to date, the development of research based strategic alliances has been relatively ad hoc. If Rhodes had an eye to becoming more of a global player over time, it is suggested that Rhodes might very well consider with what partners it could engage to secure regular international funding on a multi-continental basis, as a longer term priority.

• in the Higher Education White Paper, there are a series of areas which call out for strategic research studies with a clear international focus and international orientation e.g. globalisation, the knowledge economy, democracy, technology and science transfer. It is recommended that Rhodes might well examine how it could respond to government strategic international/global research studies recognising that they may well necessitate more of a top-down engagement than has been previously the case. However, given the esteem in which the Research Office is held, the time for strategic themes of an interdisciplinary nature may be approaching.

• East London has probably more connections with multi-nationals, than does Grahamstown, partly because of tradition and partly because of
The PRT advises that the role of Rhodes in East London as an instrument for attracting inward investment through R and D and contract based activity should not be overlooked. However, it does probably call for substantially greater investment in the East London Library and Information Services as a research library than has been the case so far – though understandably so.

The PRT fully appreciates that the above calls for a capacity to respond, investment and focussed spending, and the parallel raising of standards in those areas where performance may be perceived as deficient by international standards at present. **We would therefore urge Rhodes to examine the above carefully as the basis for a longer term development plan for the international research domain.**

5.4 Inter-institutional Collaboration / Partnerships and Consortia

RU cooperates with a wide range of academic institutions abroad. The development of these alliances appears to be done on a reactive basis. The strength of this rests on the fact that basically on an ad hoc basis. There seems to be little cross-departmental coordination of such partnerships and no institution-wide strategic perspective on this issue.

If RU intends to show a strong international visibility and to become part of the international body **PRT recommends that Rhodes explore institutional membership in networks and consortia that embrace a whole range of international activities (such as staff exchange, curriculum development, thematic networks etc.) on a multilateral, multidimensional and multi-participant basis.**

Furthermore, it is important to move toward a more proactive and strategic approach to the development of partnerships and therefore **PRT recommends that a review of existing agreements be undertaken and a more systematic medium term plan be developed so that institutional linkages serve identified priorities in areas of research, academic mobility for students/staff and faculty members and contract projects. Having said this, it is recognised that multiple allegiances are likely to be the way of the future – but within a carefully constructed policy frame.**

5.5 Customised Initiatives

Customised initiatives in/for other countries would be expected to include such provision as under/postgraduate courses conducted in other countries; courses for personnel from other countries at Rhodes; continuing professional development programmes conducted in particular countries; and R and D projects developed specifically for governments or enterprises in other countries.

5.5.1 Current Situation

At present, the Rhodes’ experience in this field is rather limited to small scale developments such as teacher education programmes in Namibia and Zimbabwe. Although a request was made to accommodate Eritrean students involving the Ichthyology department, the University decided not to venture into any arrangement. The factors behind this situation appear to be:
the elements of Rhodes’ mission relating to the predominance of conventional mainstream teaching and research and the tradition of institutional full-time study.

South African government policy which emphasises the primacy of education for South Africans in South Africa and secondarily, the priority given to the SADC countries.

the sheer shortage of resources and capacity to devote to this type of work compared with other pressing priorities.

5.5.2 New directions

If the existing approach to internationalisation continues, this situation could continue indefinitely; however, movements in the direction of a more systematic and comprehensive strategy, as outlined in position B on the spectrum were adopted, an enhanced provision of customised initiatives should be expected, since such provision is thoroughly compatible with an expanded strategy. It could also be defended in terms of providing targeted assistance for less developed African countries in scientific development, professional development of key personnel and regional resources and environmental development. Finally, given the international nature of much of Rhodes’ work, such projects would provide a useful dimension of comparative study and research and personal development for Rhodes staff.

5.5.3 Issues to be considered

However, the PRT fully accepts the issues involved in the possible expansion of such work and recommends consideration of the following. It is important to achieve an appropriate positioning of activities given that Rhodes does not aim to be a mass provider, but build on its strengths as a research university. A focus on niche postgraduate areas may therefore be optimal.

In terms of financing, ideally such international initiatives should be full cost activities, but the likelihood of other African countries being able to meet full cost charges is unlikely. Thus, subsidy from national governments, the South African government, multi-nationals or large national corporations, international organisations and foundations—or indeed, Rhodes itself—is probably inescapable.

A broader conceptual framework would need to be developed for customised initiatives as Rhodes would need to evolve a typology of career provision for undergraduates, and postgraduates certificate or masters’ level, which could comprise, inter alia, innovative design as appropriate to particular settings

• a combination of in-country and Rhodes’ based study
• courses which could be a combination of structured learning and action learning based on local issues
• a possible virtual e-learning dimension
• creative approaches to admissions without sacrificing academic integrity
• a lifelong learning dimension

Co-operative agreements with other national governments would need to be developed and take the following points into consideration:

• establish such programmes as an integral part of societal development
• devise appropriate arrangements as joint programmes, franchising, direct delivery etc.
• establish stable funding
• set up counterpart institutions within the country to act as a focus for development of programmes and subsequent Institutional capacity building and staff development.
• and probably, an accommodation with the South African government, if needed.

A critical step is establishing the optimum means of delivering such a service. A university wide extension centre drawing on departmental contributions or initiated and conducted by departments themselves within a generic set of guidelines as outlined above is one viable option to consider

In terms of quality, such activities would probably need distinctive quality assurance arrangements within the overall Rhodes quality framework.

As has been previously indicated, PRT feels it important to maintain and nourish the particular distinctive competence and character of each campus. It may therefore be that East London may be the focal point for initiating developments of this kind for the University as a whole, but drawing on Grahamstown’s expertise.

6. STRATEGIES TO IMPLEMENT AND MANAGE INTERNATIONALISATION

6.1 Organisational Structures

6.1.1 Moving towards a more strategic approach

A major question/issue identified in the SAR and discussed during PRT meetings was what organisational structure/s which would best serve the goal of increasing the international dimension of academic activities in a more ‘formalised’ way. At present, the numerous international activities are managed and monitored in a variety of ways.

• Institutional agreements are, by and large, planned and implemented at the department level.

• International student reception and support is managed by the Registrar’s Division

• There does not appear to be an active or planned institution wide international student recruitment process
• Research initiatives are co-ordinated and monitored by the Research office.

• Development projects with international partners and funders are primarily managed at the centre, Faculty or department level.

• Rhodes students studying abroad are selected by a Committee comprising the Registrar, two Deans and two student representatives, and provided pre-departure support by the International Studies Officer.

• Customized education and training initiatives are managed at the Faculty level.

• Integrating regional or international elements into the curriculum are done at the individual department level.

• Fundraising from international donors is co-ordinated by the Marketing and Communications Division.

In addition, there are several different Senate committees which provide policy direction for these activities. (See section 6.2)

It is clear that there is a rich diversity of international activities taking place on campus. However, the question which preoccupied the PRT was whether these activities were serving the university well in terms of being strategic, effective and efficient. **It is recommended that the Rhodes take steps to move the international work of the university to a position where:**

• the current reactive approach moves to a proactive and eventually strategic approach. This applies especially to institutional agreements, international student recruitment and customized initiatives

• the implicit motivation and inferred benefits for integrating an international/intercultural dimension into academic activities move towards being more explicit, especially in terms of anticipated results and benefits to the university and society

• the rather ad hoc approach to internationalization move towards a more planned and systematic approach

• the current isolated and fragmented approach is loosely coordinated to enable more synergy between and among international activities.

6.1.2 Options for Organisational Structures

The PRT examined different organisation options which would enable Rhodes to move towards a more strategic and synergistic approach to the international
dimension of academic activities. Three options were given serious consideration. They are as follows:

- **Service Option**: An office which would serve to coordinate and provide support services necessary to ensure that a more efficient approach to international activities could be achieved. This would enable support services for activities which are similar in purpose and function to be coordinated. Support for incoming/outgoing students and scholars is just one example. Co-ordination for the planning and support of customized training and education activities and for the development of institutional agreements are other examples.

- **Strategic Option**: An office which would provide direction, advice and support to enable a more pro-active and strategic approach to internationalization work. Guided by policies established by a senate committee (see Section 6.1.3) the office would assist the university to work with the departments and centres to develop a bottom-up but institute wide approach to capitalize on successful initiatives and develop a plan for a medium term strategy. The scope of such an office could include the following activities:
  
  - facilitation with the development of a comprehensive 3 year plan for the internationalization activities of the university
  - provision of advice and information on international related matters and activities to academic departments, administrative units and senate committees
  - monitoring of external environment for trends and issues related to program and policy initiatives
  - identification of new opportunities for international partnerships, networks, funding programs, joint projects,
  - liaison with international education professional associations and counterpart offices at other universities in South Africa and internationally
  - provision of support services for specific types of programs such as student/faculty study abroad programs, customized training initiatives, institutional agreements,
  - sharing of best practices and provision of training on internationalization activities
  - communication and promotion of international activities and accomplishments both internal to the university and externally

- **Status Quo Option**: A reactive and more decentralized approach to international activities with support services provided for Rhodes students studying abroad through the Registrar’s office and the Research Office providing support for funded international graduate students and visiting scholars.

The PRT recommends that Rhodes give serious consideration to the Strategic Option which emphasises the movement towards a planned and
pro-active orientation to the international activities and also profile of the university.

The goal of this strategic option is to support departments and research centres and units in their international endeavours. The intention is definitely not to remove these decentralised initiatives into a central office. The sustainability and success of the internationalisation activities rests on the international dimension being integrated into the teaching/learning, research and service functions of the institution at various levels. As these functions are implemented at primarily the department and faculty level, with some centres of excellence being institute wide, it is of critical importance that international activities are not totally centralised at the operational level in a international office. However, given a decentralised approach, it is critical that a strategic approach and expert advice is provided. An office which focuses on the functions identified above would assist the university to achieve a balanced and effective regional and international focus in its primary functions. Excellence in Rhodes’ international work would in turn contribute to its international profile.

6.1.3 Reporting Function

The PRT examined several different reporting lines for the recommended International Office at Rhodes. These include reporting to the following existing offices at the university.

- Academic Planning and Quality Assurance Office
- Research Office
- Office of the Registrar
- Office of the Vice Principal
- Vice-Chancellor’s Office

Each of these options has some advantages but also some clear limitations. A number of factors were taken into consideration in determining which option would be most attractive. It is suggested that the proposed international office report to a position or office which

- is more closely aligned with the academic side of the university than the administrative functions
- is part of or has immediate access to the senior executive group
- has a purview of both the internal and external environment which affects the international work of the institution
- has relationships with students, faculty members and staff

Given these factors and others, the choice within the existing structure would be the Office of the Vice-Chancellor. However the PRT would recommend a best case scenario of the International Office reporting to a Vice-Principal-Academic Affairs or a Vice Principal External Affairs. These positions do not presently exist at Rhodes, but the PRT, fully realising that it is outside
its mandate, suggests that serious consideration be given to establishing one of such an additional position, since there are a host of other functions of this nature which could be focused on the role.

Given the issues identified in the NPHE report and the transformation and turmoil of the higher education sector in general there are increasing demands on Rhodes in terms of both management/organisational issues and academic functions. In order to give the full and necessary attention to the current demands and future challenges, it may be desirable to increase the capacity of Rhodes to deal with the implications for the academic functions of the university. If the establishment of the position of Vice Principal Academic or External is not possible in the short run, the PRT would then recommend that the proposed International Office report directly to the Vice-Chancellor’s office due to the internal and external, academic, institute wide and profile nature and strategic dimensions of the work of the International office.

6.2 Governance

6.2.1 Senate Committee

The SAT report identifies the issue of which Senate Committee is the most appropriate to consider internationalisation issues and make recommendations regarding policy and procedures. An analysis of the current situation shows that there are currently several committees - Research, Teaching and Learning, Quality Assurance, and Academic Planning and Staffing whose responsibilities would cover issues which have an international dimension; however, there is no committee whose mandate focuses on a holistic understanding or approach to internationalisation.

The International Student and Staff Exchanges and Studies Committee (ISSES) is the one committee which has a distinct focus on international but it is limited in scope. It appears that this is a relatively new committee and one which does not yet have a high profile in the university or a strong sense of itself. Therefore, it is recommended that a new International Committee be developed (to replace ISSES committee) to provide the policy direction and procedures for internationalisation and work very closely with the proposed International Office. The next section confirms the need for a formal international policy which would be driven by the proposed International committee and the International Office.

6.3 Policy and Planning Process

6.3.1 Need for a formal international policy

In its Self Assessment Report, and also in discussions, a continuing thread was the acceptance that Rhodes did not have a formal international policy or plan, but nonetheless nourished a strong international dimension in many different domains, and by implication, strands of policy are obviously apparent. The questions which therefore follow are: whether the university needs to depart from the implied “infusion” policy stance where internationalisation is found in other
domains; or whether it actually needs a formal policy; and whether the two are mutually irreconcilable.

The PRT strongly agrees with the proposition that a formal international policy is needed, and would observe that a formal policy statement and portfolio would bring together all the disparate parts into some sort of intellectual and practical cohesion, and in so doing

• make explicit existing implicit assumptions
• identify policy gaps
• focus discussions on whether and how gaps should be filled (previous sections of this Report have identified some of these)

Secondly, the effort in putting this together would enable the university to capitalise on the widespread, but often unconnected good practice already identified and discussed.

Furthermore, a public policy statement converted into public relations and marketing material would assist in making more visible internationally, Rhodes' substantial achievements and thus assist in its international positioning. Finally, a clear policy direction should help focus attention on blockages which need to be removed, and facilitators/enablers which need to be created. Having said this, we are assuming that the B-end of the spectrum indicated in the previous section on Vision and Positioning is likely to be followed, at least in part over a generous timescale.

However, we do not see the incompatibility between having a clear international policy framework on the one hand, and explicit international dimensions in each of the various domains of university (as is the case at present). The PRT therefore recommends an international policy matrix. (see Figure 1).
6.3.2 *International Policy Framework*

The elements in the horizontal axis (the International Policy Framework) would likely encompass such elements as

- international mission and vision: intercultural philosophy
- environmental screening: trends, threats, opportunities etc.
- international positioning of Rhodes in the global context of higher education: geographical zones of activity; its role
- international marketing activities for research, students, Rhodes students overseas
- international partnerships and consortia
- internationalism and scholarship
- the role of internationalisation in relation to community and regional development
- international Quality assurance policy etc.

We would envisage and recommend that this International Policy Framework containing the broad objectives for the development in the above areas over a three year planning period, and expressed periodically in annual priority statements. A rolling planning process with annual updates is clearly advisable, but would need to be consistent with the University’s overall planning rubric and processes. Clearly the International Committee we recommend in section 6.2 is central to this process, but supported by University Management Group agendas, and located within a specific budgetary framework. Such plans would need to be evolved and legitimated by a combination of bottom-up and top-down. Once agreed, it should then be taken on board by the various committees and units responsible for the elements on the vertical axis, many of whom will have already contributed to discussions.

The elements on the vertical axis already contain international dimensions, but this process would ensure that reflection on substantive international matters takes place within a coherent framework.

Discussions with the Registrar (Finance) confirmed that it is technically not difficult to convert the international elements into both income and cost streams. Financial visibility is thus an important corollary. We do not suggest that if, for an item, costs exceed expenditure, that item should be discontinued, simply that the costs of subsidy are known, understood and supported as being essential for the university.
6.4 Financial and International Operations

6.4.1 Guiding Principles

Given the permeation-infusion model for internationalisation at Rhodes, it is consistent to find that internationalisation, financially, is very much part of ongoing operations, and subject to normal arrangements of budgeting and financial management, where the main principles are

- a break-even budget (rather than a profit budget)
- departments as budget centres, with freedom to spend within agreed totals
- carry-over of savings
- reasonable incentives for departments and individuals to be entrepreneurial.

This is of significance in terms of the existence of facilitators within the university to expand income from international sources.

6.4.2 International Income

The Annexe 3 gives a broad breakdown of international income sources 2000 and 2001, which presents an encouraging aggregate position, with expansion both in teaching and research and in both campuses, and 27% from foreign sources is very promising. However, the disposition of this, it is understood is

- variable across the departments
- heavily concentrated in fees and research project grants

Accordingly, the PRT would recommend

- discussions with lower performing departments in this domain, to identify growth potential
- consideration of other funding opportunities in, for instance, contract research, lifelong learning CPD ventures, consultancy, franchising etc., consistent with Rhodes’ general strategic objectives and vision.

The PRT commends the DVA-NAVION Feasibility Study on the 2004 Fund Raising Campaign in this context, and the attention this should focus on overseas alumni and partners as a potential income source.

6.4.3 Fees and subsidies for non South Africa students
There is a complex position re. fees and subsidies for non South African students, which the PRT understands as follows. Fees for overseas students may be set by the university itself, the assumption being that they are not motivated by profit and should not be a deterrent. Currently students pay tuition fees – average R12 300 in 2001, and residence fees – average R13 500 in 2001, and a government subsidy is allocated according to whether the student is studying humanities or sciences. Guidelines on subsidy of these fees are strongly conditioned by government policy. However, Rhodes also provides additional student support through scholarships and loans (c. 7 mill. rand per annum) mainly financed through private endowments, and these are open to foreign students. The PRT commends this practice.

6.4.4 Financial support

The budget contains some visible international elements, primarily concerned with financial support in various areas – travel, grants to incoming and outgoing students, funds for staff study leave, postdoc. fellowships, funds for needy students. However, other than these elements, there is not an explicit transparent budget (income or expenditure in total) for the international effort. Cross-subsidy clearly exists, and the Registrar Finance is able to produce a transparent international budget and budget statements if needed. The PRT recommends the University considers whether such an arrangement is needed, and what would be the knock-on consequences, positive and negative. If there was to be movement along the A – B spectrum, it can be convincingly argued that a clear statement of costs and income for international development is indispensable, to guide decisions on investment possibilities.

In addition to the above, the PRT would recommend Rhodes examines the potential of generating additional income from the international student market to support further international endeavours.

6.5 Personnel Issues in Relation to Internationalisation

The Rhodes’ mission statement aims “to attract and retain staff of the highest calibre” and “to provide an attractive environment conducive to good scholarship and collegiality” underpin human resource policy generally and can be seen to be central to the international efforts of the university. Consistent with other aspects at Rhodes, international dimensions of human resource management are largely mainstreamed into personnel policy rather than standing as specific elements. Responsibilities for human resource management – and by implication its international dimensions – are divided between centre, faculties and departments; at the centre between the Research Office, the Human Resources Division and the Academic Development Centre; and differentiated with campus manifestations at Grahamstown and East London. Efforts seem generally to be guided by common philosophy and assumptions, rather than by a detailed policy framework, but knowledge and understanding of each other’s contributions and activities appeared quite adequate, and certainly posed no apparent problems of a lack of “joined-up thinking”.

6.5.1 Recruitment of new Staff
As far as the acquisition and recruitment of quality staff is concerned, Rhodes indicates a shortage of specialists in IT, pharmacy, business disciplines, made acute, as in other institutions, by high salaries outside academia. Efforts are being made to recruit high quality non South Africans who have studied or worked abroad, primarily on the principle of “hire young and promote”, or “grow our own timber” in the case of Grahamstown, which policy is less relevant at East London which has more of a shortage of mid-career academics. There are a variety of instruments to give effect to this, notably hiring post-docs, sabbaticals, internships and a steady stream of visiting fellows and professors and full-time appointments subject to a three year probation period and conditions regarding allowances. The PRT notes the increasing expense of this, but strongly urges a continuation of the policy. The general low recruitment of black Africans and those from disadvantaged groups and the problem of permits are also acknowledged. However, the PRT endorses the university’s policies and practices in the area to date, and urges it not to dilute its commitment in this regard. Substantive consortia arrangements at point B on the spectrum may assist these efforts.

6.5.2 Professional Development Opportunities

The PRT strongly commends the university on its policies of providing Rhodes staff with the means of international exposure, which are clearly successful in terms of

- the range of opportunities – sabbaticals, travel grants etc.
- generous financial support.
- the stringent conditions attached to these opportunities in terms of demonstrating outcomes.
- the high take-up – 30% of staff in any given year.
- the obvious advantages derived in terms of updatedness, fresh perspectives and subsequent joint projects.

Further proposed systematisation of this is commended.

As has been noted, responsibility for staff development is distributed, without any apparent loss of effectiveness. The identification of needs is at two levels

- general policy directions, which include SAQA supported priorities of course development, assessment, evaluation of teaching, learning and postgraduate supervision. These are mainstream topics and sweep up international issues and inter-cultural en passant.
- those canvassed via staff questionnaires and appraisal/staff development interviews, which over both campuses have yielded student diversity, writing skills, developmental curriculum, intercultural tutorials, teaching in second languages – again incorporating international issues.
In addition, the general philosophy of staff development is learner centred which inevitably enables concerns on international learning to surface, (assuming staff identify them) and apparently secures legitimacy and ownership of programmes. The PRT also commends three important and innovative initiatives all of which are relevant in terms of international support

• the Postgraduate Certificate in Higher Education (PGCHE) which might well be offered internationally as a customised initiative.

• the promising research programme in teaching and learning, which is, in itself internationally significant.

• the East London Student Support Institutional Service.

6.5.3 Staff Appraisal

The main streaming principle is also observed in staff appraisal, which, we understand, is about to become more formalised. The seven proposed criteria are mainly concerned with excellence in traditional academic domains, and internationalisation does not explicitly figure. The PRT would therefore urge the university to reconsider the criteria to ensure that recognition for staff efforts will be recognised not only in terms of international standing, but also in the international domain.

Finally, depending on the university’s response to the A – B spectrum, it may very well be that there will be a demand for new types of expertise in the international domain e.g.

• staff capabilities in operating in different national cultures and political contexts,

• e-learning across national boundaries,

• bidding for customised project initiation

• comparative research.

In this case, Rhodes will need to determine whether this expertise will be achieved by recruitment of external staff, already professionalised in these areas (which may require different approaches to salary structures), the outsourcing/commissioning of such expertise on a formal or agency basis; or developing existing staff. Whichever mix is chosen, the ramifications for personnel policy are evident. The PRT urges consideration of the above when deciding its approach to the A – B choice.

6.6 Promotion and Marketing

6.6.1 International university marketing
Marketing universities internationally and marketing the international dimension of universities (domestically and internationally) are different but linked activities. Both aspects are gaining increasing importance and the following elements are becoming normal:

- Strategic advertising for prospective students for undergraduate and graduate level studies
- Advertising for exchange and cooperation between national and international educational and research institutions
- The targeted marketing of educational and service offerings
- The promotion of the university image

Successful university marketing is evidently based on a good offering; a successful marketing strategy and a positive image of the university.

6.6.2 Current Situation

To date, Rhodes has not been active or very visible in terms of international marketing for students or for profile. On the contrary Rhodes' exceptional quality and excellence is in fact its "best kept secret". Moreover, the existing international activities of the university, such as the presence of international students; international research projects and its cooperation with partner universities, have been under utilized in the promotion of RU's image. For this reason it is recommended that the following measures be considered:

- The development of concepts for attracting students.
- The inclusion of international elements in the corporate messages and imaging
- More intensive use of instruments of informative advertising, e.g. print media (leaflets, brochures, posters, advertisements) or electronic media (video, CD, Internet)
- Targeted participation in international fairs.

6.6.3 International Alumni groups

There is currently a boom in international alumni programs. Alumni activities can be of great help in the accomplishment of certain goals. In this respect the advisory and promotional work of alumni, the contacts they can establish, and their function as representatives of the interests of the university all merit serious consideration. The PRT acknowledges the work that has been done to establish contact with alumni through mailings and regional events. It appears that RU is successful in mobilizing its alumni in the areas of sponsoring and fund raising;
however, the PRT suggests that RU consider further efforts to assess and cater to the needs of alumni for professional development and life-long learning activities.

In summary, with regards to promotion and marketing the PRT recommends the following:

• a market assessment survey followed by a phased and strategic plan for international student enrolment.

• the launching of a modest but long term image building campaign which includes international elements and which is targeted locally and internationally.

• the development of attractive promotional material including web based materials

• the maintenance of the contacts with former students and guest faculty after their return home

6.7 Quality Assurance

6.7.1 Rhodes approach to Quality Assurance

The philosophy for QA at Rhodes is well stated in the Self Assessment Report (section 5.5), and encompasses the following five elements.

• an umbilical connection between QA and academic planning, both in terms of process and structure.

• a fitness for purpose definition, and a strong focus on mission i.e. a vision of excellence into which internationalisation is fitted.

• self evaluation based on critical self review.

• an improvement orientation.

• shared responsibility at various levels.

The PRT would observe that these philosophical bases are largely reflected in practical arrangements; that the University is responsive to national Q. initiatives, through SAQA, HEQC and the NQF; and that the processes are reflective of, and attuned to the realities of Rhodes’ current international positioning. The consequence of this is that there is no specific treatment afforded to international issues and phenomena. However, this may be reasonably expected of the permeation/infusion model of internationalisation already discussed.

6.7.2 Existing QA mechanisms
The Quality Assurance Committee (QAC) plays a central role in establishing and monitoring quality frameworks, which are then operated by other committees at the centre (e.g. Teaching and Learning Committee) and at faculty level. The significance of SAUVCA’s Quality Promotion Unit’s trial audits (1997) are acknowledged to be significant in establishing both the control and subsequent rubrics. The PRT notes that the QAC is currently developing a comprehensive QA policy, and supports the aim of including in this a specific international dimension, though discussions were not too fruitful in determining what this might be.

A range of QA mechanisms currently exist including

- a well established system of external examiners with a strong international representation which the PRT commends, both at under- and postgraduate level.
- course evaluations.
- teaching and learning self assessment and mentoring possibilities.
- departmental reviews on a three year rolling basis which do not specifically pick up internationalisation but through which internationalisation may be inferred – e.g. collaborative research, research, student performance, Ph.D. destinations, international conferences. Internationalisation is not a formal item in such reviews.
- faculty self evaluation reviews where differentiation of approach is encouraged. Thus, one department in the Natural Sciences (Biochemistry, Microbiology and Biotechnology) is considering applying ISO 9000 to its practical courses. Whether or not these devolved approaches are regularly monitored and what conclusions are derived is not clear to us. This might be usefully reflected on by the university, with a view to enhancing the effective exchange of good practice.

6.7.3 QA and the International Dimension

The PRT is content that the interests of the international discussion are not neglected in the above catalogue of activities, even though they are not specifically identified per se. As far as future development of QA with reference to internationalisation is concerned, the PRT would recommend that while the above is probably adequate for the current definition of internationalisation at Rhodes, if a movement from A to B on the spectrum indicated in section 4.2 took place, there would need to be a refocusing of the quality assurance processes to pick up dimensions such as out of country provision; customised initiatives; joint degree programmes; a modest e-learning capability; since these pose issues which may not be picked up by existing methods.

Secondly, since IQR does not purport to provide the sort of international accreditation Rhodes apparently seeks, other methods may need exploration.
No overarching agency exists for this purpose, so it may be that subject by subject or professional accreditation is an alternative (such as the EQUIS or ACSB processes for business education). However, Rhodes may wish to revisit whether it actually needs such accreditation, if it participates actively in purposive international consortia.

Finally, if movement towards the B end of the spectrum is contemplated, Rhodes may feel the need to examine, with other universities in the SADC block, the feasibility of a common credit zone in Southern Africa, equivalent to ECTS in Europe – as a long term investment to assist mobility and credit accumulation and also want to standardise the semester arrangements across the university.

The PRT wonders at the extent of comparing and exchanging good practice in the international domain across campuses. We feel if our recommendations made in section 4.3 on “The Twin Campuses Issues” are acted on, then more purposive cross-fertilisation will certainly be needed.

7. Conclusion

7.1 The PRT commends Rhodes on a robust commitment to internationalisation and a wealth of well-functioning elements, in the context of a permeation-infusion model. This has been a model of operation which has served the University well. However, with a number of newly emerged global and national challenges, it is debatable whether this stance can endure indefinitely.

7.2 To this end, the PRT would urge the University to consider how the underlying assumptions to its current international strategy should change, and in the light of the above, requests the University to consider the development of more explicit and systematic policies and instruments to refine its traditional commitments to excellence in changed settings.

7.3 The PRT has no doubt that the University, given appropriate support and encouragement by government, is well equipped in all respects to confront these challenges, and wishes it well in its endeavours. The team welcomes the intention of the University to conduct a follow-up review after two years.
SUMMARY OF RECOMMENDATIONS IN REPORT

Summary of Key Recommendations in the Report

2.0 External Factors

2.1 It is recommended that Rhodes University give serious consideration to the fee structures for international students in the light of Government’s subsidy policy and the international levy that many universities now impose on SADC students. In doing so, the University also should take into consideration SAUVCA’s proposal to Government in support of the levy for SADC students (para. 2.2).

2.2 It is recommended that Rhodes University monitor the visa applications by country and considers the adequacy of its internal capacity to deal with issues relating to student study permits (para. 2.3).

2.3 The University, it is recommended, could well institute some scenario studies on the single and continued effect of these factors on international student mobility (para. 2.4).

2.4 It is recommended that Rhodes University closely monitors the developments and implementation of the SADC Education and Training Protocol, and the trends and events in the SADC nation states in terms of inter-country student mobility (para. 2.5).

4.0 Vision and Positioning of Rhodes in Relation to International Dimension

4.1 The PRT recommends that the policy approach to internationalisation put increasing importance and efforts on the international dimension of academic work as a complement to the existing emphasis on international profile (para. 4.2.1).

4.2 The PRT recommends movement towards strengthening the international dimension of research, teaching and learning activities (B end of the spectrum) and section 5 of the report focuses on the strategies which will contribute to this shift (para. 4.2.1).

4.3 the PRT would thus recommend in terms of Grahamstown’s international profile

• a gradual movement over time from the existing position from A to B on the policy spectrum outlined in section 4.2

• steady state in terms of numbers, but perhaps with a redistribution of international student emphasis from a largely undergraduate concentration to a more even proportion of under- and postgraduates.
• a strong affirmation of the value of the residential setting for international students (para. 4.3.3).

4.4 we would recommend that East London

• be the major locus of any non South African student expansion, especially from Southern Africa, but that plans be developed to create a student village around the campus based on a combination of private and public accommodation. This influx would have considerable economic spin-off for the City.

• begins to develop innovative programmes within an experimental framework for international/Rhodes students e.g. out of country customised initiatives; programmes with a strong emphasis on action research/learning into community issues, and a lifelong learning focus, with a reconsideration of the potential RPL/RPEL for the international market.

• develops a particular comprehensive research focus on the strategic issues which affect the Eastern Cape. Elements of this have already commenced, and should be supported by selective funding. Whilst the present alliances with Leiden Hogeschool and the University of Central England seem to be fruitful, there may well be other alliances which could be developed to give greater effect to this comparative research thrust. The potential of particular professional doctorates should also be examined.

• the possibility of linking its existing work with multi-nationals (Daimler-Chrysler) with its developing international strategies (para. 4.3.4).

5.0 Strategies in Relation to Elements of Internationalisation

International Students

5.1 The PRT recommends

• the scope for increasing the systematisation of overseas recruitment practices, in particular, targeting certain countries to compensate for over-reliance on some, notably Zimbabwe. Improving the Web-page is seen as an important marketing test

• a continuation of the high percentage of non South African students, and a possible expansion on the East London campus

• greater attention to questions of credit recognition of Rhodes' courses in other countries

• a possible target of 25% foreign students could be contemplated, assuming this also makes sense financially
Rhodes Students studying abroad

5.2 It is recommended that Rhodes investigate the possibility of developing a network or consortia of ‘like minded’ institutions to provide further opportunities for student mobility and to achieve a better balance in outgoing and incoming exchange students (para. 5.2.1).

5.3 The PRT would thus recommend the University reviews the robustness and consistency across the board of arrangements for providing clear and comprehensive information to all enquirers and participants on duration; expectations of participants; admissions; tuition waivers; credit recognition; preparatory language instruction and other orientation; health issues and the transfer of funds (para. 5.2.2).

5.4 the introduction of improved documentation such as info-packages about offerings, learning agreements and transcripts of records

- transparency of the curricula (Info Packages)
- previous agreements between the partner institutions regarding the courses to be attended (Learning Agreement)
- the transcript and the point system as proof of achievement (Credit Points) (para. 5.2.3).

5.5 the PRT recommends that RU evaluates existing and future exchange agreements, explores ways to correct the imbalance between incoming and outgoing student exchange numbers, improves the recognition procedures, and develops comprehensive information and support services for study abroad (para. 5.2.4).

Research

5.6 PRT recommends that a more systematic process of international marketing for high quality Ph.D. students be developed (para. 5.3.4).

5.7 it is recommended that the planned development of research institutes in the international domain be a priority for the next planning period (para 5.3.4).

5.8 it is recommended that a stronger strategic focus on thematic comparative research could be a significant contribution to comparative research methodologies and developing policy approaches to national and regional problems (para. 5.3.4)
5.9 it is suggested that Rhodes might very well consider with what partners it could engage to secure regular international funding on a multi-continental basis, as a longer term priority (para. 5.3.4).

5.10 It is recommended that Rhodes might well examine how it could respond to government strategic international/global research studies recognising that they may well necessitate more of a top-down engagement than has been previously the case (para. 5.3.4).

5.11 The PRT advises that the role of Rhodes in East London as an instrument for attracting inward investment through R and D and contract based activity should not be overlooked (5.3.4).

Inter-Institutional Collaboration

5.12 PRT recommends that Rhodes explore institutional membership in networks and consortia that embrace a whole range of international activities (such as staff exchange, curriculum development, thematic networks etc.) on a multilateral, multidimensional and multi-participant basis (para. 5.4).

5.13 PRT recommends that a review of existing agreements be undertaken and a more systematic medium term plan be developed so that institutional linkages are serving identified priorities in areas of research, academic mobility for students/staff and faculty members and contract projects (para. 5.4).

Customised initiatives

5.14 However, the PRT fully accepts the issues involved in the possible expansion of such work and recommends consideration of the following. It is important to achieve an appropriate positioning of activities given that Rhodes does not aim to be a mass provider, but build on its strengths as a research university para. 5.5.3).

5.15 Ideally such international initiatives should be full cost activities (para. 5.5.3).

5.16 A broader conceptual framework would need to be developed for customised initiatives (para. 5.5.3).

6.0 Strategies for Change and Implementation

Organisation

6.1 It is recommended that the Rhodes take steps to move the international work of the university to a position where:

- the current reactive approach moves to a proactive and eventually strategic approach. This applies especially to institutional agreements, international student recruitment and customized initiatives

- the implicit motivation and inferred benefits for integrating an international/intercultural dimension into academic activities move towards
being more explicit, especially in terms of anticipated results and benefits to the university and society

- the rather ad hoc approach to internationalization move towards a more planned and systematic approach
- the current isolated and fragmented approach is loosely coordinated to enable more synergy between and among international activities (para. 6.1.1).

6.2 The PRT recommends that Rhodes give serious consideration to the Strategic Option which emphasises the movement towards a planned and pro-active orientation to the international activities and also profile of the university (para. 6.1.1).

6.3 the PRT would recommend a best case scenario of the International Office reporting to a Vice-Principal-Academic Affairs or a Vice Principal External Affairs. These positions do not presently exist at Rhodes, but the PRT, fully realizing that it is outside its mandate, suggests that serious consideration be given to establishing one of such an additional position, since there are a host of other functions of this nature which could be focused on the role (para. 6.1.3).

6.4 If the establishment of the position of Vice Principal Academic or External is not possible in the short run, the PRT would then recommend that the proposed International Office report directly to the Vice-Chancellor’s office (para. 6.1.3).

Governance

6.5 Therefore, it is recommended that a new International Committee be developed (to replace ISSES committee) to provide the policy direction and procedures for internationalisation and work very closely with the proposed International Office (para. 6.2.1).

Policy

6.6 The PRT therefore recommends an international policy matrix. (see Figure 1) (para. 6.3.1).

6.7 We would envisage and recommend that this International Policy Framework containing the broad objectives for the development in the above areas over a three year planning period, and expressed periodically in annual priority statements (para. 6.3.2).

Finance and International Operations

6.8 Accordingly, the PRT would recommend

- discussions with lower performing departments in this domain, to identify growth potential
• consideration of other funding opportunities in, for instance, contract research, lifelong learning CPD ventures (see paras. 5.5), consultancy, franchising etc., consistent with Rhodes’ general strategic objectives and vision. (para. 6.4.2).

6.9 The PRT would recommend Rhodes examines the potential of generating additional income from the international student market to support further international endeavours (para. 6.4.5).

Personnel

6.10 The PRT would urge the university to reconsider the (appraisal) criteria to ensure that recognition for staff efforts not only in terms of international standing, but also in the international domain will be recognised (para. 6.5.3).

Promotion and Marketing

6.11 The PRT recommends the following:
• The development of concepts for attracting students.
• The inclusion of international elements in the corporate messages and imaging
• More intensive use of instruments of informative advertising, e.g. print media (leaflets, brochures, posters, advertisements) or electronic media (video, CD, Internet)
• Targeted participation in international fairs (para. 6.6.2).

6.12 The PRT recommends the following:
• a market assessment survey followed by a phased and strategic plan for international student enrolment.
• the launching of a modest but long term image building campaign which includes international elements and which is targeted locally and internationally.
• the development of attractive promotional material including web based materials
• the maintenance of the contacts to former students and guest faculty after their return home (para. 6.6.2).

Quality

6.13 The PRT would recommend that while the above is probably adequate for the current definition of internationalisation at Rhodes, if a movement from A to B on the spectrum indicated in section 4.2 took place, there would need to be a
refocusing of the quality assurance processes to pick up dimensions such as out of country provision; customised initiatives; joint degree programmes; a modest e-learning capability; since these pose issues which may not be picked up by existing methods (para. 6.7.3).

6.14 Finally, if movement towards the B end of the spectrum is contemplated, Rhodes may feel the need to examine, with other universities in SADC block, the feasibility of a common credit zone in Southern Africa, equivalent to ECTS in Europe – as a long term investment to assist mobility and credit accumulation and also want to standardise the semester arrangements across the university (para. 6.7.3).
Rhodes University  
International Quality Review  
Foreign Funding 2000 and 2001

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Based on tuition and residence fees charged  
Approximately 27% from foreign sources
### Annexe 3

**Acronyms**

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<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>ACA</td>
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<td>Institutional Management in Higher Education Programme</td>
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<td>International Education Association of South Africa</td>
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<td>SAUVCA</td>
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