

# *The Leadership Enigma: Myths and Realities of University Internationalism Strategy*



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**2010 IAU International Conference  
'Ethics and Values in Higher Education in the Era of Globalisation:  
What Role for the Disciplines?'**

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Vilnius, Lithuania  
25 June 2010

# Who cares – Why bother, and is TNE right for your university?



- ‘Just 500 more international students and I can give the faculty’ merit increases next year.’
- ‘I resent your implication that our university is only in international education for the money!’”
- ‘Our leaders are clear about the benefits of internationalism for our university, our faculty, our local community, our students and our funders?’
- ‘Did anyone bother to tell the dean of business about our new MBA programme in China?’
- ‘We are very proud of our balanced internationalism strategy of off-shore programmes and recruiting international students.’
- ‘Well any action is better than no action by the President.’
- ‘We’ll just bring the faculty along, I’m sure we can resolve workload and incentive issues at the next union meeting.’

# University Core Values



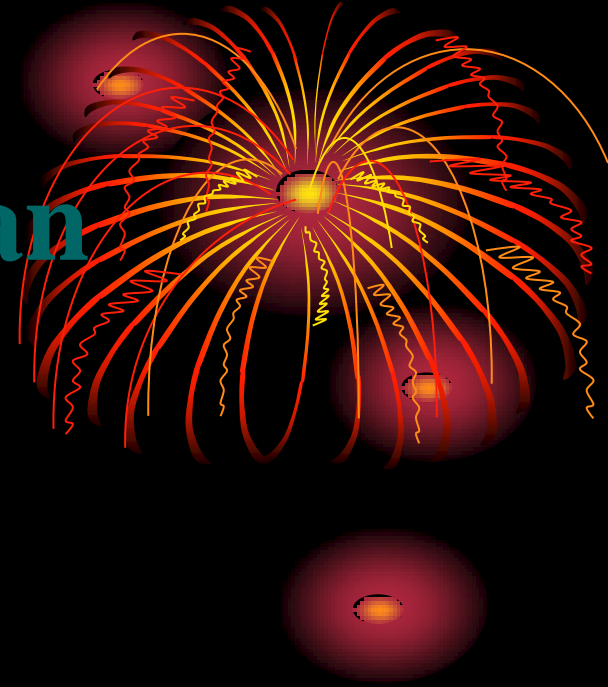
- Academic freedom – speech, expression, tolerance, understanding, empathy
- Access
- Quality and excellence
- Research – empirical study and creation and dissemination of new knowledge
- Diversity – ideas, ethnicity, gender, curriculum, language, culture, and more
- Service to the university, community, region, nation, and globally
- Educative process

# Ethical Choices



- Choices influenced by the interconnected synergy of culture, values, beliefs and attitudes
- Choices are deliberate decisions even if they are misinformed and regardless of the rationale and justification

# Harry S. Truman



**‘I did what I thought was right.’**

## Myth 1:

Internationalism is a Core Educational  
Value of the Modern University



## Reality:

Internationalism is a Revenue  
Enhancement Strategy visa-via Global  
Village Rhetoric

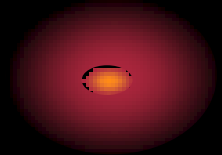
## Myth 2:

Access and Quality are Driving the  
Global Higher Education Market



## Reality:

Access is Selective and Revenue Goals  
may be Compromising the Quality  
Continuum



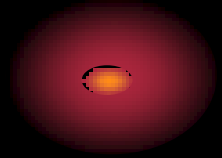
### Myth 3:

Academic Disciplines are Leading  
Institutional Internationalism



### Reality:

Senior Institutional Leadership is  
Exerting Revenue Enhancement  
Pressures on the Disciplines

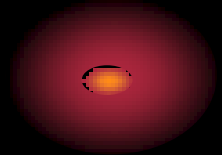


## Myth 4:

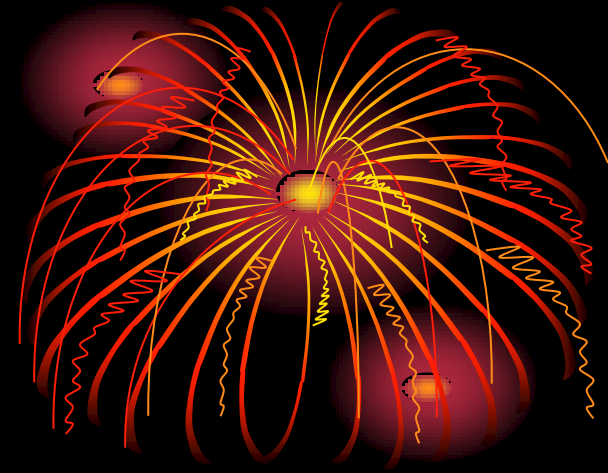
Student Success and the Educational Process are Driving Internationalism

## Reality:

This rhetoric fades as revenue goals take priority and comprehensive, high quality student services are compromised.



**Mark Twain**



**Of course truth is stranger than fiction  
... fiction has to make sense.**

# Summary Observations



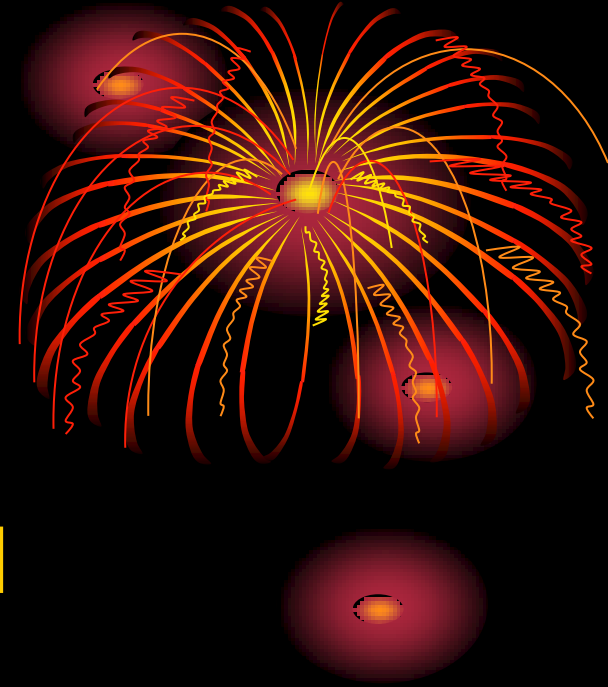
- Contingency planning is the most viable response strategy to the unpredictability of the global marketplace
- Internationalism must be built around a portfolio approach to balance dependency on off-shore and international recruitment revenues
- Leadership in the academic disciplines must re-assert their role in developing internationalism.
- Student success and the educative process must be balanced with financial necessities.

# **An Ethical Question**



**‘Is it the responsibility of the university to produce ethical and moral graduates?’**

**Aĩcũ**  
**Thank you**



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