

**Annual Report for Senate on Implementation of the
Internationalization Policy, 2007/8**
(Submitted to Senate, October 22, 2008)

Office of International Education and Partnerships (OIEP)

INTRODUCTION

In November 2006, University Council approved the Policy on Internationalization. Through the Policy UB is developing a coordinated approach to all its internationalization activities. This policy elaborates a set of objectives, activities, and operational principles to guide the process of our engagement with scholars, students and communities from outside Botswana and on incorporation of international elements within the curriculum.

This report presents data for the 2007/2008 academic year (July 1, 2007 to August 1, 2008) on the three main objectives of the policy: 1) *Expand International Student and Staff Exchanges*, 2) *Expand International Research Cooperation*, and 3) *Enhance the Internationalization of All Curricula*. The data is derived from reports provided by heads of 34 academic departments, the Director of HOORC, and data collected by the Office of International Education & Partnerships (OIEP).

OIEP requested reports from all academic departments. Most HoDs responded. All departments from the faculties of Business, Education, and Humanities submitted, as did all but one from the Science faculty (Geology) and two from the Engineering (Mechanical and Electrical) and Social Sciences (PAS and Statistics) faculties. In short, five departments did not submit. The 34 departments reporting were a considerable improvement over last year when only 25 submitted.

For this year's report, OIEP used the experience of the previous year's survey to redesign some of the questions so that they were more focused and easier to answer. We also designed a questionnaire for supporting offices and research centres. Only a few responded, and some of the responses were not adequate. We therefore need to redesign this survey for next year. One centre, the Harry Oppenheimer Okavango Research Centre, provided an excellent report. Because HOORC's staff members are full time researchers and some of the numbers reported are so large, the Centre's results are reported as a separate figure in parentheses within the tables below.

OIEP also conducted a survey of visiting international students with respect to aspects of their experience at UB for a semester. This questionnaire has been revised for use with all international students, matriculating and visiting, next year.

OIEP has used all of the foregoing data to plan for its future directions. The last section of this report will outline some of these directions. Before discussing the benchmark data with respect to the three objectives of the Internationalization Policy, this report begins with an overview of the present state of UB partnerships.

PARTNERSHIPS

OIEP worked on the signing of a substantial number of agreements in the past academic year. Departments and faculties initiated many. OIEP took primary responsibility for a number related primarily to international exchange students. Below is a complete list of university partnerships signed by UB during the previous academic year (Until August 1, 2008). The name of the institution is followed by the name of the country in which it is located. The UB unit responsible for maintaining the linkage is listed last. Where the partnership is university wide, OIEP is identified as the responsible unit. Otherwise, specific departments or faculties are listed as in charge of the

partnership. In these latter cases, the partnership tends to have a discipline focus and tends to relate to research projects or curriculum development.

1. Rhodes University, South Africa. OIEP and HOORC.
2. Waseda University, Japan. OIEP
3. Tübingen University, Germany. OIEP
4. Maastricht University, The Netherlands, OIEP
5. University of Helsinki, Finland. Primary Education
6. Nokia Corporation, Finland. Industrial Design
7. University of the Free State, South Africa. UB Tromso
8. Technical University of Delft, Netherlands. Industrial Design
9. Indiana University of Pennsylvania, USA. OIEP
10. Shanghai Normal University, China. Humanities
11. Vanderbilt Medical Center, USA. Nursing
12. Oklahoma State University, USA. Geology
13. University of Bergen, Norway. Sociology
14. Han Ban, China. Humanities
15. Associated Colleges of the Midwest, USA. OIEP
16. University of Bradford, UK. Centre for the Study of Peace and Culture
17. University Pretoria, South Africa. OIEP
18. Kansas State University, USA. OIEP
19. Missouri University of Science & Technology, USA. Civil Engineering

This list of new partners is very different from last year. Last year, 10 of 17 were from the USA; this year there are 6 out of 19. The big expansion is in Europe where we went from 2 last year to seven. Our Asian numbers remain almost the same going from two last year to three this year. In Africa we have a serious problem. There are none this year outside of South Africa where we had two agreements last year and three more this year. In the last three years, UB has signed only one partnership with institutions in the United Kingdom. Given the historical relationship with the UK, this number seems low.

UB currently has a total of 65 active partner institutions. The complete list is available from OIEP upon request.

The exchange agreement with the Associated Colleges of the Midwest (ACM) in the United States is an important one. It brings up to 20 students in the second semester of each academic year to study in UB classes. In addition, the ACM supervising instructor teaches a course for the ACM students in which UB students are encouraged to enroll. All ACM students pay international student rates, which is twice the local rate.

In addition to the above partnerships, UB signed a number of implementation agreements with existing partner institutions for starting specific activities. These activities ranged from research projects to student exchange agreements and group study abroad action plans. Particularly notable in this regard has been the expansion of activities with University of Pennsylvania which have included 15 internships for their students, UB students studying at UPenn during the long break, and a group of UPenn nursing students studying at UB at the same time.

STAFF AND STUDENT EXCHANGES

The activities under this objective are as follows:

- Provide opportunities for UB students to spend a semester or year abroad through exchanges;
- Facilitate academic staff to undertake study and research outside of Botswana for time periods as appropriate to their professional objectives;
- Recruit visiting scholars who bring needed research or teaching capacity on campus;
- Promote short and long term study opportunities at UB for international students;
- Develop partnerships which will facilitate the expansion of staff and student exchanges.

Summary of data from departments

Item	Total (HOORC)	Number of Departments that had data on the item
Number of international students attached to staff in the department for research project	40 (10)	10
Number of UB students sent abroad for study in 2007/2008	32	11
Number of visiting scholars in the department for 2007/2008	64 (47)	22
Activities (i.e. teaching, research etc) of visiting scholars	Mostly teaching & scholarship	
UB academic staff undertaking short-term research and/or teaching at international institutions, including sabbatical or postdoctoral fellowships	36 (1)	17
Number of study abroad programmes operating	20	12

This was the first year departments provided information on international students working with their academic staff on research. Of the 40 students reported, more than half (26) were in four departments: Architecture, Physics, Mathematics, and Chemistry. The number of such students should increase as existing partnerships become more extensive. Note also that HOORC is becoming a major attraction for international student research, approximately 20% of the total number seeking attachment with UB staff.

Based on student data from the OIEP and the HoDs, 32 UB students went on study abroad in 2007/2008. The countries they went to included Japan, Korea, Holland, Germany, Sweden, Canada and the USA. OIEP provided stipends for 19 of these students. The amount provided depended on the specific terms of each exchange. The other students were supported by grants received by UB departments. In the last report only eight students were reported to have gone abroad. This sizeable increase is partly the result of a government grant received by UB early in 2008 for almost P4 million.

The number of visiting international students increased even more substantially. The first semester there were six, but in the second semester the number increased to 45. These one semester study abroad students came from six countries: Canada, France, Germany, Sweden, Finland, and the United States. UB also received students during the long break for internships (number of students in parentheses) from the University of Pennsylvania (15) and Kansas State University (6).

In addition to individual students visiting UB for a semester, the University hosted four group study abroad programmes during the academic year breaks from the following schools in the USA: Wheaton College (10), Ohio University (14), University of Pennsylvania (7), and Oakland University (3). Besides visiting villages and other sites of interest and attending lectures by academic staff from their own institutions, three of the programs featured intensive courses offered by UB staff members. In a number of cases the students also engaged in community service with a local NGO, school or health facility.

Overall enrolment at UB of international students remains small. The exact number is impossible to establish due to inadequate records. One IT run in August of this year showed 402 international students to be present. We know this figure is low in that citizenship information is incorrect or not recorded for a number of students. Also, there is no way to separate resident alien students from those who are actually coming from another country. In any case, it does not appear that much more than three percent of the student body is from outside of Botswana. To be sure, resident aliens are included in this number. In any case, UB's objective of having ten percent of our students be international in origin is still a long way off.

Without question the largest group of international students is from Zimbabwe, which probably totals over 70. Lesotho and Zambia are second and third. At least 16 African countries have students at UB; however, the figure is probably larger due to some countries not being included on the list provided to students during registration. OIEP is hopeful the citizenship listing in the registration process will be upgraded by the end of the current semester, ensuring that all students are registered by country.

It was expected that the International Student Administration fee which Council approved in November 2007 would produce significant income to provide for part of the OIEP budget. To date, this objective has not been achieved. Financial Affairs is still seeking to obtain a complete list of students who should pay the fee.

OIEP conducted a survey of visiting international students (N=17) to ask about various aspects of their experience during the 2nd semester of the 2007/8 academic year. For the education experience (lecturers, course content, etc) on a four point scale the rating averaged 1.92. Services (library, residences, OIEP, etc) averaged 2.57. The highest rating on the survey was for the students' cultural experience (cultural visits, interactions with Batswana students etc.). These items averaged 3.51.

The educational experience average was particularly disappointing. Part of the problem was undoubtedly the Setswana language course which received considerable negative comments. To improve this situation, one of the instructors was sent during the long break to the University of Minnesota to learn how to teach Setswana as a second language. International students also expressed concern about the use of Setswana in class by a number of lecturers, especially since no translation is provided in most cases. They felt that this tends to leave them out.

The service rating also needs to be improved. OIEP has looked for ways to restructure the services it provides based on students' comments on the survey. Also, it is working with other departments on ways to ensure that international students' needs are addressed.

In terms of staff exchanges, UB experienced a high level of activity during the academic year. UB received three Fulbright Fellows (one more than last year) and one McGee Fellow of Journalism. In addition, almost two thirds of the departments reporting had visiting scholars attached who were doing research and giving occasional lectures. This is double the number of visiting scholars reported in the previous year. In a few cases, whole courses were delivered by visiting scholars, e.g. in the departments of English, Media Studies, Law, Social Work, Marketing, Economics, and PAS. By far the largest proportion of visiting scholars (42%) is at HOORC.

Equally important is the number of UB scholars (in addition to those in training) reported to have gone abroad for study or research. This number increased from 5 the previous year to 36 last year. Half of the departments reporting had at least one scholar abroad. Examples of where UB faculty visited are the following: One Business Faculty member was at Ohio University (USA); another from Environmental Sciences was at the University of Binghamton (USA); a third from the English Department was at the University of Koblenz Landau in Germany; three Nursing staff were in Finland as part of the North-South-South collaboration with Diakonia and Turku University of Applied Sciences.

In summary, UB has witnessed a considerable expansion of student and staff exchanges. With this expansion a change has started to come in the campus atmosphere in that more diversity of opinion and culture is being manifested. Particularly noteworthy is that the international students and the UB students who have gone abroad are frequently reported as more inclined to speak up in class and dialogue with their instructors. However, there are also new challenges in terms of finding appropriate housing for international visitors and insuring that they have sufficient opportunities to explore the intellectual and cultural foundations of Botswana society.

INTERNATIONAL RESEARCH

The activities under this objective are as follows:

- Engage in more collaborative and comparative international research;
- Recruit visiting research scholars to mentor and/or lead departmental and faculty research projects;
- Establish mechanisms for cooperative supervision of graduate students enrolled at UB and partner institutions by UB scholars and partner colleagues;
- projects;
- Present more scholarly papers at international meetings;
- Provide venues for UB staff to inform colleagues of papers and discussions at international meetings;
- Develop partnerships which will expand international research cooperation.

Summary of data from departments:

Item	Total (HOORC)	Number of Departments that had data on the item
Number of active collaborative agreements within departments	44 (17)	22
Number of scholarly meetings attended by UB staff members outside of Botswana in 2007/2008	139 (68)	32
List of important outcomes from attending scholarly meetings outside of Botswana (e.g. research collaborations, student exchanges)	Mostly conferences and presenting scholarly analyses	
Number of staff members in the department participating in supervision of graduate students outside of UB	27 (2)	17
Number of scholars outside Botswana participating in supervision of graduate students at UB	11 (3)	7

UB's academic staff has developed a significant web of international contacts and activities. Particularly important has been the new centers of study and increased activity of existing research centres. HOORC has been most impressive in this regard by delivering 68 papers over the course of the year. This amounts to one-third of the papers delivered outside of the country by UB academic staff.

Two-thirds of the departments responding to our questionnaire indicated that they had collaborative agreements with institutions outside of Botswana. Indeed the average of those reporting is two such connections. This is a good start. Indeed, UB is beginning to have a problem at the department level with the management of international partnerships. In one case, a department clearly had too many partnerships to manage. The HoD agreed with the advice of OIEP to reduce their number of connections by two.

UB has a steady stream of visitors from universities wanting to partner with it. There can be from two to four such delegations a week. We need to start being more selective with regard to which institutions become our partners. This can be done by 1) only negotiating with those which have a clearly articulated interest which meets UB strategic needs and 2) only going into partnership with those which have clear capacity to implement the partnership. OIEP will shortly be publishing guidelines for departments to follow so as to insure that the relationships established are worthwhile.

OIEP has allocated a significant part of its budget for international linkages to fund trips by academic staff to explore possible connections with overseas institutions. Last year alone, OIEP spent almost P176000 on travel involving 16 academic staff members for such exploratory purposes. In order to ensure that these funds go further in the future, OIEP established a policy that as a rule it will only fund one staff member to travel to a given institution for the purpose of investigating a partnership.

OIEP does not fund staff travel for the purpose of attending academic conferences, usually for the purpose of giving academic paper. These funds must come from the faculties, and the amount which

has been available is small, being P7000 at the most. Nevertheless, our staff have shown considerable resourcefulness in coming up with funds for such conferences. Last academic year thirty two out of the thirty four departments answering our internationalization survey reported having at least one staff member attending a conference outside of the country. The total number attending was 139. This is probably an underestimate. So, we can conservatively say the average per department was close to five conferences per department. That 139 UB academic staff attended conferences overseas last year is not a large number given there were 715 in academic staff positions. Given that a number of staff attended two or more conferences in a year, we can conservatively say not more than 15% of the academic establishment attended a conference outside of the country.

An increase in the ORD travel budget for this coming year should lead to some augmentation of the number of staff traveling outside of the country to attend conferences. The value of attending professional meetings cannot be underestimated. One staff member in Population Studies attended a conference outside of the country several years ago. He was able to liaise with colleagues in other southern African countries and one from the UK. The group worked on a grant proposal which has recently been funded for 573,785 Euros. Had he not been at the conference, he would not have been included in the proposal. The lesson is clear. Investment in academic staff travel for professional meetings pays off.

Also notable in the above table is that 27 academic staff supervised graduate students from outside of UB, although this number was down by three from last year. It is noteworthy that the number of scholars from outside Botswana supervising UB graduate students is much less. Given the fact that over sixty such scholars were on campus last year in two-thirds of the departments responding to our survey, the number of outside scholars on our thesis committees, one would think, could be higher. Possibly the deans of faculties could encourage increased use of visiting scholars for this purpose. One way to enhance the reputation of graduate programs is to have outside scholars on thesis committees. Visiting scholars could also serve as external examiners, thus addressing one of the major causes of delay in the thesis examining process.

In summary, many UB academic staff members are very much engaged with the global community. Our expanding international linkages are increasingly providing a basis for this engagement. However, it is imperative that the departments shape existing and future linkages to insure that the returns from such cooperation continue to improve. Critical to UB becoming a research institution is that we partner with institutions more experienced than we are in this regard. Additionally, these partnerships must augment the number of scholars both coming to UB and our own academic staff spending time with their colleagues outside of Botswana.

INTERNATIONALIZATION OF CURRICULA

The activities under this objective are as follows:

- Augment international and comparative subject matter in both general education and disciplinary courses;
- Develop curricula that make UB graduates more competitive in the international labour market;
- Enhance faculty and student appreciation of international diversity;
- Encourage foreign language studies;

- Establish joint and/or dual degree programs with universities outside of Botswana when such programs are not available or cannot be sustained at UB;
- Provide internships for UB students outside of Botswana;
- Participate in on-line courses offered outside of Botswana and offer such courses at UB for students in other countries;
- Implement flexible approaches to the transfer of credits from accredited universities outside of Botswana.

Summary of data from departments

Item	Total (HOORC)	Number of Departments that had data on the item
Number of international students hosted by the department	145	18
Number of students from international institutions who took part in on-line courses offered in your department	2	1
Number of joint degree programmes offered in your department	1 (3)	1

In some respects UB's classrooms are very international. Most particularly our academic staff members come from a very substantial number of countries (35). In terms of continents, only South America is not represented, and only two countries from Asia are represented. Also, UB is admitting students from an increasing number of countries.

The Learning and Teaching Policy, which was approved by Senate in November of 2007, envisages major additional advances in the classroom with regard to internationalization. In particular individual classes and departmental programs will have a cross-cultural focus and teach skills which render UB graduates competitive in the global job market.

The big curriculum advance this last year in terms of internationalization has been the establishment of an MoU with Han Ban, an agency of the Chinese government, which commits Han Ban to fund establishing a Chinese language program (called the Confucius Institute) in the Humanities Faculty. After surveying a number of possible partner universities in China to work with UB on this endeavor, it was decided to partner with Shanghai Normal University. SHNU was originally a teaching university, and as a result it has an excellent program for teaching Chinese. It also has an African studies program on campus, highly unusual in China, which should lead to UB being able to contribute to program development at SHNU. The Confucius Institute should begin teaching classes in August of 2009.

The Humanities Faculty was in discussions during the second semester of the last academic year with the French Embassy's Cultural Affairs Officer regarding the establishment of a Language Teaching Centre which would focus on methodologies of teaching French and other second languages such as Portuguese. The idea is that the Centre would be a resource for language teachers in the southern African region. It would be linked with similar centers in West Africa which are supported by the French government. UB sent a staff member to Togo in May to explore the possibility of a link with the West African centres.

OIEP held initial discussions during the last academic year with the Government of Brazil regarding the possibility that it might support a Portuguese language program at UB. Their idea was that they would pay for an instructor to come from Brazil. UB countered by suggesting that a more comprehensive program be developed which would involve training of UB instructors and travel by UB Portuguese language students to Brazil or another Portuguese county. Our proposal resulted in a need for the Embassy of Brazil to consult with its government. We have yet to receive a satisfactory reply.

Another significant curriculum advance was the signing of an agreement between UB and Missouri University of Science and Technology (Missouri S&T) to collaborate on mining engineering endeavors. Our two institutions have agreed to develop a “3 plus 2” mining engineering degree programme in which UB students take 3 years of study at UB and then proceed to Missouri S&T for the last two years. The first group of ten students will attend Missouri S&T in the 2009/2010 academic year. The ultimate goal of the collaboration is also to assist UB in developing its mining Engineering programme. Hopefully all five years of the mining programme will be offered at UB by 2012. During the current reporting period UB has sent a staff member to Rolla to discuss details related to implementation of this program, and Missouri S&T has sent a delegation here for the same purpose.

One setback in the curriculum area should be mentioned. The Government of France has played a leading role in the establishment of our French Department, which as was mentioned in last year’s report, teaches the most students of any French department in southern Africa. Part of the success of the program rested on the fact that the Department sent around thirteen students each year to France for intensive study during the long break. This program was funded by the French Government and the Government of Botswana. In February of this year, the French Embassy informed our French Department that its government would no longer fund UB students to study in France. The Department is still contemplating a way forward. It is possible that the program could be transferred to Reunion. Further discussions await the arrival of a new Cultural Affairs Officer.

In summary, the curriculum advances in international terms during the past year have been mostly in the area of expanding the number of languages available for study at UB. This is a major endeavor and will take a number of years to fully realize. Additionally we have developed our first major joint degree program. The focus of both these endeavors will only impact a relatively small number of students. It is therefore imperative that curriculum internationalization be expanded in scope so that more disciplines and students are exposed to international concerns. Probably most useful would be internationalization of the undergraduate general education curriculum. This will involve liaising with Ad Hoc Committee on General Education.

CONCLUSION

During the last academic year, a number of new university policies have been approved including the Learning and Teaching Strategy, the Research Strategy, and The Strategy for Excellence. Separately and together these strategies incorporate and reinforce the essential themes of the Internationalization Policy approved by Council in November 2006. In particular, these documents emphasize 1) the need for staff and student exchanges with universities around the globe 2) the importance of academic staff pursuing research programs which coordinate with colleagues outside of Botswana and are funded from international sources; and 3) the need for all aspects of the curriculum to have

cross cultural and international dimensions. This report is thus an examination of the baseline from which the UB will be moving forward in the next plan period with regard to internationalization.

As the forgoing discussion demonstrates, the recent academic year was a time of beginnings. A number of programs approved in the previous year were implemented, including student and faculty exchanges and cooperative research programs. We also began discussions for the teaching of several new world languages, Chinese and Portuguese. And, we began extensive training of OIEP's new staff members through among other things, attending international education conferences and visiting a number of partner institutions. Additionally, our partnerships became more diverse, especially in terms of adding a number of European partners.

The record of HOORC detailed in this report is truly impressive. It is clearly ahead of the rest of University in moving toward world class status. For this its staff needs to be congratulated. However, this accomplishment also poses some significant challenges for future growth of HOORC itself and the University. One is the need to incorporate more outside scholars in its research activity. Particularly important in this regard is an increased number of graduate students and post-docs who generally determine the extent of skilled staff available for research activity. Another challenge is finding ways to include scholars on the main campus in the research programs ongoing in Maun. Possibly a program to increase the movement of staff between the two institutions could be implemented. Currently most contact is at the administrative level. Finally, HOORC has been and will be receiving a number of new PhD staff back in the Centre to begin their research careers. A major challenge for them will be finding funding to launch new projects. It may be necessary for ORD to provide some funding to these young people for these projects.

OIEP has a number of priorities for this next year. They are as follows:

1. Expand the number of student and faculty exchanges, particularly in the SADC region.
2. Expand our capacity to generate income from the operation of the office, hopefully through a clarification of the international administration fee.
3. Work with Deans, Directors, and HoDs on conceptualizing internationalization as a reality within their units.
4. Promote internationalization of the general education curriculum.
5. Advanced training of OIEP staff for their responsibilities.
6. Develop an international marketing strategy in cooperation with Admissions and School of Graduate Studies.
7. Recruit full time international students at both the graduate and undergraduate levels from the SADC region, especially Zambia, Lesotho and Swaziland and Namibia.
8. Increase publicity for international activities at the University
9. Work with the Admissions and the School of Graduate Studies staff on significantly shortening the turnaround time for international applications.
10. Develop a dialogue regarding cooperation with the ministries of Education and Foreign Affairs.
11. Establish a quality assurance approach for the initiation and maintenance of partnerships.
12. Develop an Internationalization Plan for 2009/10-2011/12.