

**Internationalisation and global citizenship
in higher education
– reflections from four case studies in Brazil, Poland,
UK and USA.**

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Declaration

I, Monika Katarzyna Kraska confirm that the work presented in this thesis is my own. Where information has been derived from other sources, I confirm that this has been indicated in the thesis.

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Abstract

Internationalisation and global citizenship (GC) have been under exploration by researchers, practitioners and policy makers over the last two decades because of their profound impact on globalising contemporary higher education (HE). As a result, there are many conceptualisations of and empirical studies into internationalisation and GC in HE, and this area is rapidly expanding, uncovering the need for further research. In this thesis, by investigating strategies and staff opinions at four selected universities in Brazil, Poland, UK and USA, which are attempting to internationalise and foster GC. I engage with and build on existing theories and concepts about globalising HE, internationalisation and global citizenship in HE. I build a model to conceptualise the relationships between internationalisation practices and graduate GC attributes, which uses an analytical tool of three conceptual lenses: neoliberal, liberal and critical. I conclude by explaining how the relationships between internationalisation and GC at each institution depend on the context, institutional particularities, people and a creative use of the third space to conceptualise and practice. This thesis contributes to the discussions about modern HE with a study of four universities that practice internationalisation and fostering GC in four different contexts and it further unravels the nuances and complexities influencing the practical and conceptual relationships between internationalisation and GC.

Impact statement

The impact of this research can be seen within and outside academia because, by means of four contextualised case studies, it addresses an under-researched and under-explored area of relationships between internationalisation and global citizenship in contemporary higher education from a scholarly and applied perspectives. Within academia, it delivers conceptual mappings for both phenomena and builds a conceptual model of relationships between them using an analytical tool of three lenses: neoliberal, liberal and critical. This model provides an effective and useful way to look at how internationalisation and GC are conceptualised and implemented at HEIs around the world. It makes the ideological underpinnings behind the phenomena explicit and unveils what particular factors play a crucial role in defining and implementing internationalisation and graduate GC attributes in practice. This model can be used by scholars and practitioners alike to assess and develop institutional responses to these two phenomena.

Simultaneously, a significant impact is provided by the analysis of the four case studies, which leads to a greater understanding of the approaches to and applications of internationalisation and global citizenship in four very different contexts. As a result, this thesis brings in perspectives on internationalisation and GC from the West (UK, USA), Central and Eastern Europe (Poland) and the Global South (Brazil). Thanks to adopting case study as a research strategy, this thesis provides a deep and thorough study of the impact of these different contexts on the two phenomena, therefore expanding the existing body of knowledge with insights from other perspectives.

One of the main drivers for completing this thesis for me was the impact it should provide to HE professionals, like myself, who work towards internationalising contemporary HE. It was important for me to address the feeling of being overwhelmed and somewhat lost with the diversity and complexity of resources available to deepen the understanding of internationalisation and then to connect it to global citizenship. My thesis addresses this need and provides a clear tool, thanks to which it is easier to categorise and understand the different approaches that co-

exist in each HEI. Therefore, I have been disseminating my conceptual explorations and empirical findings through a number of avenues, which include: poster presentations at NAFSA 2014 and Going Global 2015 conferences, workshops at the Education Abroad Programme for the University of California in May 2016 and at Projects Abroad in September 2018, presentations at the Society for Research in Higher Education conferences for newer researchers in December 2017 and December 2018, at the Academic Symposium on Global Citizenship Education in May 2018, and the UCL IOE Doctoral Conferences in June 2017 and 2018. The conceptual mapping of both phenomena has been also delivered in the form of a publication in “Teaching and Learning in Higher Education. Perspectives from UCL” book edited by Jason P. Davies and Norbert Pachler (2018) in a position paper “From internationalisation to global citizenship: dialogues in international higher education” co-authored with Professor Douglas Bourn and Dr Nicole Blum.

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Table of contents

Declaration	2
Abstract	3
Impact statement	4
Acknowledgements	6
Table of contents	7
List of Tables	12
List of Figures	14
List of Appendices	16
List of Acronyms	17
Chapter 1 Introduction to internationalisation and global citizenship in higher education	20
1.1 The aim of the thesis	20
1.2 My positioning and motivations for doing this research	22
1.3 Why study the relationships between internationalisation and global citizenship in higher education and why now?	23
1.4 Situating this thesis in the research landscape	32
1.5 Research objectives and questions	36
1.6 Organisation of the thesis	37
Chapter 2 Exploring the theoretical underpinnings of internationalisation and global citizenship in contemporary higher education	40
2.1 Introduction to the chapter	40
2.2 Universities and globalisation	41
2.3 Internationalisation of higher education	52
2.4 Global citizenship in higher education	68

Chapter 3	Conceptual relationships between internationalisation and global citizenship in the form of graduate GC attributes in higher education.....	90
3.1	Introduction to the chapter.....	90
3.2	What is meant by relationships?.....	90
3.3	The connections between globalisation, internationalisation and GC in HE	92
3.4	Introducing the tool of lenses and the model of relationships.....	95
3.5	The relationships between internationalisation of HE and graduate GC attributes seen through a neoliberal lens.....	99
3.6	The relationships between internationalisation of HE and graduate GC attributes seen through a liberal lens.....	100
3.7	The relationships between internationalisation of HE and graduate GC attributes seen through a critical lens	101
3.8	The disconnections between internationalisation and graduate GC attributes.....	102
3.9	Summary, conclusion and the next steps	104
Chapter 4	Methodology.....	105
4.1	Introduction to the chapter.....	105
4.2	Research questions.....	105
4.3	Ontological and epistemological position	106
4.4	Research design.....	111
4.5	Research process	125
Chapter 5	University of Warsaw case study	138
5.1	Introduction.....	138
5.2	University of Warsaw in the Polish higher education system.....	138
5.3	External conditions influencing internationalisation and global citizenship in Polish HE and HEIs.....	140

5.4	Internal conditions - presentations of internationalisation at UW.....	146
5.5	Perceptions of internationalisation at UW.....	150
5.6	Reflections on internationalisation	154
5.7	Presentations of global citizenship at UW	159
5.8	Perceptions of global citizenship.....	161
5.9	Reflections on global citizenship	164
5.10	The complexity of relationships between internationalisation and graduate GC attributes at UW	166
Chapter 6	University of California Irvine case study.....	171
6.1	Introduction to the chapter.....	171
6.2	Situating UCI in global, national, regional and local contexts for internationalisation and GC	171
6.3	Presentations of internationalisation at UCI.....	178
6.4	Perceptions of internationalisation.....	183
6.5	Reflections and conclusions on internationalisation at UCI	187
6.6	Presentations of global citizenship at UCI.....	190
6.7	Perceptions of global citizenship.....	196
6.8	Reflections and discussion on GC at UCI	200
6.9	The complexity of relationships between internationalisation and graduate GC attributes at UCI	202
Chapter 7	Pontifical University of Rio de Janeiro case study	206
7.1	Introduction.....	206
7.2	Global context for internationalisation and GC at PUC-Rio	206
7.3	Regional context for internationalisation and GC at PUC-Rio	208
7.4	National context for internationalisation and global citizenship in Brazilian HE and HEIs	211
7.5	PUC-Rio in the Brazilian higher education system	218

7.6	Presentations of internationalisation at PUC-Rio	220
7.7	Perceptions of internationalisation.....	223
7.8	Reflections on internationalisation at PUC-Rio.....	228
7.9	Presentations of global citizenship.....	231
7.10	Perceptions of global citizenship.....	239
7.11	Reflections on global citizenship at PUC-Rio	243
7.12	The complexity of relationships between internationalisation and graduate GC attributes at PUC-Rio	245
Chapter 8	University of the Arts, London case study	248
8.1	Introduction to the chapter.....	248
8.2	Situating UAL in the global, regional, national and local contexts for internationalisation and GC	249
8.3	Introducing the University of the Arts London	254
8.4	Presentations of internationalisation at UAL.....	258
8.5	Perceptions of internationalisation.....	263
8.6	Reflections and conclusions on internationalisation at UAL.....	269
8.7	Presentations of global citizenship.....	272
8.8	Perceptions of global citizenship at UAL.....	277
8.9	Reflections and discussion on graduate GC attributes at UAL.....	279
8.10	The complexity of relationships between internationalisation and graduate GC attributes at UAL.....	281
Chapter 9	Findings and discussion.....	285
9.1	Introduction to the chapter.....	285
9.2	Neoliberal, liberal and critical approaches to internationalisation at case universities – summary of findings	286
9.3	Neoliberal, liberal and critical approaches to GC at case universities – summary of findings.....	294

9.4	Institutional approaches to the relationships between internationalisation and graduate GC attributes at case universities	300
9.5	Factors influencing the relationships between internationalisation and GC at case universities	303
9.6	Modifications of the conceptual framework of relationships between internationalisation and GC in HE	318
9.7	Conclusion - complexity of the relationships between internationalisation and global citizenship in higher education	320
Chapter 10	Conclusions	323
10.1	Introduction to the chapter	323
10.2	What are the relationships between internationalisation and GC in contemporary HE?	323
10.3	What are the implications of findings for research on HEIs?	326
10.4	Significance of this research and its contribution to knowledge	330
10.5	Limitations of this research	333
10.6	Autobiographical reflection	333
10.7	Further research recommendations.....	335
10.8	Final word	336
Appendices	337
References	347

List of Tables

Table 1: Sub-questions to RQ 2.....	37
Table 2: Historical overview of the development of research on internationalisation of HE.....	55
Table 3: Historical overview of the development of research on GC in HE.....	71
Table 4: Linking the neoliberal, liberal and critical interpretations of globalisation, internationalisation and approaches to graduate GC attributes in HE.....	93
Table 5: Illustration of the connections between internationalisation and graduate GC attributes under the neoliberal, liberal and critical lenses.....	97
Table 6: Criteria used for case selection.....	117
Table 7: Documents used for analysis at each case university.....	120
Table 8: Interviewed staff's titles after anonymisation.....	124
Table 9 : Data collection dates and activities per case university.....	126
Table 10: Example of aligning data to neoliberal themes from the relationships model.....	129
Table 11: Units of analysis with corresponding data sets.....	130
Table 12: What is needed to answer research questions?.....	132
Table 13: UW Strategy analysis of references to internationalisation.....	147
Table 14: Summary of presentations and perceptions on internationalisation at UW with alignments to the three lenses.....	155
Table 15: UW Strategy analysis of references to GC.....	160
Table 16: Summary of presentations and perceptions on GC at UW with alignment to three lenses.....	165
Table 17: UCI ethnicity statistics.....	177
Table 18: UCI Strategy analysis of references to internationalisation.....	179
Table 19: Summary of presentations and perceptions on internationalisation at UCI with alignments to three lenses.....	189
Table 20: UCI Strategy analysis of references to GC.....	190
Table 21: Summary of presentations and perceptions on GC at UCI with alignments to three lenses.....	200

Table 22: Summary of presentations and perceptions on internationalisation at PUC-Rio with alignment to three lenses	230
Table 23: PUC-Rio analysis of references to GC in the Message from the President and History and Mission.....	232
Table 24: PUC-Rio analysis of references to GC in the Referential Starting Point...	233
Table 25: Summary of presentations and perceptions on GC at PUC-Rio with alignments to three lenses.....	243
Table 26: Universities UK 2019 International Facts and Figures statistics	250
Table 27: UAL Strategy analysis of references to internationalisation.....	259
Table 28: Summary of presentations and perceptions on internationalisation at UAL with alignment to three lenses	269
Table 29: UAL Strategy analysis of references to GC.....	273
Table 30: Summary of presentations and perceptions on GC at UAL seen through three lenses.....	280
Table 31: Summary of alignments of presentations and perceptions of internationalisation to neoliberal, liberal and critical lenses at four cases.....	287
Table 32: Summary of alignments of presentations and perceptions of GC to neoliberal, liberal and critical lenses at four cases	295

List of Figures

Figure 1: Conceptual mapping of internationalisation of HE.....	68
Figure 2: Conceptual mapping of GC as a graduate attribute	88
Figure 3: What is meant by relationships between internationalisation and GC in HE?	92
Figure 4: Direction of influences between IHE and GC in HE.....	92
Figure 5 : The model of conceptual relationships between internationalisation and graduate GC attributes in HE seen through the neoliberal, liberal and critical lenses	99
Figure 6: Connections between internationalisation and graduate GC attributes seen through a neoliberal lens	100
Figure 7: Connections between internationalisation and graduate GC attributes seen through a liberal lens	101
Figure 8: Connections between internationalisation and graduate GC attributes seen through a critical lens.....	102
Figure 9: Disconnections/tensions between internationalisation and graduate GC attributes in HE under three lenses	103
Figure 10: Triangulation and the research process	131
Figure 11: Visual representation of the data analysis process	133
Figure 12: Conceptual relationships between internationalisation and graduate GC attributes at UW seen through three lenses	170
Figure 13: Conceptual relationships between internationalisation and graduate GC attributes at UCI seen through three lenses.....	203
Figure 14: Conceptual relationships between internationalisation and graduate GC attributes at PUC-Rio seen through three lenses	247
Figure 15: Conceptual relationships between internationalisation and graduate GC attributes at UAL seen through three lenses.....	284
Figure 16: Summary of conceptual relationships between internationalisation and graduate GC attributes at University of Warsaw (UW), University of California Irvine	

(UCI), Pontifical Catholic University of Rio de Janeiro (PUC-Rio) and University of the Arts London (UAL)	301
Figure 17: Factors influencing the relationships between internationalisation and graduate GC attributes in HE	304
Figure 18: Conceptual relationships between internationalisation and GC in HE seen through the neoliberal, liberal and critical lenses	319
Figure 19: Model for conceptual relationships between internationalisation and GC in HE with influencing factors seen through three lenses	320
Figure 20: Factors influencing the relationships between internationalisation and graduate GC attributes in HE	322
Figure 21: Model for conceptual relationships between internationalisation and GC in HE with influencing factors seen through three lenses	326

List of Appendices

Appendix F.....	339
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List of Acronyms

ACE	American Council on Education
AISA	American Indian Student Association
APAIE	Asia-Pacific Association for International Education
APSA	Asian Pacific Student Association
AUSJAL	Association of Universities Entrusted to the Society of Jesus in Latin America
BA	Bachelor of Arts
BC	British Council
BERA	British Educational Research Association
BPC	BRICS Policy Center
BRICS	Brazil, Russia, India, China, South Africa
BSU	Black Student Union
BU	Bournemouth University
BV	Buen Vivir
CAPES	Coordenação de Aperfeiçoamento de Pessoal de Nível Superior – Coordination for the Improvement of Higher Education Personnel
CC	Conscientious Communicators
CCC	Cross-Cultural Center
CCCI	International Cooperation Central Coordination Office
CCW	Chelsea, Camberwell and Wimbledon
CIGE	Centre for Internationalisation and Global Engagement
COIL	Collaborative Online International Learning
CRASP	Conference of Rectors of Academic Schools in Poland
CSM	Central St. Martin's
DESIS	Design for Social Innovation towards Sustainability
EAIE	European Association of International Education
ECTS	European Credit Transfer System
EGL	English as a Global Language
EHEA	European Higher Education Area
EU	European Union
EUA	European University Association
FAUBAI	Brazilian Association for International Education
FESP	The PUC-Rio Solidarity Emergency Fund
FGCS	First Generation College Students
FPR	Polish Development Policy Forum
GATS	General Agreement on Trade in Services
GC	Global Citizenship
GCCD	Global Citizenship Curriculum Development at the University of Alberta
GCE	Global Citizenship Education
GE	Global Education

GENE	Global Education Network Europe
GLONACAL	GLO(bal)NA(tional)(lo)CAL
GVA	Gross Value Added
HE	Higher Education
HEIs	Higher Education Institutions
HESA	Higher Education Statistics Agency
IAU	International Association of Universities
IHEI	Internationalisation of Higher Education Institutions
IHES	Internationalisation of Higher Education for Society
IoC	Internationalisation of the Curriculum
IOE	Institute of Education
IOP	International Opportunities Programme
IRI	International Relations Institute
I@H	Internationalisation at home
ISEC	International Student Experience Community of Practice
KRASP	Konferencja Rektorów Akademickich Szkół Polskich
LCC	London College of Communication
LCF	London College of Fashion
LGBT	Lesbian, Gay, Bisexual and Transgender
LSE	London School of Economics
MEChA	Movimiento Estudiantil Chican@ de Aztlan
MOOCS	Massive open online course
MOU	Memorandum of Understanding
NAFSA	Association of International Educators
NCBR	Polish National Centre for Research and Development
NCN	Polish National Science Centre
NEAM	Group of Studies and Action on Minors
NGO	Non-governmental Organisation
NIMA	Interdisciplinary Centre for the Environment
NOAP	Group for Psycho-pedagogical Guidance and Counselling
OECD	Organisation of Economic Cooperation and Development
OGE	Office of Global Engagement
OTI	Olive Tree Initiative
PALOPS	Portuguese-speaking African countries
PISA	Programme for International Student Assessment
PUC-Rio	Pontifical Catholic University of Rio de Janeiro
QS	Quacquarelli Symonds
SAC	Study Abroad Center
SDG	Sustainable Development Goals
SDSN	Sustainable Development Solutions Network
STEM	Science, Technology, Engineering, Mathematics
SwB	Science without Borders
THE	Times Higher Education
TNE	Transnational Education

UAL	University of the Arts London
UC	University of California
UCEAP	University of California Education Abroad Programme
UCI	University of California Irvine
UCL	University College London
UG	Undergraduate
UK	United Kingdom
UKCISA	UK Council for International Student Affairs
UKIP	United Kingdom Independence Party
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICOM	PUC-Rio student volunteering opportunities
UNILA	Federal University for Latin American Integration
US	United States
USA	United States of America
UW	University of Warsaw

Chapter 1 Introduction to internationalisation and global citizenship in higher education

1.1 The aim of the thesis

This doctoral thesis explores an important characteristic of contemporary higher education (HE): the complexity of relationships between internationalisation and global citizenship (GC) in globalising higher education institutions (HEIs). Even though internationalisation has been a familiar term within the sector since about 1980 (Knight, 2013), it is in the last twenty years, in times of increased pressures on HEIs to offer global experience to students and to engage globally, that the term global citizenship in HE has become an important element of academic discussions and institutional strategies.

There is a rapidly expanding body of research into both internationalisation (Altbach & Knight, 2007, Knight, 2008, de Wit et al., 2015) and GC in HE (Shiel, 2006, 2013, Leask, 2009, Bourn & Blum 2013), confirming the importance of both to the sector. It has also been implied (Gacel-Avila, 2005, Yemini, 2015) that these two phenomena may be interdependent and interrelated. However, the literature does not provide many in-depth studies nor examples of the relationships between them. For HE professionals and researchers, this presents a challenge and for the ever-growing knowledge base, a gap that needs to be addressed. Hence this research project, which looks into the theory and practice of the relationships between internationalisation and GC in globalising HEIs.

The design of my research into this issue is twofold: first, I look into the theoretical underpinnings and ideological drivers to draw a conceptual mapping for these relationships. I then explore how these relationships manifest in practice through empirical research at four case studies to explore how each chosen university is working to address internationalisation and GC. I then examine the relationships

between the two concepts in practice. After having done that, I look across the four universities to see what particular factors tend to influence the studied relationships.

To conduct my empirical studies, I have chosen four universities that fulfil relevant criteria: they demonstrate engagement in internationalisation and fostering GC, represent a range of contexts and they are universities that expressed interest in engaging in my research. The four case studies are:

- a) Pontifical Catholic University of Rio de Janeiro (PUC-Rio) in Brazil is a relatively small, private and non-profit, religiously affiliated multidisciplinary university situated in the metropolis of Rio de Janeiro. PUC-Rio has also been known as the first Brazilian university that embraced internationalisation in terms of exchange partnerships, teaching Portuguese as a foreign language and offering modules in English. Because of its religious affiliation, PUC-Rio's curriculum includes the study of Christianity and the institution is actively involved in affirmative action in nearby favelas. It is considered one of the best universities in Brazil and is commonly associated as an educational hub for the country's politicians and civil servants.
- b) University of California Irvine (UCI) in the United States is a large public multidisciplinary autonomous campus of the University of California system. Even though it is located in the wealthy Orange County near Los Angeles, the campus attracts many first generation college students and students from ethnic minorities; many students are local, access financial aid or work alongside studies. It is also a university that has long standing traditions of local community service. In 2016, UCI launched an ambitious strategy for development and global engagement.
- c) University of the Arts in London (UAL) in the United Kingdom is a medium size public university with focus on the creative arts. It was founded in 2004 as a result of a merger of six well-established arts, design, fashion, media and performing arts colleges scattered throughout central London. UAL's population of students is 50 percent international (including EU) and the institution has been committed to supporting the internationalisation of HE. Between 2010-12, UAL participated in an ESRC funded research project

“Global Citizenship as a Graduate Attribute”, where Professor Doug Bourn (this thesis’ supervisor) was a co-investigator. The institution’s interest in GC was also showcased in hosting a workshop on global citizenship in HE on 14th May 2014, which was delivered by Dr Nicole Blum (this thesis second supervisor).

- d) University of Warsaw (UW) is a large, public, multidisciplinary university established over 200 years ago and situated in the centre of Poland’s capital city. UW is considered to be an elite university, where many country’s politicians, civil servants and academics have studied throughout the two centuries. It is known for sending the highest in Poland numbers of students on Erasmus exchanges and for fostering a very strong research culture with ambitions to climb up in international rankings (it is one of the first two Polish universities that appeared in the THE rankings).

My thesis investigates what the connections and disconnections between internationalisation and global citizenship are in the above universities and HE more broadly. As a consequence, this research contributes to addressing the bigger questions about the role of HE in our globalising societies and is submitted to the rapidly expanding scholarly field of international higher education studies.

1.2 My positioning and motivations for doing this research

My professional and personal experience have sparked my interest in this research topic. Initially, this interest was more theoretical, however, after a job change about half way through my research, my focus has shifted and I started to look for practical applications because of my involvement in internationalisation at my new place of work.

I consider myself to have global citizen dispositions (Schattle, 2008). An eager traveller, since an early age I have been interested in geography, history, languages and cultures. I chose to pursue degrees that appealed to my interests: international relations, English and Spanish at the University of Lodz, Poland for my Bachelor and Masters degrees with a six month stint at the Universidad de La Laguna, Tenerife, Spain for my Erasmus exchange. I participated in three student exchanges (two at

secondary and one at university level), achieved variable competency in additional languages (German, Portuguese and French), worked as a tour guide during university and in 2005 moved to the UK to start my first job in the international higher education sector. Since then, my career journey has taken me around the world and different positions within the international office. I have facilitated student exchanges, managed and developed education abroad programmes, supported students in the development of their global competences, recruited international students, developed international HE partnerships and collaborations.

At the beginning of my PhD journey I was working for the University of California Education Abroad Programme managing the London study centre and UK programmes for about 1000 students per annum. Seeing the transformative impact of studying abroad on students (combined with my own experience) was initially one of the most important factors leading me to undertake doctoral studies. Currently, I am leading a team that supports the implementation of global engagement at the University of Portsmouth - a post 1992 university in the South East of England. The pressure to find the best way forward in uncertain times of change has given me a renewed impetus for completing this research project. Apart from theoretical contributions, I would like this research to have practical implications for internationalisation professionals, like myself, who are faced with questions about the form and direction of internationalisation and the importance of global citizenship. This thesis is a quest for answers to support my work at my university and to help others at HEIs make sure the work that we are all doing is indeed adding value and brings about positive change within our sector.

1.3 Why study the relationships between internationalisation and global citizenship in higher education and why now?

In the sections below, I provide the rationale for choosing to research the relationships between internationalisation and GC in HE. Specifically, I look at the wider landscape of contemporary HE and how the two phenomena play an increasingly important part in changing the role of HE in contemporary society (Barnett, 2004, Van Der Wende, 2017, Brandenburg, de Wit, Jones & Leask, 2015). I

also address the issue of timeliness of this research and contextualise it with relevant challenges and pressures HEIs are facing (Barnett, 2004, Scott, 2011, Hazelkorn, 2017, Van Der Wende, 2017).

1.3.1 Important concepts to discuss in modern HE

Internationalisation and global citizenship are two concepts that have been widely discussed in debates on contemporary higher education over approximately the last two decades. The former has been elevated to a status of a strategic priority for HE by many governments and institutions themselves (OBHE, 2006, Humfrey, 2011, de Wit et al., 2015); the latter, while frequently hidden from the frontline, has been emerging in institutional and governmental commitments to provide education that is relevant and responsive to the modern day world (Barnett, 2000, Caruana, 2010, Frankopan, 2015, White, 2013, Brandenburg, de Wit, Jones & Leask, 2015). Governments and inter- and non-governmental organisations have been developing policies and other mechanisms that encourage internationalisation and demand universities' contributions to national and global development (OBHE, 2006, de Wit et al., 2015, Engel & Siczek, 2018). Practitioners have been pursuing internationalisation and practices that foster GC, like certificate programmes attesting students' global citizenship, global competence or leadership (Aktas et. al, 2017). Some universities have been introducing credit-bearing modules and courses about GC or developing a range of co- and extra-curricular activities aimed at building global citizenship capacity of their students (Aktas et. al, 2017). Other institutions are trying to embed curriculum with global citizenship themes or global perspectives (Shiel 2009, Blum & Bourn, 2013). University mission statements set goals for educating global citizens who will contribute to a better world (Clifford & Montgomery, 2017). Students and staff are now more mobile than ever and this mobility has been significantly changing the scientific, economic and social landscapes around the world (Knight, 2013).

In the academic realm, researchers and scholars have been grappling with conceptual and theoretical foundations for both phenomena. For example, Gacel-Avila (2005) has called for the internationalisation of HE as a new paradigm for global citizenry

and Yemini (2005) has argued that internationalisation must instil in learners a sense of global citizenship. There is however confusion about what global citizenship means and where internationalisation leads to. There are various voices contributing to the debate on the shape and direction of modern HE, challenging the different visions for the contemporary university and the education that it provides (Barnett, 2004, Barnett, 2013). Consequently, the relationships between internationalisation and global citizenship in theory and application remain vague and invite further explorations.

1.3.1.1 Introduction to the internationalisation of HE

Internationalisation of higher education has been a widely debated phenomenon in the last two decades resulting in many ideas and applications, which will be thoroughly explored in chapter 2.2. In this section, I am providing a rationale for researching internationalisation. I am introducing the term and situating it in a wider policy landscape that frames internationalisation for the selected HEIs, whereas in chapter 2.2 I explore the theoretical and ideological underpinnings for this phenomenon.

Studying internationalisation is an important task because so much of a modern university activity is related to it. This phenomenon evokes both positive and negative emotions (Knight, 2008). It has been associated with a top-down push by governments and senior management enforcing quantification of results, standardisation, competition for resources and prestige, marketisation of education and educational outcomes, which should lead to greater employability. It has been presented as various sets of numbers and targets for international students, exchange students, partnerships (for mobility or recruitment recruitment), TNEs (transnational education), campuses abroad, international summer schools and other short-term programmes, academic entrepreneurship, positions in international rankings, publications in international journals, teaching and learning in Global English, etc. (Knight, 2008). Another side of internationalisation is associated with forging links with other universities, exchanging of people and ideas, enrichment of the curriculum (i.e. internationalisation of the curriculum – IoC) and enhancement of

educational provision quality in other forms of internationalisation at home (Knight, 2008).

For many universities around the world, internationalisation has been set as one of the institutional strategic priorities and this has been enforcing change in operations, teaching and research (Robson, 2011). These changes have been driven by many external factors, including national and regional policies and global initiatives. The sector has been facing the imperative to internationalise (Bourn, 2011, Rumbley, Altbach, Reisberg, 2012) stemming from political, economic, social, technological, institutional and developmental reasons.

In addition, the economic pressures on universities in the last two decades or so have exerted a profound impact on HE and have been the topic of much discussion and academic analysis (Turner & Robson, 2008, Foskett, 2010, Humfrey, 2011, Marginson, 2011, Hazelkorn, 2017, Van Der Wende, 2017). Many universities around the world are under pressure to internationalise in order to secure funding from sources other than public purse, which makes them susceptible to marketisation - a process where HEIs are viewed as a provider of service (i.e. teaching and learning) and product (i.e. a tradeable degree, skills and competencies) (Molesworth et. al, 2010). Universities are competing for students, staff, positions in rankings and access to funding. This form of internationalisation is promoted by many governments but at the same time there are ongoing discussions in academia, amongst the professional staff and in popular media about how HE should prepare students to enter the labour market and secure employment after graduating (McCowan, 2015). The neoliberal policy imperatives are visible in linking internationalisation to funding (e.g. student recruitment or research grants) (Knight, 2008, Turner & Robson, 2008) or to the employability agenda (e.g. curriculum for employment) (Hammond & Keating, 2017) and are explored more in chapter 2.

In recent years questions about the reasons for and impact of internationalisation are being asked more frequently (Robson, 2011, De Wit et. al, 2015). Critical voices about internationalisation for profit are being juxtaposed with those of sustainability, equality and fostering global citizenship (Pashby & Andreotti, 2016). We are

observing a shift in the understanding of what internationalisation is or should be like. Arguments for the Internationalisation of Higher Education for Society (IHES) focussing more on global engagement are becoming more and more relevant and pressing. These discussions are explored more in chapter 2.3.

In addition, voices from outside the Global North, the West (i.e. Western Europe, North America and Australia) and alternative approaches in academia and the sector are emerging emphasising that there is no one size that fits all in terms of internationalisation and that there is a variety of equally valid approaches that stem from local contexts (Marginson & Sawir, 2005, Rumbley, Altbach, Reisberg, 2012, Klemenčič, 2015, Jooste & Heleta, 2017a, Uzhegova & Baik, 2022). Instead, it is becoming more and more imperative to find a unique way for engaging in internationalisation that works for each institution in their unique operating contexts. The importance of context for internationalising universities and more theoretical underpinnings of internationalisation are explored thoroughly in chapter 2.2.

1.3.1.2 Introduction to Global Citizenship in HE

One of the reasons for universities to internationalise is the aspiration to educate global citizens (Killick, 2012, Stein, 2015). It is however paradoxical that global citizenship could be considered such a desired outcome of internationalised education on one hand, but at the same time there seem to be many interpretations of what GC in HE means (Jorgenson & Shultz, 2012, Caruana, 2014, Stein, 2015). The term may be absent from universities' missions or strategies, or it may be written on university websites and yet not be understood or embraced by staff or students. There seems to be a terminological and conceptual confusion around this phenomenon, especially when terms like global citizenship, global skills and global competence are used interchangeably referring to the end goals of university education.

Understanding where global citizenship in HE comes from is a challenging task and chapter 2.3 uncovers this provenance in much more detail. However, it is important now to point to some overarching themes that help situate GC within HE. It can be

argued that GC is encompassed in the educational and civic missions of universities to develop responsible citizens who exhibit tolerance toward others, are valuing different points of view and opinions, building a community of dialogue, fostering critical thinking, questioning the status quo and complacency and searching for solutions to problems, developing knowledge through collaborations and ideas exchange, valuing and defending freedom of thought and expression (Annette, 2010). This is usually achieved through volunteering and other ways of participation in society. Adding a global dimension to these educational outcomes make them more explicitly related to global citizenship. Therefore, it may be argued that GC is implicitly embedded in HE in the academic values, ethics and the principles of civic education.

In the last two decades or so, GC has been more directly linked to the internationalisation of HE. It has been appearing in universities' mission statements, branding, course learning outcomes and debates on what internationalisation should aim to achieve in many HEIs mainly in North America, parts of Europe, Australia and parts of Asia.

Unlike internationalisation, discussions on what GC in HE is about have been driven mainly by institutions themselves rather than by external regulators or legislators. This situation is a result of two significant trends: firstly, the fact that GC has been typically found in research and practice associated with the areas of curriculum and pedagogy (de Wit et al., 2015), so something that is usually the prerogative of individual academics rather than university administration and senior management; and secondly, on the policy level, it has been framed as Global Citizenship Education (GCE). This term is widely, although not exclusively, related to pre-university education and it refers to a distinct pedagogical approach focussing on developing global knowledge. GCE is a framework of educational goals, learning objectives and competencies, with criteria for assessing and evaluating learning (UNESCO, 2015).

In HE, the meanings of GC are more ambiguous (Lilley et. al, 2017), and the concept resonates differently with the different rationales for and purposes of HE (Stein, 2015), which I explore thoroughly in chapter 2.4. Many references to global citizenship in HE are mainly found within the educational practice (Stein, 2015). As a

consequence, what can be seen more frequently in policy and practice is an attempt to make GC in HE an explicit commitment in university missions and visions for education and curriculum internationalisation (Stein, 2015). Unlike with internationalisation, it is rare to see explicit commitments to achieving global citizenship in policy statements for higher education widely adopted by national governments or international sector associations, like IAU, EAIE or NAFSA. Instead, other terms, like global competence or global skills, seem to appear more widely and appeal more to policy makers because they speak more directly to the economic imperatives of developing a workforce skilled for the 21st century. I explore these issues thoroughly in chapter 2.4.

However, in the last two decades or so, there have been many discussions about global citizenship, its importance in today's HE and its meaning (Dower & Williams, 2003, Gacel-Avila, 2005, Schattle, 2008, Golmohamad, 2008, Shiel, 2009, Caruana, 2010, Caruana, 2011, Clifford & Montgomery, 2011, Jorgenson & Shulz, 2012, Kraska, Bourn & Blum, 2018, Blum & Bourn, 2019). This term has been attracting varying opinions in recent years based on a growing body of scholarly literature and policy documents by governments and international organisations. Even so, the conceptual terrain surrounding GC can be confusing and consequently GC can be a contested term. Chapter 2.4 provides my analysis of the existing literature and a conceptual mapping of the varying conceptions of GC for HE.

1.3.2 An important time to discuss internationalisation and GC in HE

In an era of globalisation, the way many people do things or think about themselves and their futures is changing. This general statement resonates with academics and professionals who are asking questions about what higher education should be like (Barnett, 2004, Barnett, 2013) and what universities should be for (Collini, 2012, McCowan, 2017), how internationalisation should be pursued and what the meaning of global citizenship is (Jorgenson & Shultz, 2013, Stein, 2015). How can universities reconcile the different pressures globalisation brings about and yet be effective in their mission? What is universities' mission and vision for higher education nowadays and in years to come?

Globalisation's influence on HE is profound and is constantly being explored (Scott, 2005b). Academics and practitioners observe how it forces HE institutions to change, to adapt, to question the status quo and come up with solutions that will ensure their relevance to the changing world and its changing societies (Barnett, 2004). It gives them a new impetus to internationalise and find new, if not better ways of doing it, so that HEIs become not only responsive to, but also responsible for these changes. It can be argued that higher education has become an active participant, commentator, critic, influencer and initiator of globalisation (Scott, 1998 referenced in Van der Wende, 2017). The overarching influence of globalisation on HE internationalisation and GC is explored more deeply in chapter 2.2.

If internationalisation is a way of responding to globalisation, then questions arise about the ethics of this phenomenon (Pashby & Andreotti, 2016) and its impact on the curriculum (Gacel-Avila, 2005, Leask & Bridge, 2013); about the meaning this internationalised higher education should have for the student, the graduate, and the society. Global citizenship is brought into these discussions and many are questioning if it is the ultimate goal of an internationalised higher education (Gacel-Avila, 2005, Yemini, 2015).

It is perhaps even more pertinent to be asking these questions in the current political, economic, social, technological, environmental and, most recently, health situation. Since my research began, a shift from cosmopolitan and liberal to national and conservative sentiments has been occurring in countries that this thesis concerns, i.e. Brazil, Poland and the UK. This is exemplified in the rise to power by the Law and Justice Party in Poland in 2015, the Brexit referendum in the UK in June 2016 (and subsequent growth of UKIP and the Brexit Party) and the election of Jair Bolsonaro as Brazil's president in 2018. In the USA, the fourth country where I was doing research, the conservative turn occurred during Donald Trump's presidency 2016-2020, but it seems to be reversing as a result of the recent election of Joe Biden for president. The selected case universities, like many other contemporary HEIs, are being challenged by changing politics in their countries, by ideologies that stand in opposition to openness, exchange, cosmopolitanism (Van Der Wende, 2017) or by internal and external pressures to address global challenges, like sustainable

development, global warming or global health. Just toward the end of writing up my thesis a global coronavirus pandemic and Black Lives Matter movement have had a major impact upon the ways we live our lives, run our universities and what and how we teach our students. How can universities address these different problems in times when societies are becoming more and more polarised, when nationalist movements are entering mainstream political spectrum (e.g. the USA, Poland, Brazil, or the UK, etc.) or when scientific and intellectual contributions about climate change are questioned by powerful politicians? Can the answer be found in educating global citizens? And if so, what does this education for global citizenship (GCE) at HEIs should look like? And is it HE that has the responsibility for progressing the socio-environmental and social justice agendas?

These questions make the explorations into internationalisation and GC at universities very current and important. The globalising and ever more connected world is also allowing for more research on the two phenomena to become available from parts of the world that have been so far underrepresented. Much of the literature on both internationalisation and GC has been developed in the Global North and the West and this knowledge is being challenged by researchers from the Global South (Jooste & Heleta, 2017). The urgency of decolonising the curriculum and academic contributions is further strengthened by movements like Black Lives Matter. Therefore, including a case study from the Global South in my thesis, i.e. the Pontifical Catholic University of Rio de Janeiro in Brazil, becomes more than imperative. It is an attempt to provide a more balanced representation of how universities across the world approach the two phenomena that claim to be global: internationalisation and GC in HE.

More recently, the Sustainable Development Goals (SDGs) are becoming an important context in which to discuss the role of HE in the modern society, especially because global citizenship has been written into the UNESCO's Target 4.7 of SDG 4 about quality education. It is important to stress here that they have not been a major consideration or influence in the process of writing of this thesis because my fieldwork, even though it was completed after 2015, did not include any references to the SDGs, which could be because it preceded the time when SDGs have become

an important context for HE. However, they are important to mention here because they contribute to the discussions on GC in HE. The higher education sector is challenged to develop guidance for universities to be actively engaged in the SDGs because they are compelled to deliver education that addresses global problems, including social and environmental concerns. From academic analyses, like, for example “Higher Education for and beyond the Sustainable Development Goals” (McCowan, 2019) to conferences (e.g. Beyond Boundaries: Realising the UN Sustainable Development Goals, 19-29 October 2020 at University College London) and policy guidelines (e.g. A guide for universities, higher education institutions, and the academic sector” (2017) for Australia, New Zealand and other Pacific countries), the SDGs have recently gained a much higher profile in discussions about the future of HE. This is paired with many academics and practitioners advocating on different fora (e.g. the World University News blog) for HE internationalisation to address these global challenges and articulate the goal of developing “genuinely internationally-minded, humane citizens” (Welikala, 2019).

1.4 Situating this thesis in the research landscape

1.4.1 Significance of this research

As I have argued above, both internationalisation and global citizenship in HE have been attracting attention from policy makers, HE professionals and researchers alike. There have been many studies on HE internationalisation conducted in different centres around the world: Knight (2004, 2008, 2011, 2013) – Canada; de Wit (2011), Luijten-Lub, Van der Wende and Huisman (2005) - Europe; Altbach, Reisberg and Rubmley (2012) – USA; Marginson (2011, 2016) – Australia and UK, and on global citizenship in HE: Shultz (2010), Stein (2015), Pashby (2016)- Canada; Rhoads and Szelenyi (2011) – USA; Leask (2009)– Australia, Clifford and Montgomery (2011, 2014, 2017), Caruana (2010, 2011), Bourn and Blum (2019) – UK. A much more detailed discussion of the two phenomena and a conceptual mapping is presented in chapter 2.

The literature also implies that there is a connection between internationalisation of HE and GC. As Jorgenson and Shultz (2012) point out, GC is “certainly drawn into the

realm of internationalisation agendas, [but – MK] it tends to direct education efforts toward other educational and institutional goals” (Jorgenson & Shultz, 2012: 2). In addition, some scholars, like Gacel-Avila (2005) and Yemini (2015) have claimed that internationalisation and GC are interdependent and interconnected. And while this relationship may be implicitly felt, it has not been substantiated by much direct research into this topic, even though, as Haigh (2014) has put it, “internationalisation is about helping learners understand that they are citizens of the world” (Haigh, 2014: 14). In other words, this implied relationship between internationalisation and GC in HE carries significant consequences to the way universities internationalise and deliver on their educational purposes.

My research has been designed to explore this significant yet mainly implied phenomenon that characterises modern HE. As a HE internationalisation professional, I have been faced with abundant analyses of internationalisation in HE, some studies into GC in HE and insufficient explorations of the connections and disconnections between the two. Yet, in my day to day work, it was the relationships between internationalisation and GC that have become more important to be able to articulate and build upon.

The exploration of relationships between internationalisation and GC in modern HE appeals to both: the growing body of academic knowledge about and the practice of modern global higher education. Because of this strong practical appeal I decided on a case study as research strategy, which allows for a deep look into how different institutions approach and apply internationalisation and fostering GC. I explore this more in the methodology chapter 4.

This research’s impact is further strengthened by the selection of cases, which include voices from four different contexts: Brazil, Poland, UK and USA. Bringing in perspectives from the Global South and the Global North, from Western and Central-Eastern Europe, from Europe and from North America ensures not only richness of perspectives but is also an attempt at making sure that these different perspectives are given equal consideration and representation.

1.4.2 My conceptual approach to addressing the gaps in knowledge

My conceptual approach to addressing the identified gaps in knowledge requires an analytical tool that would serve to uncover the theoretical and practical connections and disconnections between internationalisation and GC. In order to do it, I use an approach of conceptual lenses: neoliberal, liberal and critical, which has been used in literature by, for example, Andreotti, Stein, Pashby and Nicolson (Andreotti et. al, 2016). It becomes a framework upon which I develop a model for distinguishing relationships between internationalisation and GC in the form of graduate attributes. In order to surface the connections and disconnections, internationalisation is narrowed down to internationalisation practices (like student exchanges, partnerships, etc.) and GC to graduate attributes. Full theorisation of this approach is described in chapters 2 and 3.

The neoliberal, liberal and critical lens tool draws from identified imaginaries of modern HE and attempts to encompass the varying voices and visions of HE in the contemporary globalising world (Andreotti et. al, 2016). I use the lenses approach in an innovative way to illuminate the various links, synergies, interdependencies as well as incongruities, disconnections and tensions between internationalisation and GC. The lenses model is then applied to analysing empirical data in chapters 5, 6, 7 and 8 to uncover the dynamics of the relationships between internationalisation and GC at an institutional level.

This research falls under an exploratory paradigm to the extent that it seeks to question the relationships between internationalisation and GC in HE. It is achieved through applying a constructivist approach (Hamilton & Corbett-Whittier, 2013; Creswell 2003), where the meaning and knowledge about internationalisation and global citizenship in HE are constructed through a process of assimilation, incorporating what is already known from other research about each phenomenon into a new framework for understanding their mutual relationships.

1.4.3 Empirical approach and research design

There have been attempts at qualitative, large-scale and longitudinal surveys into internationalisation, like for example the International Association of Universities (IAU) Global Surveys on Internationalisation of Higher Education or the EAIE Barometer. Theoretical explorations into GC in HE (e.g. Rhoads & Szelenyi, 2011, Shultz, 2011, Stein, 2015, Lilley, Barker & Harris, 2017) and case studies about embedding global citizenship into curriculum and pedagogy are also abundant in literature (e.g. Shiel 2009, 2011, Jorgenson & Shultz, 2012). However, this research is concerned with studying the relationships between internationalisation and GC in HE, which is an underexplored issue. In order to discover how they look like in theory and practice, an in-depth qualitative approach is the most appropriate method.

In this thesis, the theory aspect is addressed in a form of conceptual frameworks for internationalisation and GC in HE, which are then combined in a model of relationships that uses a tool of three lenses (neoliberal, liberal and critical). The thesis design moves then to the empirical part, which is constituted by four case studies into varied institutions from different contexts (Brazil, Poland, UK and USA). The theory and practice of the relationships between internationalisation and GC in HE are explored by applying the analytical tool of lenses to the empirical data from case studies and analysing the results.

It should be noted here that by studying four different cases one may lean towards a comparative approach. However, this is not the intention of this thesis, as the focus is on determining the particularities that influence the relationships between internationalisation and global citizenship at each institution. Therefore, a contextualised case study research approach is the most appropriate method to achieve this goal because “institutions may function differently across countries and in a global context” (Van der Wende, 2017: 21). Having this assumption however does not preclude the fact that some conclusions may be generalizable and applicable to a broader range of HEIs. The methodology chapter discusses in detail the rationale for choosing this method and how the research had been conducted.

1.5 Research objectives and questions

There are two main research objectives for this thesis. First, to analyse relevant literature on internationalisation and GC in HE and develop a relationships model with an analytical tool of three lenses (neoliberal, liberal and critical), which then serves as a framework for data analysis. Second, to conduct empirical research in four carefully selected institutions (PUC-Rio, UCI, UAL, UW) and analyse data using the conceptual tool in order to answer the overarching research question. The research questions below relate to these research objectives.

As argued before, the literature implies that internationalisation and GC in HE are interrelated (Gacel-Avila, 2005, Yemini, 2015) but there is no further explanation on the nature of either the theoretical or practical relationships that are formed between these two phenomena. Therefore, the overarching research question and focus of this thesis is: **What are the relationships between internationalisation and global citizenship in contemporary HE?** By relationships in this context I mean the multiple ways that internationalisation influences GC and vice versa, as well as their mutual interrelatedness. I explain this more in chapter 3. The answers to this overarching question will be provided by means of two major questions relating to the theoretical and practical aspects.

The first question is: **What are the conceptualisations of internationalisation, global citizenship and the relationships between them in contemporary higher education?** It will be explored in the first part of the thesis (chapters 2 and 3) with a critical overview of existing literature followed by the development of a framework for data capture and analysis.

The second question is: **What do the relationships between internationalisation and global citizenship look like in practice in four diverse case study institutions?** Here, there is a number of sub-questions, which help to investigate the complexities of the emerging relationships. They are summarised in table 2 below.

Table 1: Sub-questions to RQ 2

Sub-questions to RQ 2	Answers in chapters
What is the specific context in which each case university operates (i.e. contextual particularities)?	5.3 & 5.4, 6.2, 7.2, 7.3, 7.4 & 7.5, 8.2
How are internationalisation and global citizenship a part of the institutional discourse in official documents (i.e. mission, vision, strategy, curriculum, etc.)?	5.5 & 5.7, 6.3 & 6.6, 7.6 & 7.9, 8.4 & 8.7
How are they interpreted by staff?	5.5 & 5.8, 6.4 & 6.7, 7.7 & 7.10, 8.5 & 8.8
What are the characteristics of the relationships between internationalisation and global citizenship in each case?	5.10, 6.9, 7.12 & 8.10

After analysing the empirical data, the thesis then moves toward discussing the findings with a view to elucidate their implications for academic knowledge and the HE sector in chapters 9 and 10.

1.6 Organisation of the thesis

The thesis explores the research questions in the following nine chapters.

Chapter 2 provides a thorough overview of relevant available literature on conceptualisations of internationalisation and global citizenship in higher education in recent years. It situates them in the broader discussions on the universities' purpose in an era of globalisation from the political, societal, economic and educational points of view. It delves into the complexities resulting from globalisation's impact on the different aspects of contemporary higher education, for example the pressures of an entrepreneurial university (Slaughter & Leslie, 1997, Clark, 1998, Marginson, 2010), global skills in the curriculum (Barnett, 2000, Caruana, 2010, Hammond & Keating, 2017, Jooste & Heleta, 2017, Bourn, 2018), or exploring how universities can and should engage with wider communities (Robinson & Katulushi, 2005, Brandenburg, de Wit, Jones & Leask, 2015, Brandenburg et. al, 2019). I draw a conceptual mapping for both phenomena based on my reading of the literature, which then forms basis for my conceptual framework.

In the following chapter, I focus solely on developing the analytical tool of lenses based on the conceptual frameworks for internationalisation and GC in HE that are linked to three identified imaginaries for modern HE: neoliberal, liberal and critical (Andreotti et. al, 2016). These imaginaries become lenses, through which one can see the emerging connections and disconnections between internationalisation and global citizenship in HE. These lenses are incorporated into the analytical tool, which is then used at the end of each case study chapter to discern the relationships between internationalisation and GC in unique settings for each studied institution.

Chapter 4 is devoted to research methodology. It provides justifications for the chosen research methods, and sets criteria for conducting investigations and analysing data. This research is situated within the exploratory paradigm because it seeks to understand the relationships between internationalisation and global citizenship in HE. It is also a qualitative contextualised multiple case study (Yin, 2006, Hamilton & Corbett-Whittier, 2013), which investigates a complex phenomenon in four carefully selected institutions. It is not a comparative study of these selected cases because the thesis focuses on discerning particularities that influence the relationships between internationalisation and global citizenship.

Chapter 5 is the study of the University of Warsaw in Poland, chapter 6 - of the University of California Irvine, chapter 7 - of the Pontifical Catholic University of Rio de Janeiro and chapter 8 - of the University of the Arts in London. The sequence of the cases reflects the sequence of my data collection. Each study follows a similar structure: exploring the global, national and local context in which the chosen universities operate to identify relevant factors and contextual particularities that influence the relationships between internationalisation and global citizenship. This is followed by the presentations and interpretations of both processes at each institution. Finally, each chapter is concluded with an application of the analytical tool of three lenses against empirical findings for each case.

Chapter 9 provides an extended discussion on the meanings of empirical findings in terms of internationalisation, GC and institutional approaches to the relationships between them. It then identifies specific factors influencing these relationships

(context, institutional particularities, people and creative use of the third space) and, as a result, introduces modifications to the original framework that conceptualises these relationships. It concludes with articulating the complexity of the relationships, which leads to chapter 10, where the implications of findings are discussed. The chapter strengthens claims for this thesis' distinctiveness and unique contributions to knowledge, which can be found in the contextualised studies of how institutions around the world approach internationalisation and GC, and a deeper understanding of the complexities of the relationships between them. Finally, implications and impact of this research are considered for the wider field and for myself as a researcher.

Chapter 2 Exploring the theoretical underpinnings of internationalisation and global citizenship in contemporary higher education

2.1 Introduction to the chapter

The aim of this chapter is to provide a review of relevant literature that serves two purposes. Firstly, it allows me to draw a conceptual mapping for internationalisation and global citizenship in HE, and secondly, it ensures that my research is building upon previous studies and theories. The discussions on internationalisation and GC in HE are influenced by globalisation (Scott, 2005), which provides a frame for analysis of the two phenomena and the relationships between them.

Consequently, the first part of the chapter looks at what globalisation means for HE and its institutions in an era of supercomplexity (Barnett, 2000) at the intersections of the global, national and local dimensions (Marginson & Rhoades, 2002, Marginson & Sawir, 2005). I start with the dominance of the neoliberal discourse in universities and then explore alternative voices. The analysis then moves on to looking at if and how globalisation has been changing the idea of a university in today's world and introducing new ideas for imagining the role and purpose of HEIs in our modern society.

The second part focuses on the explorations of internationalisation of HE as a way of responding to the challenges of globalisation. Internationalisation brings about changes to both HE educational practice and institutional/organisational domains. The analysis includes an exploration of the different ideological underpinnings that drive internationalisation interpretations and practice at universities. The section finishes with a conceptual mapping for internationalisation of HE that will guide further explorations in the thesis.

The third part explores the concept of global citizenship in HE. I adopt the metaphor of a floating signifier (Mannion et. al, 2011, Moraes, 2014) when looking at the different conceptualisations of GC in HE, which is particularly useful in explaining how

it is possible to have so many different and contradicting interpretations. The explorations of GC meanings in HE are driven by globalisation and how it is influencing and changing our understanding of the world and its challenges. In particular, I explore the neoliberal, cosmopolitan, internationalist, liberal and postcolonial drivers. With this background, I then look into how GC is actually present in the discourse at contemporary HEIs and explore GC represented in graduate attributes as it is the most used approach in literature (Jorgenson & Shultz, 2012). I further explore what these attributes stand for and draw their provenance to the educational goals of educating students for global capital and for human development (Boni & Walker, 2013). My literary explorations are concluded in a framework for conceptualising GC in HE as a graduate attribute.

The two frameworks from this chapter: on internationalisation of HE and on graduate GC attributes form the basis for further explorations of the relationships between the two phenomena that follows in the subsequent chapters of this thesis.

2.2 Universities and globalisation

In this section I provide a broad introduction to globalisation and HE, which is then followed by discussing internationalisation and GC in contemporary HE. Globalisation has a complex and complicated relationship with modern higher education, most notably as “a driving force for unsettling the very ‘idea’ of the modern university” (Caruana, 2010: 53). There are many reasons for this situation including, as Scott noticed (2005: 42), the fact that “universities may be surprised by the impact of globalisation” or because “there is a widespread tendency to read globalisation in higher education deductively from more general theories of globalisation” (Marginson & Sawir, 2005: 282). The complexity of globalisation’s impact on HE is reinforced because “a common limitation is that these theories [of globalisation – MK] were mostly developed for settings only marginally implicated in higher education, principally the financial economy” and that “a full cultural theorisation of global higher education has yet to emerge” (Marginson, 2011: 11). And while universities may grapple with the impact of globalisation in terms of economic liberalism,

“globalisation may also present itself as a socio-cultural phenomenon, which subverts the codes of rationality, the communicative culture, the ethical (and ‘expert’?) foundations of the academy – or, alternatively, enriches and enlarges its intellectual possibilities” (Scott, 2005: 42).

Many theorists (Appadurai, 1996, Held et al. 1999, Knight 2008, etc.) agree that globalisation is a process of increasing flows of ideas, people, knowledge, culture, values and economy between countries leading to a more interconnected and interdependent world. Appadurai’s idea of flows, or scapes, helps in seeing globalisation as a ubiquitous process and state rather than something that is linear and causal. It also helps to explain the manifold implications of globalisation on HE.

Globalisation has been claimed to be having a profound, if not fully embraced or understood, impact on the role, function and mission of HEIs and “has posed new dilemmas for the university” (Scott, 2011: 67) or, as Barnett (2004) observes, a conceptual turmoil. The economic, cultural and social interpretations of globalisation are particularly relevant for this research because of the impact they bring about to modern universities. The sections below analyse these influences, which include supercomplexity (Barnett, 2000), intersections of global and local influences, marketisation and tensions between the different conceptions of what universities are for.

2.2.1 Higher education in an era of supercomplexity

To analyse the modern higher education system is to discover a complex and complicated picture, which may leave the researcher with a seemingly unanswerable question: what is higher education for? The European Enlightenment and the Kantian ideals saw it as self-formation, which prepares students for participation in public culture and which should lead to the improvement of society (Marginson, 2018). Or, as seen by Gert Biesta higher education should have three roles: “*qualification*, which includes skills and knowledge for work; *socialisation*, preparation for citizenship; and *subjectification*, meaning the preparation of self-actualising individuals, human-subjects” (Biesta, 2009 referenced/quoted in Marginson, 2018: 22). Therefore, HE should enhance one’s mind, strengthen social values and shape civic attitudes and, as a result, give value to the individual and the wider society. In other words, HE can

be seen as a public good. However, as Tierney noticed (Tierney, 2011: 347), there “has been a rethinking of what we mean by a public good” because globalisation has put the relationship between universities and knowledge under different pressures as it has created a world that is supercomplex (Barnett, 2000), where

“the very frameworks by which we orient ourselves to the world are themselves contested. Supercomplexity denotes a fragile world but it is a fragility brought on not merely by social and technological change; it is fragility in the way that we understand the world, in the way in which we understand ourselves and in the ways in which we feel secure about acting in the world.” (Barnett, 2000: 257)

This is concerning, according to Barnett (2013: 1), because “ideas about the university in the *public* domain (...) have narrowed” or “closed in ideologically, spatially and ethically”. Consequently, the purposes universities should serve are becoming fuzzier. In an uncertain world, HEIs may find themselves delivering “purposes of uncertainty” (Barnett, 2004: 71), because what seemed to be certain, e.g. creation of knowledge, no longer is. As Barnett further observes:

“Knowledge is not repudiated as such, but it can no longer supply the dominant *weltanschauung* for the university. The limits of academic knowledge become transparent, both in its lack of reflexivity and its inability fully to supply the epistemologies that the wider world of fast globalisation requires. More importantly, in such a world – of unpredictability and challengeability – knowledge is supplanted by *being* as the key term for the university.” (Barnett, 2004: 71)

Globalisation reinforces existing dichotomies in universities, which have to find a common ground between (a) uniformity and diversity of values and identities (Gunesch cited in Caruana, 2010: 52) and (b) global competitiveness and intensified collaboration within the HE sector (Scott cited in Caruana, 2010: 52). This could be because universities have a public and a private life (Trow, 1973 referenced in Scott, 1998) and are in constant conflict between the intellectual (i.e. borderless) and the political (i.e. within borders) demands put on them as institutions of knowledge creation and dissemination (Kerr 1990 in Gacel-Avila, 2005). HEIs are expected to negotiate between following a political agenda, like increasing a nation’s competitiveness, and ensuring educational accountability, which have very tangible

incentives in the way of funding. As a result, they need to reconcile institutional survival in economic terms and an intrinsic quest for knowledge creation (Trow, 1973 referenced in Gacel-Avila, 2005), or reconcile being simultaneously a political organisation and an intellectual institution (Kerr, 1990 quoted in Gacel Avila, 2005). However, knowledge, in an economic sense, is a public good (Marginson, 2011). This creates an ambiguous situation where HEIs are forced to operate at the same time in semi-private, corporation-like, and public domains and therefore enacting a 'balancing act' between 'public' and 'private' agendas and "between social justice, academic passions and instrumental performativity" (Joseph cited in Clifford & Montgomery, 2014: 39).

2.2.2 Universities at the intersection of the global and the local

Even though globalisation is such a prominent change maker in HE on a global scale, its influences are affecting the established local and national frames of reference and operations. Gerald Gutek noted that globalisation "as a general process needs to be considered in terms of contextual settings" (Gutek, 2006: 100 cited in Tierney, 2011: 345) and Tierney added that this was particularly relevant when it comes to education (Tierney, 2011). Marginson and Rhoades (2002) argued that universities, even though they are subjects and agents of globalisation (Scott, 1998), operate in a GLO(bal)NA(tional)(lo)CAL environment because their actions are always embedded in three dimensions: global, national and local. On a global level, they are influenced by economic flows as well as the global or universal cultures embodied in scientific research and intellectual values (Scott, 2011); on the national level, HE is embedded in governance and funding by national governments; on a local scale, universities are engaged with local communities and the day to day operation within their locality.

In an era of HE globalisation, universities are always embedded in contexts (Marginson & Sawir, 2005) and "knowledge is often the product of complex negotiation between global 'theory' and local 'practice'" (Scott, 2011: 66). And, as Marginson further notes (2018: 20), "most of the mainstream discussion of 'internationalisation' is trapped in methodological nationalism" or as Scott (2005: 47) put it: "To the extent to which universities have pursued internationalist agendas, it

has often been in pursuit of national agendas". In this way, HE's reaction to globalisation in the form of internationalisation (see more later on) is embedded in contexts, mainly national. However, this situation is being critiqued by various scholars, who argue that "individual states on their own are no longer the appropriate units for resolving a range of issues, especially where large scale externalities are involved" (Held and Maffetone, 2016 in Marginson, 2018: 20) or, as Scott (2005) notices:

"Under conditions of globalisation it becomes increasingly difficult to (...) treat universities in their national context as essentially public-service institutions while encouraging or even obliging universities to represent themselves as market organisations in an international context" (Scott, 2005: 47-48).

This is perhaps especially visible in global cities, where some case studies for this thesis are located, which operate on the crossroads of the local, the global and the national. McCarney argues that there is an "emergent and vital relationship between global cities and higher education" (McCarney, 2005: 208). A global city is not solely described in terms of diverse population but also "by a strategic role in its relationship to the rest of the world. (...) the virtue of the functions it performs, functions that drive globalisation" (McCarney, 2005: 208). In the discussions about the neoliberal globalising university, a connection between knowledge creation and wealth generation can be made, where a university plays a major role by being the centre of innovation generating business, and where a university provides the necessary human capital (i.e. highly skilled workforce). An argument can be made that a global city is a conducive environment for a globalising university because of the economic relationships and other qualities noted by McCarney (2005): "Cities and universities each represent core political values, associated with civic tolerance, diversity, democratic freedoms, inclusiveness, community, and equity" (McCarney, 2005: 222).

2.2.3 Neoliberal university

One of globalisation's consequences is the conceptualisation of an HEI as an 'entrepreneurial university' (Clark, 1998) or 'capitalist university' (Slaughter & Leslie, 1997), which operates as the centre of knowledge industry with its investments,

accountabilities and profitability. In other words, the purpose of universities is framed using economic, business or corporate language. This shift is a result of changes to the structure and purpose of HE enforced by a free-market globalising economy and the associated questioning of what constitutes public good in the modern world (Hazelkorn & Gibson, 2017). In other words, when the knowledge that universities produce is seen in terms of tradeable goods, rather than a public good, the institutions themselves become contributors to the knowledge economy.

When knowledge is conceptualised as a commodity that can stimulate progress and lead to economic growth, development and increasing competitiveness, it becomes a “private good”, a resource that has an economic but also a political value (Marginson, 2011, Hazelkorn, 2017). This knowledge trade is sanctioned in the 2010 General Agreement on Trade and Services, GATS (Humfrey, 2011). HE is therefore situated within a knowledge economy paradigm, where “higher education is a global enterprise” (Hazelkorn, 2017: 1) that “develop[s] itself into a driver of the knowledge economy” (van der Wende, 2017: 7). As a consequence, universities, as places with a mandate to manage knowledge, play a vital role in securing national competitiveness on a global scale.

Another consequence is related to the redistribution of public funding in globalising national economies, which places universities in a vulnerable position because of financial pressures (Hazelkorn, 2017). It also involves HE in the discourse of accountability and profitability of education, standards and quality assurance, student satisfaction, positions in rankings, compliance with and fulfilment of various indicators (e.g. quality), which could be linked to funding. As a result, the entrepreneurial universities “are closely intertwined with their state’s global ambitions and sustainability” (Hazelkorn, 2017: 14).

In a knowledge economy and information society, higher education as commodity plays a key role in the knowledge industry and becomes tradeable in the teaching and research dimensions. Education credentials gain global market value and drive the power struggle for status, which is well observed in competition for positions in university rankings “now widely perceived and used as *the* international measure of

quality” (Hazelkorn, 2017: 6). The accountability agenda “has transformed quality from something being institutionally-led to being driven by the state, and now a critical part of the architecture of international higher education” (Hazelkorn, 2017: 13). This is also clearly visible in a drive and sometimes pressure to comply with international standards, which contribute to a “greater compatibility with international norms” (King, 2009 referenced in Haigh, 2014: 11), like in the European Qualifications Framework.

In the neoliberal conceptualisations of HE, where we live in a consumer society (Bauman, 2000), knowledge is a good but disseminating knowledge becomes a service. This puts a student in a role of a consumer of higher education and an academic as a provider of service. It also shifts the educational value put on education from educating the mind toward educating to secure employment. The agenda of employability becomes more prevalent (McCowan, 2015). A shift toward performativity is occurring where “what counts is less what individuals know and more what individuals can do (as represented in their demonstrable ‘skills’)” (Barnett, 2000: 255). The focus on the so called ‘soft skills’, like group work, role play and simulation, which characterize the modern working styles, is increasingly present in pedagogical practices and formulations of learning outcomes (Caruana, 2010). Focussing on disciplinary knowledge and the creation of degree programmes in non-traditional areas (for example business management) reinforces the rationale for employability but equally attracts criticism pointing to the increased vocationalisation of higher education (Pavlova & Maclean, 2013). The concentration on disciplinary study, which supports the narrow understanding of employability (acquiring knowledge and skills do to a job), also stands in opposition to Newman’s view on what HE should be about that only through multi-disciplinary approach and learning will we be able to understand and recognise what we are doing (MacIntyre, 2009).

2.2.4 Different voices for globalisation at universities

There is a significant body of literature about the impacts of economic globalisation on higher education and emphasising the neoliberal discourse. Economic

globalisation theories have also been used to explain the changes in HE. However, as Scott (2005: 52) pointed out, globalisation has also another dimension: “the cultural revolution, the producer of uncertainties (but also, of course, innovations), and the generator of risks (but also of creativity)”. Scott further predicts that this type of globalisation “may be even more dramatic” than the economic one because it is also followed by a social revolution, which he calls “the globalisation of the left, the worldwide movements of resistance to market liberalisation and its political and cultural effects” (Scott, 2005: 44).

Globalisation was claimed to be irreversible and “progressive in widening, deepening, and speeding up of worldwide interconnectedness” (Held et.al 1999 in Van Der Wende, 2017: 3). This observation frames discussions about contemporary HE within the modern/colonial social imaginary, which, according to Andreotti et al., (2016) “naturalizes Western/European domination and capitalist, colonial social relations and projects a local (Western/European) perspective as a universal blueprint for imagined global designs” (Andreotti et al., 2016: 88).

Because of the lack of alternative imaginaries, which are either unintelligible or impossible (Andreotti et al., 2016), the neoliberal discourse in modern universities is dominant: “in higher education there are three primary imaginaries” (Marginson, 2017: 30): market economy, status competition and universal knowledge. These three imaginaries interplay within universities producing “hybrid practices, motivated by economic interest, desire for status and the sharing of knowledge goods” (Marginson, 2017: 35). However, the recognition that “globalisation leads at the same time to both development and to underdevelopment, to inclusion and to exclusion, risking global economic imbalances with detrimental effects on social cohesion” (Castells 2000 in Van Der Wende, 2017: 3) leads to expressions of discontent, counterglobalisation, anti-globalisation and anti-westernisation motivated by inequalities in resources and prestige (Marginson & Sawir, 2005). The economic, neoliberal globalisation is being challenged by the globalisation of the left, which, as Scott argues, pre-dates the globalisation of the right (Scott, 2005).

As a consequence, the traditional left-right discourses are being substituted by alternative approaches to globalisation (Scott, 2005) and these tensions are increasingly visible within universities. There are calls for “anti-internationalisation” (Rhoades, 2017 quoted in van der Wende, 2017: 6) as a fight against “academic capitalism” (Slaughter & Leslie, 1997 referenced in van der Wende, 2017: 15) (i.e. neo-liberal knowledge economy practices described earlier), university meritocracy and elitism of the cosmopolitan project (van der Wende, 2017).

As centres for knowledge creation and dissemination, HEIs perpetuate neoliberal economic globalisation but they also provide spaces for contestations, creativity and innovation in finding alternative solutions. This is particularly visible in more recent years when the impact of social media, climate emergency, the Black Lives Matter movement or the global coronavirus pandemic is profound. If anything, these recent developments have shown that there is even more pressure on internationalisation of HE in order to engage and connect with students.

2.2.5 Higher education as a social and civic project

Thinking of a university as an institution that consists of creative, driven people seeking knowledge, it would be an omission not to extend our analysis of how globalisation influences higher education, especially because HE as a social project “was closely embroiled in movements of social reform and in processes of democratisation” in the era of modern/mass university (ca. 1960s-1980s) (Scott, 2011: 60). The modern idea of a university saw it as a centre of enlightenment that should further critical thinking and social democracy through agendas of human rights and equal opportunities (Barnett, 2004).

It has been argued that “choosing a type of education means choosing a type of society” (Camicia and Franklin cited in Clifford & Montgomery, 2014: 39) and that the purpose of higher education is to foster and nurture civic values in individuals, to make them into citizens (McCowan, 2011) or empower them to claim their citizenship (Balarin, 2011). This civic aspect of higher education brings about a duality of mission for universities. On the one hand, it is embedded in the mentioned ‘making citizens’ purpose of HEIs. On the other hand, their mission is also to create a public space to

foster and lead debate, for universities are “the inheritor, and now guardian, of the civic tradition” (Scott in Robinson & Katulushi, 2005: 16) and they “should be playing a major role in the wider objectives of creating a citizenship culture” as argued by Crick (Crick, 2000: 145 quoted in Annette, 2010: 455). If the purpose of higher education is to equip graduates with skills for life, then it is universities “which allow us to engage as citizens” (White, 2013: 116). It is because a university is also a community (Robinson & Katulushi, 2005) and is simultaneously producing-making members of society who are/will be the agents of change. The university has therefore moral responsibility to create a formative space to provide citizenship education (Robinson & Katulushi, 2005). However, as Munck (2010) argues, “the current dynamics in HE militate against development of the civic, and it is a difficult task for citizenship to move from ‘attractive add-on’ to the ‘core business’ of the university” (Munck, 2010:32 referenced in McCowan, 2012: 63).

2.2.6 Further discussions on the purposes of HE in the era of globalisation

There are many ideas about the role and function of the contemporary university because it has “a rather complex character (...) both as to its inner complexity and as to the complexity of features of its total – local, regional, national and global – environment” (Barnett, 2013: 3-4). This complexity has been reinforced by globalisation and it manifests itself in transitioning between the different purposes of HE: from knowledge dissemination, knowledge creation, contributions to the formations of nations and society to, currently, perpetuating and contributing to the knowledge economy and information society (Collini, 2012) or to the development of the economy and society in certain regions of the world in the developmental university (McCowan, 2019). In other words, and in so many ways, a modern university has been embedded into the neoliberal economy discourse. This reconceptualisation of the university purposes has resulted in, for example, elevating the idea of employability to the purpose and the measure of value of today’s higher education (McCowan, 2015). However, as McCowan argues,

“employability is a valid aim of universities only in so far as it is consistent with the central purpose of the institution to foster human understanding through open-ended enquiry.” (McCowan, 2015: 268)

Boni, Lopez-Fogues and Walker (2016) propose an idea of a modern university that is based on Sen's capability approach. A capability-friendly university stands in opposition to the employability-focussed one, because it will

“problematize the growing inequality gap in society and discuss better ways of fostering a decent society and forming particular kinds of reasoning graduate-professionals equipped to participate in the economy and contribute to the public good. Universities would undertake research and produce knowledge to understand how to reduce inequalities, working with communities outside the academy to share this knowledge, but also in an inclusive process of knowledge making. Finally the university would make direct contributions to changing the lives of people living in poverty for the better, for example by funding a legal aid clinic, or supporting adult literacy or providing free health services.” (Boni, Lopez-Fogues & Walker 2016: 24)

This capability approach is further explored later in this chapter 2.4.4.

Barnett proposes that a modern university must provide a space for “learning for an unknown future [that] has to be a learning understood neither in terms of knowledge or skills but of human qualities and dispositions. Learning for an unknown future calls, in short, for an ontological turn.” (Barnett, 2004a: 1). This can, perhaps, occur at an imagining university, which “carries the sense of a university that is continually engaged in attempting to re-imagine itself, as it goes on confronting the challenges before it” (Barnett, 2013: 10). This is even more important in an era of globalisation, which has been “a catalyst of change” (Scott, 2005: 42). The globalisation challenges for universities described in this section make it mandatory for universities to keep re-imagining their roles, functions and purposes. Could the relationships between the two phenomena in contemporary HE: internationalisation and global citizenship provide universities with directions for how to respond to globalisation?

2.3 Internationalisation of higher education

2.3.1 Introduction to the section on HE internationalisation

Globalisation influences on higher education have various effects as it was explored earlier, and one of them is the drive for internationalisation. This section examines existing theories of HE internationalisation seen as a) universities' response to globalisation and b) as a process of gradual and profound change to the institution of a university and higher education more broadly. It will also explore the underlying rationales for these processes.

In much of the current literature, globalisation has been recognised as the driving force for higher education (Scott, 2005) or “the context of economic and academic trends” (Altbach & Knight, 2007: 290), which are making the change process within higher education obligatory (Bourn, 2011). The frames of globalisation have been recognised as theoretical underpinnings of the process of HE internationalisation (Ninnes and Hellsten, 2005), understood as “intensifying exchange between nations (...), most of which occurs within the public domain” (Marginson, 2017: 61). Therefore, as Scott noted (Scott, 2011: 61) “many of the non-national activities of universities appear more international than global”.

Globalisation of HE and internationalisation of HE are frequently used concurrently and sometimes interchangeably by researchers and practitioners. De Wit (2011) argues that globalisation of HE is more about integration of standards and structures, economic and others, homogenization and hybridization of national cultures, the role of the English language as *lingua academica*, new communications and knowledge networks. However, the boundaries between globalisation and internationalisation of HE are blurred in literature and various writers see these concepts differently. Scott (2005:61) sees globalisation as processes that “occur largely in the private domain (in a double sense, the market economy and individual responses)” and internationalisation as intensifying exchanges between universities, related organisations and agencies, which mainly occur within the public domain (Scott, 2005). Knight, on the other hand, in her widely quoted definition claims that internationalisation is “a process of integrating an international, intercultural, or

global dimension in the purpose, function or delivery of postsecondary education” (Knight, 2008: 20), which occurs in ‘private’, i.e. institutional domain. This confusion portrays “a tendency to explain and define internationalisation of higher education in relation to specific rationale or purpose” (de Wit, 2011: 243), so something that institutions have more control over, whereas globalisation is a process that is occurring on its own accord and has profound implications for universities. Therefore, as Scott suggests, “the distinction between internationalisation and globalisation, although suggestive, cannot be regarded as categorical” (Scott, 2006: 14 quoted in de Wit, 2011: 243) and this could be the reason why more recently many universities, especially in the UK, including University College London, use the term ‘global engagement’ when referring to their international and global activities.

The interrelated nature of both processes results in a situation where, as Knight noticed, “internationalisation is changing the world of higher education, and globalisation is changing the world of internationalisation” (Knight, 2008: 1). As a consequence, there is an imperative for HEIs to respond, and this response can take on forms of profound changes to the institutional and educational dimensions of internationalisation. And while the mainstream interpretations of internationalisation have been driven by Western (i.e. European, North American and Australian) researchers and practitioners, there emerge more and more voices from other parts of the world. I bring some of them to light below and specifically in the case of Brazil and Latin America in chapter 7.

2.3.2 Historical overview of internationalisation of Higher Education

Before I explore into the different facets of internationalisation, it is worth looking at it from a historical perspective in order to understand its evolving nature and touch points with the discourse on GC in HE. It is commonly understood that at the core of the process, since the beginning of universities, lay the principles of universal knowledge and movement of ideas and people (scholars and students). In the XX century, internationalisation of HE was beginning to be seen more in political terms as a tool to exert influence, export knowledge and culture. This was visible in the establishment of national institutes for promoting HE, like the Institute of

International Education (IIE) in the USA in 1919, DAAD (German Academic Exchange Service) in Germany in 1925 and the British Council in the UK in 1934. The rationales for HE internationalisation have varied from political, in terms of language studies and capacity building in the USA, to economic in the UK and Australia, where from about 1980s internationalisation has taken form of income generating activities like the recruitment of students who paid full fees. In Europe, competitiveness was the underlying rationale for internationalisation of HE and efforts have been focused on cooperation and mobility with the establishment of the Erasmus programme in 1987. Latin America, Africa and Asia have been treated as markets providing fee paying students to the UK, North America, Australia and parts of Western Europe. This short historical overview brings us to the late 1990s and early 2000s when new ideas about the directions of HE internationalisation have been proliferating as a result of the complex and conflicting influences of globalisation, which I explore in the sections below.

2.3.3 Exploring the different facets of internationalisation

In the section below, I discuss the different approaches to understanding internationalisation that emerge from the literature in order to build my conceptual framework in section 2.3.4. During the literature analysis, I identify some key themes that explain internationalisation, which then appear in the conceptual mapping diagram, including: internationalisation of educational practice at home (Leask, 2009, Knight, 2013) and abroad, as well as of institutional practice in the form of cooperation and competition (Luijten-Lub, Huisman and Van Der Wende, 2005), the imperatives for HE internationalisation and the broader influences and pressures stemming from globalisation's influences on universities.

To understand what internationalisation stands for is a complex exercise. De Wit notices that "in much of the literature, the meanings and rationales are muddled in the sense that a rationale for internationalisation is often presented as a definition of internationalisation." (de Wit, 2011: 244). Stier (2004) on the other hand reflects that internationalisation can refer to either a) form and content or b) state, process

and doctrine. In relation to a), internationalisation takes on profit generating, prestige seeking forms and likewise includes embedding international dimensions into the curriculum, i.e. content. However, internationalisation is also a descriptor of the state HEIs find themselves in, which is a result of an imperative to internationalise. This process is happening at different speeds to the different dimensions of HE and domains of HEIs. Finally, internationalisation can be understood as a doctrine implemented by divergent ideologies (Stier, 2004).

Over the last two decades or so, internationalisation has been a widely researched topic resulting in many conceptualisations. The table below presents a selection of important research that has contributed to the evolving thinking about what internationalisation of HE entails and stands for in our contemporary world. The concepts from these research items have been influential in the conceptualisation of internationalisation presented in this thesis and are explored more in the literature discussion that follows.

Table 2: Historical overview of the development of research on internationalisation of HE

Year of publication	Main concepts	Authors	Location of research
2001	Internationalisation as cooperation and competition	Van Der Wende, Lijten-Lub, Huisman	Europe
2004	Ideologies of internationalisation	Stier	Scandinavia/Europe
2006	Global perspectives	Shiel, Bourn, McKenzie	UK
2008	Internationalisation at home and abroad	Knight	Canada
2009	Internationalisation of the curriculum (IoC)	Leask, Bridge	Australia
2009	Academic capitalism	Slaughter, Rhoades	USA

2010	Institutional and student focused internationalisation	Jones	UK
2011	Comprehensive internationalisation	Hudzik	USA
2011	Transformative internationalisation	Robson	UK
2015	Internationalisation of HE for the Society	De Wit, Brandenburg, Jones and Leask	Europe
2015	Ethical internationalisation	Andreotti, Stein, Pashby	Canada, Finland

Sentiments toward internationalisation vary. This may be because of some conflicting messages associated with the process, which Jane Knight (2011) has succinctly summarised:

No one could have predicted that the era of globalisation would have changed internationalisation, from what has been traditionally considered a process based on values of cooperation, partnership, exchange, mutual benefits, and capacity building, to one that is increasingly characterised by competition, commercialisation, self-interest, and status building (Knight 2011c in Knight 2013: 89).

The next section discusses these conflicting and yet parallel conceptualisations of internationalisation. Chapter 1 described how internationalisation of HE is a global phenomenon in the HE sector and how it is becoming a national policy imperative in the countries of my case studies. Other conceptualisations that particularly relate to this study include: the distinctions between internationalisation of higher education practice (i.e. of the curriculum, teaching and learning) and of higher education institutions (i.e. institutional internationalisation), and internationalisation as cooperation and competition, which are explored below.

2.3.3.1 Internationalisation of HE practice and of HEIs

One of the main distinctions to make when discussing the complex phenomenon of internationalisation is whether it concerns higher education practice itself (i.e. teaching and learning, pedagogy and curriculum) or the institutions of higher education (i.e. internationalisation operations) (Knight, 2008), commonly referred to as the Internationalisation of Higher Education Institutions (IHEIs). The former is usually associated with internationalisation at home (Nilsson, 2003 referenced in Knight, 2013: 85) and internationalisation of the curriculum (IoC), while the latter usually brings to mind economically driven activities that aim at transforming universities into profit-generating entities. However, the situation is more nuanced than that, as I explore below.

Internationalisation of higher education practice tends to occur in the curriculum and pedagogy realms, and has been traditionally associated with student exchanges and other forms of academic travel, whether physical or virtual (e.g. COIL: collaborative online international learning). However, this perception has evolved due to a recognised exclusivity of such activities in an era of mass HE and because there is a growing push for accountability of HE (Hazelkorn, 2017), i.e. to offer curriculum that responds and is responsive to the changing world. The internationalisation of HE practice therefore takes on the form of the internationalisation of the curriculum (IoC), which is defined as

“the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a programme of study”. (Leask, 2009: 209)

IoC is “about broadening curricula and incorporating pedagogic approaches that empower students to develop as critical beings, who are able to challenge orthodoxy and bring about change” (Shiel, 2006: 20). But internationalisation of education practice extends beyond only curriculum. Shiel (2013), Bourn and Blum (2013) advocate for a global perspectives within higher education, which bring in ethical and values-based approaches and

“entails a bringing together of internationalisation, sustainable development, globalisation and understandings of global issues within a pedagogical framework that promotes different perspectives and approaches to learning, and encourages social and political engagements through the concept of global citizenship”. (Blum & Bourn, 2013: 44)

As globalisation is challenging universities with new uncertainties and creating new imbalances in the world that demand recalibrating our ways of thinking, understanding the world we live in is one key skill that universities should aim to develop in students “to enrich our vision and understanding of the world to widen our focus from being predominantly or even exclusively Western, and to open it towards a new history of the world” (Frankopan, 2015 referenced in van der Wende, 2017: 13). This can be achieved in a way that does not “bind men to their past, and thus to their world” but in a way of “imparting of an ethos of worldliness and world-concern which the teaching of skills alone will not serve to inculcate” (Gottsegen cited in White, 2013: 117). Internationalisation of higher education’s practice goal is therefore to develop graduates capable of living in a globalising world. It encompasses arguments for employability, cross-cultural cohesion, environmental sustainability and social justice, etc. as these are some of the challenges we are facing. In this way, internationalisation of HE is embedded with tensions between the different worldviews and opinions on what higher education should ultimately be about.

Internationalisation of higher education practice has become mutually interdependent with Internationalisation of HE Institutions (IHEIs) because it

has become an indicator of how internationalised an institution is. Internationalisation of Higher Education Institutions (IHEIs) encompasses internationalisation at home and abroad in forms of cooperation and competition. It is often framed by sets of numbers referring to international students and associated revenue, international partnerships or positions in international rankings. It is presented as a measure of institutional openness, development, quality and prestige that could enable more international cooperation or secure an advantageous position in global market competition. Internationalisation in this understanding is

usually visible in institutional strategies and is pursued by especially appointed staff with remits for establishing partnerships, of both non-profit and commercial nature, with institutions abroad. Some universities also appoint specific staff whose job is to look after the positions in the rankings.

2.3.3.2 *Internationalisation as cooperation and competition*

A 'traditional internationalisation' (Altbach & Knight, 2007: 293) or cooperation-style internationalisation (Luijten-Lub, Huisman & Van Der Wende, 2005) oscillates around non-profit but otherwise value-making exchange of ideas and people, making connections and contributing to the creation of universal knowledge. It is seen as "the well-established tradition of international cooperation and mobility and (...) the core values of quality and excellence" (van Vught et al. 2002: 17 in de Wit, 2011). International cooperation is about creating partnerships, student and staff mobility, and research collaborations. These connections traditionally follow any historically developed trajectories or are based on cultural connections, like links with anglo-, franco-, ibero- and lusophone countries, pan-European, or post-Eastern bloc regional links.

Kreber noticed that "while the political, cultural, and academic rationales are based on an ethos of cooperation, the economic one is based on an ethos of competition" (Kreber, 2009: 4). Internationalisation as competition is encouraged by the neoliberal economic globalisation, where universities are under growing commercial and financial pressures. Changes to funding structures, which emphasise national governments' drive to make HEIs less dependent on public funding, are also meant to encourage them to be more competitive on the global scale (Knight, 2008). Internationalisation as competition becomes a rationale for searching for funding sources in international students' recruitment, transnational education delivery or external research aimed at profit generation (Luijten-Lub, Huisman and Van Der Wende, 2005). Internationalisation as competition thrives on marketisation and tradability of HE, perpetuates branding of HEIs and forces universities to be flexible in developing degree programmes that are attractive to the global market (e.g. delivering degrees in English in non-English speaking countries).

2.3.3.3 Ideologies driving internationalisation

While the section above described the different rationales for engaging in the process of internationalisation, it is important for the argument of this thesis to delve deeper into what drives these approaches. In an era of globalisation, higher education and the process of internationalisation are underpinned by various philosophical and ideological orientations. Stier's (2004) definition of ideology in the HE is particularly useful, as it relates directly to the process of internationalisation and how it is visible in university operations. According to Stier (2004: 85), ideology is therefore

“(...) a set of principles, underpinnings, desired goals and strategies that structure actions and beliefs of international educators – administrative and teaching staff alike – groups, organisations or societies. Ideologies may be, partly or completely, conscious (e.g. as manifested in educational doctrines) or make up a set of taken-for granted assumptions about internationalisation, manifested as an unconscious frame of reference for the individual.”

In relation to internationalisation, Stier (2004) distinguishes three ideologies that underpin the process: idealism, educationalism and instrumentalism. However, they are underpinned by different ideologies influencing contemporary higher education, namely, as it was alluded to before, neoliberalism and liberalism, but also postmodernism and third wayism (Delanty, 2003).

In the ideology of idealism, internationalisation embodies the ideals of cooperation and knowledge exchange in order to educate the mind and make a better world. In this sense, internationalisation as a process is “good per se”. This approach is visible in the traditional cross-border mobility of staff and students or the internationalisation of the curriculum (IoC). However, the idealist ideology fails to acknowledge the dangers of elitism and imposition of hegemonic values usurping to be universal, and mainly Western and from the Global North, which can be associated with internationalisation.

The instrumental ideology views internationalisation as a process that should lead to growth, development and profit, and deliver on the employability agenda by providing market relevant training and competences. Instrumentalism stimulates a neoliberal approach to internationalisation seen more as competition than

cooperation and, as such, contributing to the imperialistic practices of imposing ideological and socio-cultural goals.

The ideology of educationalism is about stimulating development and growth as intrinsic values of an educational process rather than a means to an end. From this point of view, internationalisation should lead to education that is relevant to the world and society we live in, or to achieving its social goals.

These three ideologies describing internationalisation rationales have roots in all-encompassing ideologies that underpin modern higher education operating in our knowledge society. Delanty (2003) argues that postmodernism, neoliberalism and third wayism are creating contradictions in modern higher education because the older ways of legitimising HE are also still valid. As a result, the various ideologies create a complex and contradictory conceptual landscape for universities, demanding a reimagining of the role of universities in the era of globalisation.

The postmodern influence on HE is visible in the prevalence of relativism based on “the principle that everything is culture because culture lacks meaning and can therefore be everything” (Delanty, 2003: 74), where the differences between knowledge and opinion are blurred (Delanty 2003). Delanty then gives an example of the discourse of excellence in HE, which lacks meaning, and which gains meaning by cultural discourses. In internationalisation terms, the notion of world class university comes to mind as an example, where the ranking system is based on opinion rather than scholarship.

One of the most discussed ideologies that are currently influencing and changing the shape of contemporary HE is that of neoliberalism. As Marginson observes that “mainstream thought about higher education is led by neoliberalism, which emphasises the market economy” (Marginson, 2011: 31) for more than two decades now, the primary ideas about government and social organisation in higher education, and the main propositions for reform, have been drawn from neoliberalism”, which has led to the creation of a McUniversity driven by ideologies of efficiency and accountability (Delanty, 2003). In a situation where “the state [is – MK] reframed as regulator rather than provider, and public services [are – MK]

provided through quasi-markets with considerable private involvement” (McCowan, 2015: 272), the efficiency and effectiveness of higher education provision is a major consideration, which is, for example, visible in raising prominence of the employability agenda.

Alongside neoliberalism, liberalism is an ideology tracing back to the more traditional ways of legitimising HE, builds on Socrates advocating for education that teaches critical analysis and respectful debate (Nussbaum, 2004) and leads to the formation of democratic values. Liberal education aims to cultivate not only intellectual and ethical judgement but also social responsibility and civic and social leadership, as argued by Nussbaum (2004):

“[liberal education is - MK] one that liberates students’ minds from their bondage to mere habit and tradition, so that students can increasingly take responsibility for their own thought and speech. In his letter on liberal education, Seneca argues that only this sort of education will develop each person’s capacity to be fully human, by which he means self-aware, self-governing, and capable of respecting the humanity of all our fellow human beings, no matter where they are born, no matter what social class they inhabit, no matter what their gender or ethnic origin.” (Nussbaum, 2004: 3).

In terms of internationalisation, liberal education principles are visible in drivers for the internationalisation of the curriculum, infusing it with global perspectives, embedding intercultural and cross-cultural awareness, tolerance and democratic values into teaching and learning. This usually leads to developing programmes for student mobility, either physical or virtual.

Delanty (2003) argues that the third way ideology is also influencing modern higher education and it is visible in how HE is trying to reconcile neoliberalism with the idea of an education leading to social inclusivity, empowerment and responsibility:

“New wayism, while borrowing much of its inspiration from neoliberalism, is caught in the basic contradiction of having to reconcile neoliberalism and social democracy, market and state” (Delanty, 2003: 76).

In addition, Marxist and poststructural theories also influence a more critical approach to internationalisation, especially with regards to the power struggle between the different nations and institutions (Vavrus & Pekol, 2015) or the dynamics of power and its relationship to knowledge (Guion Akdag & Swanson, 2017). With regards to internationalisation, the third way ideology's influence is becoming visible in calls for a more critical approach to internationalisation, transformative internationalisation (Robson, 2011) and, most recently, internationalisation for the society (de Wit et al., 2015).

2.3.4 Internationalisation as a process of change – development, transformation, inclusivity

Knight helpfully points out that internationalisation implies a process of change because of the suffix 'isation', which "further distinguishes it from the notion of international education per se" (Knight, 2013: 85). Conceptualising internationalisation as a process of change (de Wit in Yemini, 2015) recognises that it can have transformative powers and deep impact on higher education and its institutions. An internationalisation that is transformative is more profound than securing economic gains (Robson, 2011). Instead, it is more of a cultural change that touches upon all aspects of a university operation:

(...) Internationalisation can act as a descriptor of the institutional culture, illustrating the ways in which the ethical and ideological values and beliefs represented by its communities underpin program design, curriculum delivery and teacher-student relationships." (Robson, 2011: 621)

This observation is further reinforced by Hudzik (2015) in his idea of comprehensive internationalisation. He endorses Green's conceptualisation that "internationalisation is central to quality education and emphasizes that internationalisation is a means, not an end. Serious consideration of the goals of internationalisation makes student learning the key concern rather than counting inputs" (Green quoted in Hudzik, 2015: 55).

Internationalisation as a process of change is driven by a combination of external and internal factors inspired by globalisation. They include pressures to increase international connections and resources, which are neoliberal in their nature, and constitute “symbolic” engagement with internationalisation (Bartell, 2003 cited in Robson, 2011: 625). But they are also related to internal drivers from university communities, staff and students, who seek education that is relevant to and reflective of the modern world. Therefore, the calls for transformative and comprehensive internationalisation emphasise that the change must be “underpinned by deeply personal and ideological commitment” (Robson, 2011: 625) or the “internationalisation of the academic self” (Sanderson, 2008 cited in Robson 2011, 625). One way of achieving it is “to explore and optimise the match between their [university people – MK] personal epistemological beliefs and values and those that characterise ‘an internationalised’ institution” (Turner & Robson, 2008 cited in Robson, 2011: 625).

There are concerns that globalisation leads to isomorphism in internationalisation of HE, i.e. more and more institutions strive to achieve a “world-class” or “global” status (Van Der Wende, 2017), and therefore it is becoming more and more difficult to not only stratify universities but also be able to compete on a global scale. However, Rumbley, Altbach, Reisberg (2012) notice that whilst internationalisation is a truly global phenomenon, it is also ‘experienced’ in many different ways by institutions across the globe. Consequently, although universities try to emulate approaches to internationalisation, they vary and are dependent on local contexts (de Wit & Hunter, 2015). Language, academic development, historical conditions and dependencies are some of the contributing factors to the different applications of internationalisation because “like higher education itself, although increasingly influenced by and acting in a globalised context, [internationalisation – MK] is still predominantly defined by regional, national and institutional laws and regulations, cultures and structures” (de Wit & Hunter, 2015: 54). In many low- and middle-income countries internationalisation strategies often imitate those of high-income, focusing on achieving targets related to mobility and seeking prestige (i.e. places in rankings) (Jones & de Wit, 2021). HEIs in low- and middle-income countries also tend to focus

more on pursuing the social mission of higher education, which is visible in their approaches to internationalisation leading to global citizenship, as opposed to more high-income countries (understood in this thesis as the West) where the focus is more on developing employability skills through internationalisation (Jones & de Wit, 2021). Other scholars refer to the Centre-Periphery dichotomy in analysing the differences HEIs face and how they affect internationalisation (Uzhegova & Baik, 2022). Klemenčič (2015) goes further in proposing an integrated approach to internationalisation of HE with focus on international institutional cooperation and international profiling as being of particular importance for universities in the periphery. For them, building capacity through collaborations with HEIs in the Centre, as well as regional collaborations are seen as a way to increase international visibility.

As Jane Knight observed (2008), what we understand internationalisation to be needs constant updating. Similarly to the changing idea of what universities are for in our times, so the impact of HE internationalisation on institutions and societies is becoming more prominent. Robson's concept of transformative internationalisation addresses this in a call to have "more reflective, iterative and constructive dialogues with (...) communities to determine the scope, scale and content of an 'internationalisation' agenda" (Robson, 2011: 625). More recently, Brandenburg, de Wit, Jones and Leask (2015) are calling for the Internationalisation of Higher Education for Society (IHES), which should be central to internationalisation agendas for the next decade. It is based on a principle of responsibility and sustainability toward the society and the planet because "(IHES) explicitly aims to benefit the wider community, at home or abroad, through international or intercultural education, research, service and engagement" (Brandenburg et. al, University World News, 29.06.2019).

In recent years, critical approaches to HE internationalisation have been proliferating in academic literature (Van Der Wende, 2017b, De Wit, 2019, Buckner & Stein, 2020). In practice, many universities refer to their internationalisation efforts as global engagement, signalling that internationalisation is a complex process that goes beyond traditional activities, like recruitment of students or exchange programmes. Recent challenges, like the need to implement the SDGs, the coronavirus pandemic,

environmental degradation or the Black Lives Matter movement, among others, have shown that “there is a need to develop a deeper and more systematic understandings of the political and historical dimensions of international engagements and their possible impacts” (Buckner & Stein, 2020: 163) because “failures to engage critically with histories of international engagements makes it likely that existing inequalities in international engagements will simply be reproduced in the imperative to internationalise” (Buckner & Stein, 2020: 162). Hence the calls for engaging globally and/or internationally to “enhance the quality of education and research, and service to society” (De Wit, 2019: 15). Therefore, universities “where culture, diversity, context and difference challenge neoliberal marketization discourses” (Robson, 2015: 621) should be aiming to rebalance the cultural influences of globalisation on HEIs. One of these attempts is conceptualising global citizenship as an element of internationalisation efforts (Stein, 2015), which has been a direct driver for my research.

2.3.5 Conclusion - framework for conceptualising internationalisation in HE

As a conclusion to the discussions above, I created a conceptual map for internationalisation in HE, which is visualised in Figure 1 below. Internationalisation is a complex and multi-faceted concept but, as the literature review has shown, it can be split into two categories based on different HE activities, i.e. either educational or institutional practices. That is why, at the core of the map below is the distinction between the internationalisation of educational and of institutional practices, which occur concurrently and interdependently from each other. The former relates to the internationalisation of the curriculum and pedagogy (Leask, 2009, Leask & Bridge, 2013, Shiel, 2006), which includes embedding it with global perspectives (Bourn & Blum, 2013, Shiel, 2013), so practices describing internationalisation at home. Internationalisation abroad here relates to mobility programmes (Altbach & Knight, 2007).

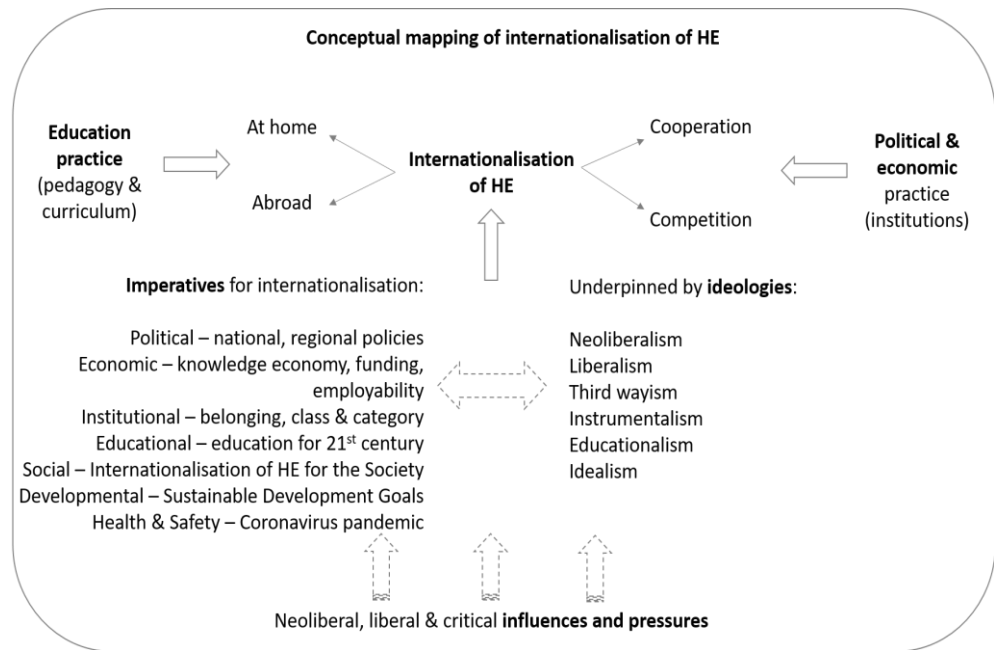
On the other side of the core in the map below are activities that relate to the internationalisation of the institution, which stem from the political and economic rationales for engaging internationally. They take the form of either cooperation or

competition (Luijten-Lub, Huisman and Van Der Wende, 2005) include global partnerships for mobility or research, or marketisation activities, like prestige seeking (i.e. rankings) and financial gain (Marginson, 2017).

Since internationalisation is a process of change in HE (Knight, 2013), then there are various imperatives that influence these changes. They include political, economic, institutional, educational, social, developmental (Knight, 2008) and, most recently, health and safety factors, which are exemplified by the coronavirus pandemic. These imperatives stem from the influences of globalisation on HE and are underpinned by co-existing and contradicting ideologies defining modern HE: neoliberalism, liberalism, third wayism, instrumentalism, educationalism and idealism, which I explored in 2.3.2.3.

The fact that internationalisation does not rest on a simple one size that fits all approach but is dependent on many factors, including the GloNaCal context (Marginson & Rhoades, 2002) and various conceptions about what a university should be about (Clark, 1998, Slaughter & Leslie, 1997, Robinson & Katulushi, 2005, Collini, 2012, Boni, Lopez-Fogues & Walker, 2016, Hazelkorn, 2017, Marginson, 2017), is encapsulated in the three major influences that emerge from my reading of the literature (neoliberal, liberal and critical). They are congruent with the three imaginaries identified by Andreotti, Stein, Pashby and Nicolson (2016): neoliberal, liberal and critical. The first one because of the prevalent influence of economic thought on education and the purpose of HE (Luijten-Lub, Huisman and Van Der Wende, 2005, Marginson, 2011); the second because of the reference to the more traditional vision of education tracing back to Socrates (Nussbaum, 2004); and the third, which encompasses alternative approaches to the first two (Delanty, 2003).

Figure 1: Conceptual mapping of internationalisation of HE



With internationalisation of HE mapped and conceptualised, I am now turning to explore where there are spaces for global citizenship in HE and how this phenomenon relates to the identified framework.

2.4 Global citizenship in higher education

2.4.1 Introduction to the section on GC in HE

Arguably starting with the famous statement by Diogenes that he was the citizen of the world, in the last two decades or so the concept of global citizenship has been attracting a lot of attention by higher education researchers, professional staff and policy makers. Similarly to internationalisation, it has been embraced by some as a new paradigm (Gacel-Avila, 2005) and discarded by others who argue that it is “under-theorised and problematic” (Bowden, 2003: 249-350 cited in Jooste & Heleta, 2017). However, GC has been also hailed as the ultimate goal for internationalising HE. Yemini (2015) proposes a new definition of internationalisation where it is “a process of encouraging the integration of multicultural, multilingual, and global dimensions within the education system, with the aim of instilling in learners a sense of global citizenship” (Yemini, 2015: 21). This definition assumes that internationalisation and global citizenship are inter-related and that they

conceptually overlap because the integration of international, intercultural (multicultural, multilingual) and global perspectives in the teaching, research and service functions of a university can lead to a change in one's attitudes and behaviours. However, the questions arise: how can this happen? What are the conceptualisations of GC in HE that connect and disconnect it from internationalisation?

The next section of this chapter looks at these conditions. I first explore what GC means starting with a historical overview of the concept within HE. Using the useful conception of a floating signifier (Manion, 2010), I explore how the leading existing discourses within modern Western HE: neoliberalism, liberalism/cosmopolitanism and postcolonialism, attach meanings to the term. I also investigate non-Western conceptions to uncover where there are connections and disconnections. Such an approach is particularly relevant because one of the aims of this thesis is to bring other perspectives into the discussion on the two studied phenomena. After this conceptual mapping, I move on to analyse where references to GC are found in today's HEIs to draw a conceptual tool that will help in analysing empirical data.

Therefore, in the sections below I discuss the different approaches to understanding GC that emerge from the literature and identify some key themes that allow me to build conceptual mapping diagram in section 2.4.5. In it, I use the following key themes, explored below: GC as a floating signifier, global skills and global capabilities and how they contribute to supporting different visions for HE as either perpetuating human capital or human development. I explore the rationales for these visions and interpretations and finally identify their drivers, which link the discussion on GC to globalisation's neoliberal, liberal and critical influences on HE. However initially, it is useful to have a look at the historical trajectory of this evolving term.

2.4.2 Historical overview of discussions on GC in HE

The understanding of what global citizenship in HE stands for is directly related to the traditional humanistic principles of exchange (of people and ideas) and

cosmopolitanism. However, in the last two decades or so, the ideas associated with GC in HE have been evolving as a result of globalisation and internationalisation.

Academic discussions and research about GC in HE have been moving from looking exclusively at the international mobility programmes promoting cosmopolitanism and cross-cultural learning, to evaluating volunteering or service-learning endeavours and attempts at internationalisation at home and the IoC. These academic discussions have been occurring in parallel with wider discussions about the purpose of education, including HE, in our changing, globalising world.

A major influencer in this area is UNESCO and its 2015 flagship document: *Global Citizenship Education. Topics and Learning Objectives*. While aimed mainly at school level education but extending its reach to HE, this publication links GC to concepts and methodologies from areas like human rights education, peace education, or education for sustainable development. In addition, global citizenship has been written in the UNESCO's Target 4.7 of Sustainable Development Goal 4 (SDG 4) about quality education. And while this goal is not specifically addressed to HE, it is becoming a driver for adjusting HE policies to address major global challenges. Global citizenship education is one of the indicators to measure the progress toward achieving this goal.

While the UNESCO's positioning has helped to raise the profile of global citizenship in general, the use of the term and its influence in HE goes back much further to the early 2000s. The academic discussions about GC in HE have been focussed on critical evaluations of what GC in HE stands for and have been mainly situated within the curriculum and pedagogy realms. Most early research about GC in HE comes from North America (with focus on evaluating study abroad programmes, e.g. Stearns, 2009), the UK (with focus on the quality of student experience, e.g. Killick, 2012, Caruana, 2010, 2014, Bourn, 2005, 2006, Blum, 2012) as well as developing global perspectives in the curriculum (e.g. Shiel & Jones, 2004, Shiel & Mann, 2005, Shiel 2007) and Australia (with focus on links between IoC and GC, e.g. Leask, 2001, Leask and Bridge, 2013). The other research streams that can be identified include critical evaluation of the concept underpinned by post-colonial theory (e.g. Andreotti, 2006,

Pashby, 2011, 2012, Jorgenson, Shultz, 2012, Stein, 2015) and critical perspectives from other parts of the world (e.g. Jooste & Heleta, 2017), as well as embedding GC across the university in both curriculum and policies/operations, including those related to internationalisation (e.g. Shiel, Yemini, 2015, Gacel-Avila, 2005, Clifford & Montgomery, 2014).

In the UK context, the early discussions can be traced back to the DEA (Development Education Association) projects at four universities looking at developing global perspectives in HE curricula (McKenzie, Shiel, 2002) and DFID (Department for International Development) Global Perspectives in Higher Education Project (Lunn, 2005), which looked at global perspectives in the development studies area. In 2006, DFID also funded a number of projects including one with Engineers Against Poverty on influencing engineering courses within HE and one with VetAid of a similar nature. The OXFAM Curriculum for Global Citizenship and the principles of Development Education were the influencing factors for the early approaches to GC in HE. Issues around global responsibility and sustainable development as well as developing employability for the global market were also discussed in the early works of Shiel presented at a series of conferences at Bournemouth University as well as Bourn and Blum and their series on global professions within the University of London colleges. The table below presents an overview of influential researchers and texts that were mentioned above and shows the historical trajectory for the development of thinking about GC in HE in the last two decades. A critical discussion of the conceptualisations of GC in HE follows afterwards.

Table 3: Historical overview of the development of research on GC in HE

Year of publication	Main concepts	Authors	Location of research
2005	Internationalisation of HE as a paradigm of global citizenry	Gacel-Ávila	Mexico/North America
2006	Soft versus critical GC Inequality and injustice in GC discourse	Andreotti	Canada/Finland
2006	Developing the global citizen	Shiel	UK

2006	Embedding curriculum with global perspectives	Shiel, Bourn, McKenzie	UK
2007	Neoliberal, radical/conflict and critical/transformational approaches to GC in Canadian HE	Shultz	Canada
2009	Students as global citizens in UK	Bourn	UK
2009	Students as global citizens in US	Stearns	USA
2010	Conceptualisations of Global Citizenship: Putting the 'Higher' back into Higher Education?	Caruana	UK
2011	3 key dimensions of GC: social responsibility, global competence and civic engagement	Morais and Ogden	USA
2011	GC concept in HE is fluid; it is ability, disposition and commitment	Rhoads and Szelenyi	USA
2012	Being-in-the-world, self-in-the-world and act-in-the-world	Killick	UK
2012	Mainstream versus critical approaches to GC in Canadian HE	Jorgenson and Shultz	Canada
2013	Typology for distinguishing multiple conceptions of GC: cosmopolitan and advocacy based approaches	Oxley and Morris	UK
2013	IoC as a strategy to prepare global citizens	Bridge and Leask	Australia
2014	GC requires HE to rethink its purposes	Clifford and Montgomery	UK
2014	Aligning what GC might look like as a learning outcome	Lilley	Australia
2014	Cosmopolitanisation, resilience and resilience-thinking; need to reconceptualise GC in HE as mainly focussing on mobility	Caruana	UK
2015	Mapping common GC positions in US HE: entrepreneurial, liberal-humanist, anti-oppressive and incommensurable	Stein	USA

	Internationalisation of HE for global citizenry	Yemini	Israel
	Global Citizenship Education. Topics and Learning Objectives	UNESCO	Global
	Sustainable Development Goals (SDGs) including Target 4.7	UNESCO	Global
2017	GC vs globally competent graduates – critical view from the South	Jooste, Heleta	South Africa
2018	Global citizens or global workers	Keating, Hammond	UK

The table above shows how perspectives and thinking about GC in HE has been evolving and diversifying over the last two decades. It also highlights the different streams of critiquing the concept in pedagogy and policy making in addition to the conceptual level. Such a variety of approaches can justify using the metaphor of a floating signifier when thinking about GC in HE, as the next section explores. GC as a floating signifier

The literature provides an abundance of approaches to define what GC stands for. For Golmohamad (2008) GC is a mind-set, for Marginson and Sawir (2011) identities or for Oxley and Morris (2013) a manifestation of cosmopolitan or advocacy based activities, and for Rhoads and Szelenyi (2011, 2013) GC is a fluid concept that comprises abilities and commitment, which surface when a certain ‘cognitive frame’ is identified. Stein (2015: 242) argues that within higher education the discourses around GC seem to be “providing and circumscribing certain possibilities for *knowing, being, and relating*” whereas Schattle (2008) sees it as a set of dispositions based on primary and secondary concepts of global citizenship: awareness, responsibility, participation and cross-cultural empathy, achievement and international mobility. In other words, global citizenship is demonstrated in an awareness of self, the world and one’s position within it that triggers a sense of responsibility for the world by means of solidarity and collective or individual actions. This is because GC

“shifts the perspective from the local and immediate to a broader plane . . . through the idea of citizenship, it evokes a sense of practical responsibility towards others regardless of their location in terms of geography, class, gender or ethnicity.” (Skrbiš, 2014: 6 cited in Jooste & Heleta, 2017)

The scholars’ ideas mentioned above situate GC within identity formation appealing to a personal level of identification. Within HE however, Jorgenson and Shultz (2012) argue that GC is referred to mainly as a goal to aspire to and an attribute for graduates. This argument is especially significant for this thesis because it situates GC as an outcome of teaching and learning in higher education.

However, global citizenship is a term that can cause uneasiness for various reasons not least its lack of clear definition. The ambiguity relating to interpretations of global citizenship in higher education causes contestations but perhaps, as argued by Lilley et al. (2017: 9), it is purposeful: “‘strategic ambiguity’ could underpin a more fluid understanding of the global citizen in higher education” and it “could represent a holistic disposition for ethical and transformative thinking, and exist as a concept elusive to rigid definitions and terminology”. This fluidity and sometimes elusiveness in interpretations is perhaps best captured by a term ‘floating signifier’ advocated by Moraes (2014) or an “empty container” (Žižek, 1997 referenced in Pais and Costa, 2017: 10). Following Laclau and Mouffe’s definition, a floating signifier may be considered “as a privileged reference point (or signifier) that attempts to partially fix meaning and bring together different discourses” (Mannion et al., 2011: 444). Shultz (2010) and Pais and Costa (2017) adopt Žižek’s metaphor of an ‘empty container’ in relation to GC, where many different discourses, also conceptually exclusive or contradictory (e.g. neoliberalism and liberalism) or ‘adjectival educations’ (e.g. global education, education for human rights, environmental education, intercultural education, etc.) can be put and where they will fit. The literature points that one of the main reasons for these difficulties in interpretations of what GC in HE stands for refers to the fact that “global citizenship is dispersed across established ideological constellations and (...) [is –MK] not a new and distinctive ideology” (Schattle, 2008: 88). So what are these ideological drivers?

2.4.3 Drivers for global citizenship in contemporary HE

Similarly to internationalisation in HE, the understanding of what global citizenship in HE entails is shaped by the prevailing discourses with different ideological underpinnings. Pais and Costa (2017) after Camicia and Franklin (2011) argue that neoliberalism and critical democracy are two main discourses that are concurrently influencing the interpretations of GC and leading to conceptual confusion because “students are being prepared to participate as global citizens, but the meaning of this citizenship is complicated by a tension and blending between neoliberal and critical democratic discourses” (Camicia & Franklin, 2011: 321 quoted in Pais & Costa, 2017: 2). It is important to note that the majority of literature on global citizenship comes from Western scholars, mainly in the UK, USA, Canada and Australia. Consequently, GC is considered within the discourses of cosmopolitanism and internationalism, traditions of liberal education and postcolonialism. However, there are more and more contributions from other parts of the world, i.e. Asia and countries in the Global South, who react to the dominating Western discourses and contribute with interpretations that emphasise the importance of local and indigenous traditions. This growing variety of approaches to global citizenship is explored in the sections below.

2.4.3.1 *Neoliberal global citizen*

The neoliberal influence on the discourse around global citizenship in HE is centred around the notions of free market economy, individualism and competitiveness, which promote “an economic definition of man” (Ignatieff quoted in White, 2013, p. 112), who is an “instrumentally rationalist individual” (White *ibid*). Foucault’s ‘*homo oeconomicus*’ (Foucault 2004 cited in Brown 2015: 56 cited in Pais & Costa 2017: 4) is one that is entrepreneurial, individualistic and competitive with global remit. Originally conceptually conceived in the West, and with ambitions to conquer the world, a neoliberal global citizen “is a person who participates and reaps the benefits of this participation in a ‘borderless world’. (...) Education for this type of citizen provides students with the necessary skills to successfully participate in the global market” (Jorgensen & Shultz, 2012: 4).

Another important implication of the neoliberal influence on education, especially global citizenship education, “is the idea that education should prepare people for an already given world” (Pais & Costa, 2017: 4). Consequently, there is no room for questioning or critiquing the world we live in, with its challenges and problems, but rather the focus of education is on how to improve the system that is otherwise functioning well.

It is important to note here that the neoliberal GC discourse is more prevalent in practice with the literature providing critique of a concept that is perhaps not so strongly grounded in academic discussions, as opposed to the other types explored later. However, this instrumental approach to what kind of global citizenship education should inculcate is challenged by a discourse of cosmopolitanism and internationalism stemming from the traditions of liberal education, which are abundantly represented in literature.

2.4.3.2 Cosmopolitanism, internationalism and traditions of liberal education

As Pais and Costa (2017) note, the critical democracy discourse that is challenging the neoliberal one in contemporary HE brings to the surface approaches to global citizenship that stand in opposition to a neoliberal focus on entrepreneurship, competitiveness and individualism. Instead, the more liberal approaches in Western literature draw more from the ideals of cosmopolitanism and internationalism. It is because “cosmopolitanism is a name for an orientation toward self, other, and world” (Hansen et al., 2009: 587) through encounters with the Other, and “unlike ‘globalisation’ or ‘modernity’, cosmopolitanism is not something that is happening to people, it is something that people do” (White, 2002 p. 681 quoted in Hansen et al., 2009: 587). Internationalism, on the other hand, helps with preserving cultural diversity by inclusion:

“it is not necessary to take the initiative to include the Other, because, in theory, we are included just by the fact that that we all see ourselves as international citizens, meaning that ‘you are in line of heritage to a whole body of intellectual traditions’” (Moraes & Freire, 2017: 27).

There are different approaches to applying cosmopolitanism, which appeal to global citizenship definitions. Nussbaum’s (2002) cosmopolitan universalism focuses on the

allegiance to humanity by the cultivation of universal values; Appiah's (2006) rooted cosmopolitanism recognises that respect for "universal values" is also tied to local roots and community; cultural cosmopolitanism (Waldron, 1992 in Costa, 2005) acknowledges that people can be rooted in more than one culture. For Delanty (2012: 8) critical cosmopolitanism "is a shared normative culture in which self and other relations are mediated through an orientation towards world consciousness" and it can be seen as "a normatively based critique of globalisation" (Delanty, 2012: 9). Hansen (2011) advocates for educational cosmopolitanism where universal values emerge from local, particular conditions, and where education must be based on cultural creativity.

The principles of internationalism and cosmopolitanism are visible in various approaches to global citizenship in HE and link this term to liberal approaches to education (Nussbaum, 2004) by emphasising the need to understand the modern world through education and debate. Because the processes of globalisation created a heightened sense of globality (O'Byrne, 2003: 17), understood as the conscious awareness of the world (Robertson quoted in O'Byrne, 2003: 169), then the understanding of this world is a key skill that universities should aim to develop in students "to enrich our vision and understanding of the world to widen our focus from being predominantly or even exclusively Western, and to open it towards a new history of the world" (Frankopan, 2015 referenced in van der Wende, 2017: 13). This must be achieved in a way that does not "bind men to their past, and thus to their world" but in a way of "imparting of an ethos of worldliness and world-concern which the teaching of skills alone will not serve to inculcate" (Gottsegen cited in White, 2013: 117). In this understanding, global citizenship is a framework for managing multiple and diverse citizenships in "the heterogeneity of today's globalised world" (Tully quoted in Balarin, 2011: 357). GC stands in opposition to the individualised and fragmented vision of citizenship forged by the neoliberal forces influencing education. By fostering the idea of belonging to a global community, it creates a sense of unity above partitions and sanctions any encounters with the Other by applying the principles of cosmopolitanism and internationalism. The multiplicity and diversity of all humanity, with its languages, visions, knowledges and interpretations of the

world, which Davis described as 'ethnosphere', is not only present but also essential for existence (Davis quoted in Shultz, 2011: 20) and can be 'dealt with' within a framework of global citizenship. Here, diversity is seen as a natural characteristic of the world and not as a problem or a challenge, which can be perceived as such in many national contexts even in democratic states (Osler, 2013). In addition, global citizenship can mediate a sense of responsibility toward others when they do not have a national citizenship (Cabrera, 2010) because "citizenship does not necessarily require a deep love of country; it requires minimally a commitment to the polity" (Osler in Reid et al. 2013: 221).

Cosmopolitanism, with its orientation toward others in the world, opens up space for addressing the world's problems. This is because "cosmopolitans take institutional initiatives to include the Other based on the principles of social justice and peace, values, human rights, democracy, and citizenship" (Moraes and Freire, 2017: 27). We are challenged by problems that affect the whole world, which is uncertain, complex as well as unequal and imbalanced, where many issues have been deterritorialised (Scholte referenced in Dower, 2003) and require global, rather than national, action to solve them (van der Wende, 2017). There are people whose identities are territorially not fixed (Balarin, 2011), and as O'Byrne noticed "our relationship with the world is unmediated by the nation-state" (O'Byrne, 2003: 79). Global challenges call for a community of global citizens to unite and find solutions. A "liberal" global citizen is therefore someone who "belongs to a global community, and whose responsibility is not limited to a specific area, but extended to a universal one" (Jefferess 2008 referenced in Pais & Costa, 2017: 6).

2.4.3.3 Postcolonial perspectives, decoloniality and ecology of knowledges

Global citizenship, cosmopolitanism, internationalism and liberal education as well as neoliberalism are terms associated with the Western cultural and scholarly traditions. However, despite aspiring to be dominant, they are being challenged by the critical democracy discourse within contemporary HE promoting more critical engagement with the world (Pais & Costa, 2017) and its problems, like sustainable development (Brown & McCowan, 2018). Different epistemologies and paradigms, or ecology of knowledges (Santos, 2007) from outside the Western world are questioning the

concept of global citizenship in HE through, among others, postcolonialism and decoloniality.

The concept of ecology of knowledges (Santos, 2007: 67 quoted in Moraes & Freire, 2017: 26) is “premised upon the epistemological diversity of the world, the recognition of a plurality of knowledges beyond scientific knowledge which implies renouncing any general epistemologies”. Therefore, when thinking about drivers for global citizenship in HE, conceptualisations other than ones based on neoliberalism, liberal education and cosmopolitanism can be seen as having equal status and not merely as alternatives.

Much of the conceptual mapping of global citizenship in current literature has been delivered by Western, mainly Anglo-Saxon researchers. Consequently, the very idea of ‘global’ relates to universality, which can diminish any other modes of knowing or interpreting of the concept of GC therefore creating a form of ‘epistemic racism’ (Andreotti cited in Clifford & Montgomery, 2014, p. 35). However, as Sharma (2018, 2020) advocates “paying attention to different philosophical understandings and values-based perspectives (...) can bring forth diverse and creative solutions to global issues” (Sharma, 2020: 28).

Postcolonialism and decoloniality help with ‘dealing’ with what Shultz (2010) called difficult knowledge and difficult justice in the discourse on global citizenship by bringing to the surface the marginalisation of the non-Western world as “the hidden other of global citizenship” (Balarin, 2011: 357) and drawing attention to the danger of misinterpreting and misrepresenting the position of others (Clifford & Montgomery, 2014: 37). Of particular relevance to this thesis is decoloniality because it originated in Latin America from scholars like Quijano (2005) and Restrepo and Rojas (2010) and Mignolo (2011). “Decoloniality rests on the concept of coloniality of power (Quijano, 2005) in order to oppose the skewed rhetoric that naturalises modernity as a universal process” (Leal & Moraes, 2018: 8). Modernity is associated with Euro- and Western-centric coloniality of power and of knowledge or of imagination (Bhambra, 2014).

However, both approaches are important in the discussion on GC because they are “developments within the broader politics of knowledge production and both emerge out of political developments contesting the colonial world order established by European empires” (Bhambra, 2014: 119). Therefore, the Western-centric interpretations of citizenship, values or identities can be questioned. And so, for example, in South America, the understanding of GC is being connected to *Buen Vivir*, a concept of living well or collective wellbeing (Walsh, 2010), which is closely connected to environmental wellbeing and is an alternative to Western approach to sustainability and socioenvironmental justice. Chassagne argues that the

“philosophy of *Buen Vivir* (BV): [is – MK] a complex, Latin American political and academic concept with origins in indigenous cosmology; within which, nature and society are inseparable and the utmost respect for *pachamama* (Mother Nature) is required to achieve wellbeing and intergenerational sustainability” (Chassagne, 2018: 483).

Brown and McCowan on the other hand advocate that “we should consider the inclusion of the ideas of *buen vivir* in our education systems, including in higher education, which needs to reclaim its ability to challenge the status quo (...)” (Brown & McCowan, 2018: 321) due to its “significant promise for the organisation of collective life in modern societies” (Vanhulst & Beling, 2014 referenced in Brown & McCowan, 2018: 318). In this respect the concept of *buen vivir* is important for considering the meanings of global citizenship, which can be found in chapter 7 in the PUC-Rio case study.

Other examples of different approaches relating to the Western concepts of GC include Spivak’s ‘planetary subjectship’, where the world is not seen as “a globe that can be mastered and controlled” but as “a planet, which we inhabit ‘on loan’” (Andreotti, 2011: 307). In South America, ecopedagogy “focusses on understanding the connections between social conflict and environmentally harmful acts carried out by humans” (Misiaszek, 2016: 587). In African traditions, the concept of *Ubuntu*, most commonly described via a Nguni proverb ‘*umuntu ngumuntu ngabantu*’ (translated as ‘a person is a person through other persons’), can be considered “to be a human quality, African humanism, a philosophy, an ethic, or a worldview” (Gade, 2011: 303)

that emphasises the bond and connection with a wider humanity. The Confucian concept of cultivation, i.e. learning in terms of attitude and actions in order to become a better person and fulfil social functions (Marginson, lecture 29.11.2017) stands in opposition to a Western-centric idea of self-formation built on the German thought of *Bildung* (being and becoming a person in public life).

Through postcolonial and decolonial perspectives, the Western articulation of the concept of global citizenship is critiqued. It is seen as privileging middle classes (Andreotti, 2006, 2011) or Western liberal elite (Jooste & Heleta, 2017), or as a way of new colonialism based on the Eurocentric interpretations of the concept (Pashby in Clifford & Montgomery, 2014: 35). This is valid especially now with a realisation that “what seems to have died is (...) the faith in the inevitability of the cosmopolitan project, in which national boundaries and ethnic loyalties would dissolve over time to allow greater openness, diversity and a sense of global citizenship” (Ziguras, 2016 quoted in van der Wende, 2017: 2). Jooste and Heleta (2017), following Bowden 2003, Calhoun 2003, Andreotti 2006, are strongly critiquing GC based on cosmopolitan principles as an imposed imaginary of privileged liberal elite mainly from the Global North, who can travel freely and “practice” their global citizenship predominantly in the Global South. They question some of the cornerstones of cosmopolitanism commonly associated with GC as it is understood in the Western world – those of individualism, universalism and generality. Jooste and Heleta (2017) follow other researchers like Andreotti, Pashby, Odora–Harpers in critiquing narrow interpretations of global citizenship. As a potential solution, Abdi calls for locating development and citizenship within the unique contexts where they are being practiced (Shultz et al., 2011).

Global citizenship in HE is often associated with confusion and contestation, which is founded in the complex conceptual terrain described above. In modern universities and academic literature, the neoliberal, liberal, critical democratic, cosmopolitan, internationalist, postcolonial and decolonial approaches described above influence conceptual interpretations and practical implementations. Global citizenship appears to be an elusive and ambiguous term and yet its appeal to a great community of humanity on our planet makes it difficult to discard, especially in universities.

2.4.4 GC as a graduate attribute

The literature on GC in HE tends to focus on analysing GC from educational and pedagogical perspectives (Jorgenson & Shultz, 2012) approaching it as a graduate attribute. For example, Horley et. al (Horely et. al, 2018), having conducted a systematic review, propose an overarching framework for empirical study of global citizenship education based on “the attributes of global citizens, the outcomes or consequences of global citizenship education, and the pedagogical processes needed for global citizen education” (Horley et. al, 2018: 485). This is visible within the internationalisation of the curriculum (IoC) and internationalisation at home discourses especially because “what it means today and what it might mean in the future to be a ‘global citizen’ has implications for what is taught and how it is being taught” (Leask 2009: 209 quoted in Leask & Bridge, 2013: 4). Therefore, the literature on GC in HE tends to situate global citizenship as a graduate attribute, which is “an articulation of the core learning outcomes of a university education” (Hughes & Barrie, 2010: 325 cited in Jorgenson & Shultz, 2012). This approach is also advocated by Shiel (2013), who argues for reformulating learning outcomes to embed global citizenship into HEIs. Global citizenship as a graduate attribute approach appears also outside the purely curricular realm and is visible in institutional strategies and policies for internationalisation, making them a strategic priority, an overarching goal of university activities in all spheres (Jorgenson & Shultz, 2012). The section below explores the different forms and dimensions the GC graduate attribute appropriates in HE discourses.

While there are many frames for understanding HE (McCowan, 2019), the abundant literature on GC in contemporary HE leads to a conclusion that there currently are two prevailing ways of categorising GC as a graduate attribute: one for human capital and the other for human development (Boni & Walker, 2013). They are based on two competing broad visions for what HE is and should be about in a globalising world, which are embedded in the three imaginaries alluded to in the previous sections: neoliberal, liberal and critical. In the following sections, I will explore how GC attaches meaning when presented as an attribute for global human capital and global human

development. I will also connect these two conceptions to globalisation influences on HE and internationalisation approaches.

2.4.4.1 GC as an attribute for global human capital

The literature as well as much of the current policy discourse on HE situate global citizenship at universities as part of the discourse of global competence and skills, which connects to the discourses around neoliberal university explored in chapter 2.2.3, internationalisation as competition in 2.3.2.2 and neoliberally driven approaches to IoC addressed throughout chapter 2.3. The neoliberal agenda of employability provides justification for the need to develop work-related skills, because “HE institutions need to be pragmatic and prepare students for the real world, which is not flat, just and open to all” (Jooste & Heleta, 2017: 46). Global skills include the understanding of global conditions and an open attitude toward the world, “cultural agility; communicating effectively in a global environment; the ability to work collaboratively in multi-cultural teams; managing complex interpersonal relationships; adaptability, drive and resilience; and knowledge of global affairs (Diamond et al., 2011 referenced in Hammond & Keating, 2017), proficiency in English and/or a second language (Hammond & Keating, 2017).

Related to global skills is a discourse on developing global competence in internationalising HE. In fact, global skills have been appropriated as one of the dimensions for global competence, alongside knowledge, values and attitudes, which stem from the following definition of global competence offered by the OECD:

“the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development” (OECD 2018: 4)

The attractiveness of approaching GC in terms of global competence for HE lies in its adaptability to the neoliberal pressures of accountability, competitiveness, efficiency and marketability of HE or, as Jooste and Heleta (2017) point out, it can be taught and measured. Deardorff explains that it is a complex learning tool, which can be

tangible when it is broken down into more discrete, measurable learning objectives representing specific knowledge, attitude or skill areas” (Deardorff, 2014: 1).

While the conceptual connections between global competence and global skills and GC are being created in the neoliberal imaginary of HE for human capital, there are also arguments that they are artificially created. Jooste and Heleta (2017: 45) passionately argue that

“(…) the promoters of global citizenship are not offering anything new to HE. They are only attempting to repackage basic common sense and human decency, social responsibility, and good critical thinking skills, coupled with the knowledge, awareness, and care for global issues, into a new movement, a creation of a new ‘learned’ elite known as global citizens who are open-minded and enlightened (…)”

Bourn also points out that “there is a tendency towards equating global skills with cultural understanding, being able to work with people from a range of cultural backgrounds” (Bourn, 2018: 90), but also with language skills, and with “experience in some form of international or different cultural activity”. They are necessary to work in the modern global economy and live in the modern globalising world. That is why global skills can be associated with developing a “global worker”. However, Bourn warns against a narrow understanding of global skills, which does not educate about “making sense of and engaging with global forces” (Bourn, 2018: 91). Hammond and Keating (2017) caution against the blurring of boundaries between a global citizen and global worker, which can occur in neoliberal discourses, because there may be a tendency for “[Co-opting – MK] of GC discourse by neoliberal objectives aimed at the production of globally competent workers” (Hammond & Keating, 2017: 13). These arguments approximate the other competing vision of HE and GC as an attribute for global human development.

2.4.4.2 GC as an attribute for human development

Thinking of HE in terms of human development extends beyond the learning of work-related skills and “rests on the broad and plural conception of human well-being, and sees development as the promotion and advance of well-being” (Boni & Walker, 2013: 2). Such thinking is underpinned by the liberal (i.e. cosmopolitan,

internationalist, etc.) and critical (i.e. postcolonial, decolonial, third wayism, etc.) approaches to education as described in previous sections 2.4.3, by the broader underlying influences of the cultural and social globalisation discussed in 2.2.4, 2.2.5, 2.2.6 and by internationalisation as cooperation (2.3.2.2).

GC as an attribute in this perspective relies upon a more holistic education for global well-being, equality, empowerment, security and sustainability. The literature provides various examples of this approach, like:

- Leaving a comfort zone, thinking differently, engaging beyond the immediate circle of family, friends, and peers, showing mature attitude and taking initiative; not having narrow expectations in life and work (Lilley, 2017)
- “going beyond our comfort zone” including the acceptance of foreign customs, the willingness to “seek common understanding when language is a barrier” (Jones and Smith, 2014: 12 quoted in Jooste & Heleta, 2017: 45)
- Understanding and acting in the world (Shultz, 2010)
- “Responsibility to the broader global community, openness toward others, commitment to respect and value diversity, and compassion toward others” (Skrbis, 2014 referenced in Jooste & Heleta, 2017: 45)
- Critical capacity, mutual respect, “the ability to think as a citizen of the whole world, not just some local region or group; and (...) the ‘narrative imagination’, the ability to imagine what it would be like to be in the position of someone very different from oneself” (Nussbaum, 2002: 289)
- embracing diversity, belonging, community and solidarity, developing moral sense of responsibility and obligation to others (Clifford & Montgomery, 2014: 29)
- “understanding our situation in a wider context; making connections between local and global events; developing skills and knowledge to interpret events affecting our lives; learning from experiences elsewhere in the world and identifying common interests and exploring wider horizons” (Bourn, 2011: 568)

Underlying the human development vision for HE and GC as a graduate attribute is the already mentioned capability approach (Sen, 1999) and other, perhaps less known approaches that originate from non-Western traditions. They include Soka, a value creating education based on Buddhist traditions (Sherman, 2016, Sharma, 2018). What capability approach challenges in the neoliberal approach to employability is pointing out that “it tells us nothing about the quality of work, or whether or not people are treated fairly and with dignity at work” (Boni & Walker, 2013: 5). GC in the human development approach addresses notions like value, ethics, respect in the global world and workplace. It requires us to question neoliberal practices in order to achieve global well-being and happiness, which rest upon global social justice and sustainability.

The capability approach and the human development vision for HE resonate with liberal and critical approaches to GC and vision of HE. They emphasise that “learning is seen to have a dual role in human development frameworks: an instrumental one in developing internal capacities (which together with external circumstances enable full capabilities), and an intrinsic one in which education is valuable in itself” (McCowan, 2019: 40).

Following Boni and Walker’s (2013) analysis of capability approach in HE, GC as an attribute for global human development rests upon two aspects: opportunity and agency. The former encompasses the “resources” to develop GC, like global competence and global skills, global consciousness (Dill, 2013), “global orientations, empathy, and cultural sensitivity, stemming from humanistic values and assumptions” (Goren & Yemini, 2017: 171) and conducive normative environment (...). Agency “is the ability to act according to what one values” (Boni & Walker, 2013: 4), where a choice is an important factor in applying reflexivity and responsibility. These lead to either weak or strong agency, where: “weak agency would refer solely to developing individual goals and capabilities, strong agency would include the exercise the responsibility towards other’s capabilities and society as a whole” (Boni & Walker, 2013: 4). In a human development approach to GC in HE, weak or strong agency could determine whether GC would appropriate more of a Global Worker or Global Citizen understandings, or a more neoliberal, liberal or critical approaches.

Another approach to human development can be seen in spiritual GC that “promotes a form of holism and connections between faith (or emotion) and our relationship to the world (...) to formulate an understanding of the world or universe beyond the rational, empiricist Enlightenment model: a form of ‘transcendence’” (Oxley & Morris, 2013: 15). These ideas are represented in religious teachings, which emphasise humanistic approaches to life, love and care for each other the world we live in, which are embedded in the “‘openness to new encounters... mutual appreciation and respect for differences... [and] unity in diversity’ finally working towards ‘the betterment of the whole society’” (Golmohamad, 2008: 532 quoted in Oxley & Morris, 2013: 15). This idea of a spiritual GC is further explored in the PUC-Rio case study chapter.

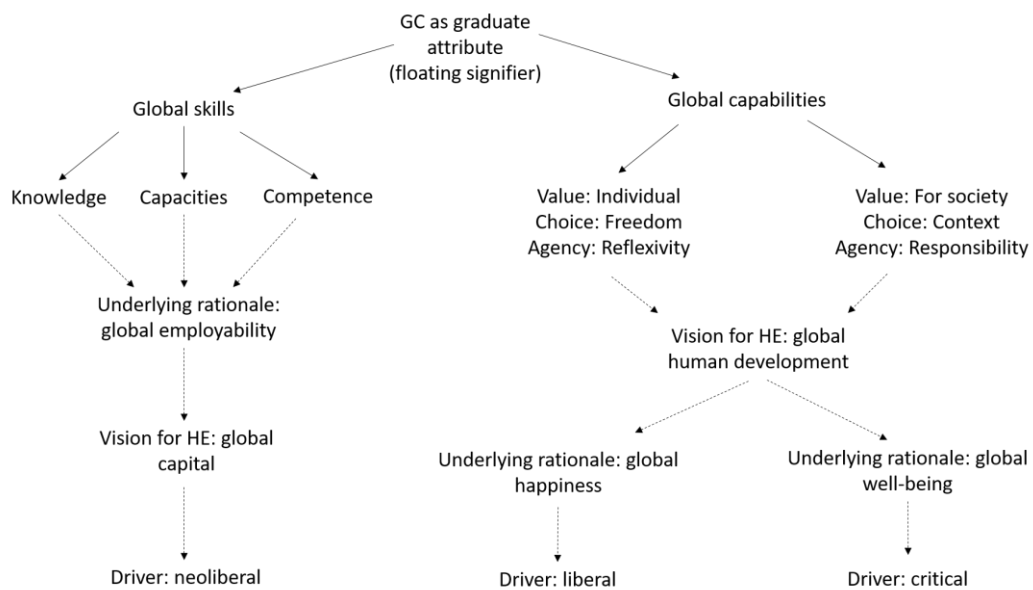
Soka, value creating, is another approach to the vision of education as human development that originated from outside the Western world although it is conceptually connected to Mill’s utilitarianism, Kantian views on happiness and value and Dewey’s pragmatism and progressive education (Sherman, 2016). For considering GC as a graduate attribute, Soka brings a humanistic based approach to the promotion of well-being and advocacy for social justice (Sherman, 2016). GC, as a floating signifier, achieves meaning through the realisation of individual and social welfare, which leads to happiness and human flourishing, the ultimate goals in life and education that are achieved through the creation of value for oneself and the others (Sherman, 2016). GC as a graduate attribute in this perspective is achieved through the promotion of individual happiness that is embedded in the global social well-being of wider humanity. Hence the attributes of a global citizen are expressed as someone who is actively and critically engaging in the world with a view to achieve global social justice and socio-environmental sustainability.

2.4.5 Conclusion - framework for conceptualising GC in HE

The sections above discussed a very varied landscape of conceptual, ideological and theoretical drivers for global citizenship in HE and, using the metaphor of GC as a floating signifier, explained how it attaches meaning in a form of a graduate attribute depending on which vision for HE it is based upon: global human capital or global

human development. My reading of literature in this way is building a foundation for exploring the main objective of this thesis: discerning the relationships between internationalisation and GC in HE, which will follow in the next chapter. As a conclusion to the literature review, I have built a conceptual map of how GC as a graduate attribute is present in discussions on HE, which is presented in Figure 2 below and explained thereafter.

Figure 2: Conceptual mapping of GC as a graduate attribute



The figure above presents a synthesis of literature on GC in HE, where GC is a floating signifier (Mannion et al., 2011) that attaches different meanings in the form of a graduate attribute. This meaning is exemplified in two ways: as either global skills or global capabilities. In the discourse of global skills, a Global Citizen resembles more a Global Worker (Hammond & Keating, 2017) who is globally competent, is developing global capacities and knowledge for the purpose of securing employment in a globalised world in line with the neoliberal vision of HE as contributing to the development of global capital (Hazelkorn, 2017, Van Der Wende, 2017). On the other hand, GC as a graduate attribute in HE can also appropriate meaning related to global capabilities, where the emphasis is more on achieving a state of global well-being, happiness and human flourishing in the world (Boni & Walker, 2013). Here, the enactment of GC is more in line with liberal and critical approaches to education as

human development, which stresses values, choice and agency. GC is therefore more about global awareness and empathy, understanding and acting for global social justice, socio-environmental sustainability, respect for diversity and deep understanding of interrelatedness of individual flourishing with that of global society.

The categories of global skills and global capabilities are arbitrary and are not exclusive, i.e. global skills contribute to global capabilities and vice versa. However, they are representative of a distinctive approach to the rationale for GC in HE: one for an instrumental use for one's individual benefit and that of the economy, and the other for one's happiness and well-being in the world and that of the global society.

The proposed framework draws some parallels to other models for developing GC in HE, most notably Rhoads and Szelenyi's (2013) GC cognitive frame or Shultz's (2010: 16) identifying GC as "an engagement with a public sphere (citizenship) and a response to structures and relationships of globalisation". However, what makes it distinct is the synthesis of neoliberal, liberal and critical visions of contemporary HE that become drivers for different approaches to and practices of internationalisation and GC. These visions of HE result from globalisation processes and their influences on contemporary HE and are represented by many different categories of HE people, both inside and outside universities, i.e. in governments and wider society. The framework also explains why it is possible for the different, sometimes exclusive, meanings of GC to co-exist within HEIs because GC as a graduate attribute (Jorgenson & Shultz, 2012) is a floating signifier (Mannion, 2011, Moraes, 2014) that attaches different meanings depending on which worldview it is looked upon. The framework allows for the strategic ambiguity (Lilley et. al, 2017) in its interpretations by showing the dynamic nature of the GC phenomenon in HE.

Chapter 3 Conceptual relationships between internationalisation and global citizenship in the form of graduate GC attributes in higher education

3.1 Introduction to the chapter

The previous chapter introduced the three phenomena that characterise contemporary higher education: globalisation, internationalisation and global citizenship. In this chapter, I look at the conceptual relationships between internationalisation and global citizenship in HE in the form of graduate GC attributes. I use the term 'relationships' in its plural form because, after analysing the conceptual frameworks for internationalisation and GC from chapter 2, I argue that the complexity of the different conceptual connections and disconnections between the two phenomena can only be explained by more than one relationship between them. In fact, I argue for at least three ways for describing these relationships: neoliberal, liberal and critical. I adopt a conceptual lenses approach to build an analytical tool, which makes the relationships between internationalisation and graduate GC attributes stand out. In the section below I explain what I understand by 'relationships', how the tool of lenses was developed and how it is useful for data analysis later on in the thesis. Afterwards, I describe in detail the conceptual connections between internationalisation and graduate GC attributes under the three lenses.

3.2 What is meant by relationships?

Since the understanding of what is meant by relationships is so significant for this research, it is important to address this question in a separate section. There are different ways to perceive and describe relationships. When thinking about internationalisation and GC in HE in the context of this thesis and based on the reading of literature, the relationships between the two phenomena are framed by

two factors: the connections and tensions between them and their intentional or accidental nature.

The connections and disconnections come from the different conceptual, theoretical and ideological conceptualisations of these terms that manifest themselves in different approaches to practical implementations. The literature provides many examples of how the discourses of internationalisation and GC are related. It showcases competing rationales for engaging in internationalisation like, for example, those based on the ethos of economic competition or cooperation (Luijten-Lub, Huisman & Van Der Wende, 2005), which, in turn, result in different approaches to fostering GC, like, for example, Stein's (2015) entrepreneurial, liberal humanist, anti-oppressive and incommensurable positions. Brandenburg, de Wit, Jones and Leask (2015) link internationalisation of HE to GC themes arguing that this process must benefit the wider society through education, engagement and service. In Jooste and Heleta's (2017) critique, internationalisation's relationship with GC is viewed through the prism of pragmatism and applicability in the world of work. Hammond and Keating (2017) consider the links between neoliberal internationalisation and the creation of a Global Worker and how it relates to the discussions on global citizenship.

The second factor influencing the studied relationships refers to their intentionality or accidentality. It is determined by whether there is a strategic effort to connect internationalisation to GC and vice versa (Leask & Bridge, 2013, Stein, 2015), or this happens separately as a result of a grassroots movement by individuals. Both approaches are showcased in my research.

Figures 3 and 4 below visually represent what is meant by the relationships in this thesis. Figure 3 provides an illustration to the argument that relationships between internationalisation and GC in HE are conditioned by the intentionality and accidentality of what connects and disconnects them. Figure 4 however, depicts the direction of these connections because the two processes drive each other separately and mutually, creating a dynamic and evolving picture. This is because the ways in which an institution internationalises itself and its educational practice will have an impact on the way GC is perceived and fostered; the approach to GC (i.e. which

attributes are fostered) will have an impact on how an institution is internationalising its practices (i.e. to what extent do the neoliberal, liberal or critical approaches take prevalence); and finally, the variety of approaches to both phenomena within each institution will create a dynamics that will capture the uniqueness of each place. Therefore, the conceptualisation of what is meant by relationships in this thesis rests upon the extent to which and intentionality/accidentality of how internationalisation influences GC, the ways in which GC impacts on internationalisation, and how the two influence each other in the theory and practice of HE.

Figure 3: What is meant by relationships between internationalisation and GC in HE?

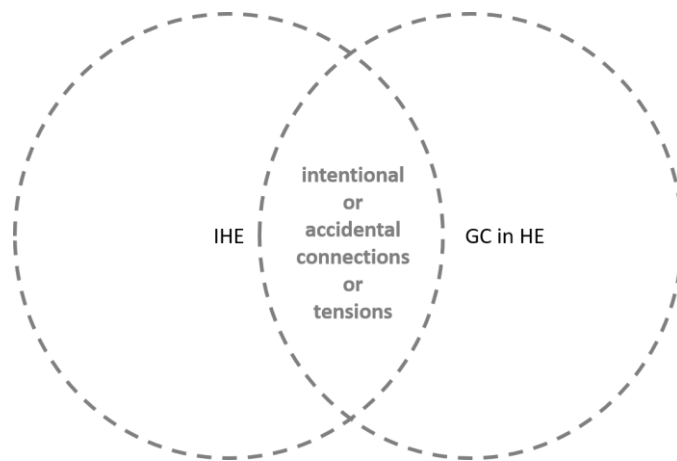
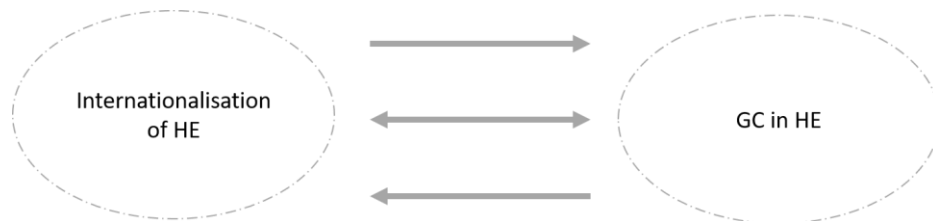


Figure 4: Direction of influences between IHE and GC in HE



3.3 The connections between globalisation, internationalisation and GC in HE

The objective of this research is to identify how the theory and practice of internationalisation relate to the theory and practice of GC in HE. This is achieved by looking at the connections and disconnections between the different

conceptualisations of both phenomena and their practical implementations in terms of actual internationalisation activities and graduate GC attributes. To illustrate this, in table 4 below I put together the conceptual frameworks from the previous chapter. I then categorise the connections between the phenomena and link them to the underlying ideological drivers, i.e. neoliberal, liberal and critical. In other words, to illuminate connections between internationalisation and GC, I identify the areas of practice that are driven by different ideologies and are a result of a specific impact globalisation has had on both phenomena.

Table 4: Linking the neoliberal, liberal and critical interpretations of globalisation, internationalisation and approaches to graduate GC attributes in HE

Globalisation context for HE	Internationalisation of HE	Graduate GC attributes
Neoliberal interpretations		
HEIs operating in and contributing to the global knowledge economy and information society Entrepreneurial university HE as knowledge industry Competition for resources and positionings HE as commodity – education as investment that should provide returns Vocationalisation of HE and focus on disciplinary knowledge Universal values disguised as Western dominance in social contexts	Competition style internationalisation Global positioning: rankings Criterion for national policies determining access to funding Seeking profit in the form of international student recruitment and TNE Standardisation of education (e.g. accreditations or ECTS: European Credit Transfer System) Accountability of education in learning outcomes Student as a consumer Internationalisation of the curriculum is focusing education on employability	Graduate GC attributes are seen as a set of global skills and 21 st century competencies, supporting the global employability agenda
Liberal interpretations		

<p>Global universal cultures embodied in scientific research and intellectual values</p> <p>Cooperation and exchange of ideas</p>	<p>Cooperation style internationalisation based on student and staff mobility, partnerships, research collaborations, exchange of ideas and knowledge</p> <p>Internationalisation seen as a process that improves the quality of education</p> <p>IoC focussing on embedding multicultural, multilingual and global dimensions into the curriculum and pedagogy</p>	<p>Graduate GC attributes are derived from cosmopolitan traditions and include: cross-cultural awareness, intercultural competence, democracy, tolerance</p>
<p>Critical interpretations</p>		
<p>Diversity of values and identities</p> <p>Global ecology of knowledges</p> <p>Engagement with local communities and negotiating local with global, like sustainable development</p> <p>Global imbalances and underdevelopment threatening social cohesion</p> <p>Questioning and rejection of neoliberal approaches</p>	<p>Responsibility with global engagement to create equal, equitable and sustainable partnerships</p> <p>Internationalisation or decolonisation of the curriculum to include a diversity of knowledge sources</p> <p>It promotes responsibility and equity building in global engagement and rejects neoliberal approaches</p>	<p>Graduate GC attributes are derived from critical cosmopolitanism, educational cosmopolitanism and rooted cosmopolitanism</p> <p>Gradute GC attributes include: critical engagement with postcolonial discourse and non-Western ways of thinking, critical thinking leading to active engagement in and addressing of global inequalities; agency in addressing global social injustice, responsibility, cross-cultural empathy</p>

What is emerging from the table above are more tangible links between IHE and GC in HE. For example, the economic agenda fostered by globalisation is adopted by HEIs in forms of neoliberal internationalisation practices, like competition for resources and prestige, perceiving education as a private tradeable good that can lead to enhanced employability on a global scale. Therefore, the graduate GC attributes are linked to acquiring global skills and competencies. The more liberal/humanistic approach to education as exchange of ideas and universal cultures links to more of a

cooperation style internationalisation and focuses on embedding education with multicultural themes, which result in graduate GC attributes rooted in cosmopolitanism. And last but not least, the critical approaches to globalisation result in synergies with more responsible and equitable approaches to internationalisation and to decolonising the curriculum, and lead to framing the graduate GC attributes in more critical terms promoting global agency for the betterment of the world and society.

These links and synergies between globalisation, internationalisation and GC in HE are underpinned by different ideologies and therefore are grouped under three headings: neoliberal, liberal and critical. By doing so, it is easier to see the connections between the phenomena and to pinpoint the ideological nature of tensions in the relationships between internationalisation and GC. The broad categories of neoliberal, liberal and critical make it easier to distinguish between the different underlying rationales with a solid core and slightly fuzzy edges. This is because sometimes the boundaries may overlap, like in an example of cosmopolitan graduate GC attributes, which sit under the liberal heading but can also support the global employability agenda classified as a neoliberal rationale. The case studies later in the thesis provide more practical examples of the moving boundaries between the categories.

3.4 Introducing the tool of lenses and the model of relationships

As argued before, having different categories under which to see what connects and disconnects IHE and GC proves useful, as it allows for a conceptual 'tidying up' of the complex and complicated picture involving the two phenomena. It is as if the two phenomena are seen differently when they are looked at through different prisms or lenses, which emphasise certain perspectives or frames of reference. Or, in other words, a lens entails certain approaches that directly resonate with a specific way (i.e. neoliberal, liberal or critical) of seeing, interpreting and understanding the world in general and HE internationalisation and GC in particular.

In fact, applying different lenses to analyse concepts is an approach also used by other scholars. For example, Stein (2015) uses entrepreneurial, liberal humanist, anti-

oppressive and incommensurable positions when analysing HE conceptualisations/applications of global citizenship practices. Lilley et al. (2017) use the neoliberal, moral and transformative cosmopolitan lens, while Shultz (2007) adopts the neoliberal, radical/conflict and critical/transformationalist approaches when analysing the discourses around GC in HE.

In terms of internationalisation, the literature also provides an example of looking at this process through different lenses. Andreotti, Stein, Pashby and Nicolson (2016: 90) advocate for “three primary discursive orientations at the nexus of civic and corporate imaginaries of the university: neoliberal, liberal and critical” and argue that “the choice of these distinctions [neoliberal, liberal and critical – MK] is informed by the theoretical framework (...) consisting of critiques of neoliberalism, critiques of liberalism and the liberal subject, and critiques of modernity” (Pashby & Andreotti, 2016: 12-13) within the modern/colonial social imaginary of HE. There are also some connections between these discursive orientations and some types/ideas of modern university, notably entrepreneurial, developmental and post-development as described by McCowan (2019).

The lenses approach described above appear to be very useful to my research because they allow to illuminate the connections and disconnections between internationalisation and graduate GC attributes based on a common underlying ideological driver, i.e. neoliberal, liberal or critical. Andreotti et. al (2016) justify using the neoliberal, liberal and critical prevailing discursive interpretations that are present in the literature by linking them to the different ideological foundations. Similarly here, I connect the three lenses to their ideological roots: neoliberalism, liberalism, postmodernism and third-wayism, cosmopolitanism, internationalism, post- and de-colonialism, which I explored in the previous chapter. As a reminder, ideology here refers to:

“(...) a set of principles, underpinnings, desired goals and strategies that structure actions and beliefs of international educators – administrative and teaching staff alike – groups, organisations or societies. Ideologies may be, partly or completely, conscious (e.g. as manifested in educational doctrines) or make up a set of taken-for granted

assumptions about internationalisation, manifested as an unconscious frame of reference for the individual.” (Stier, 2004: 85)

Thanks to the three lenses approach, a clearer conceptual picture of the relationships between internationalisation and graduate GC attributes is emerging. The common denominator that allows to group the different conceptualisations together is the underlying rationale or ideological driver.

As a consequence, the three lenses approach can serve as an analytical tool where the connections between internationalisation and graduate GC attributes on the conceptual and practical levels are clearly visible under the neoliberal, liberal and critical lenses. These links, as the literature currently suggests, are presented in table 5 below. However, my research has found that the boundaries between the lenses are more fluid and there are different factors that influence this fluidity, as it is explored later in the thesis.

Table 5: Illustration of the connections between internationalisation and graduate GC attributes under the neoliberal, liberal and critical lenses.

Lens	Connections
Neoliberal	internationalisation based on profitability and competition connects to graduate GC attributes of Global Worker underpinned by the agenda of global employability
Liberal	Internationalisation based on equality and cooperation connects to graduate GC attributes of Global Cosmopolitan underpinned by the desire for global harmony
Critical	Internationalisation based on equity and responsibility connects to graduate GC attributes of Global Activist underpinned by the agenda for global social justice

As I mentioned earlier, the three lenses help to illuminate certain conceptual connections between internationalisation and GC in HE, but the boundaries between them can be sometimes more fluid. It is perhaps more important when it comes to the distinction between liberal and critical lenses, which stand in opposition to the neoliberal one. The liberal lens has foundations in the ideals of liberalism. And while the critical lens incorporates approaches that are critiques of liberal ones, it also

encompasses post-colonial, third-wayism, but also poststructural and Marxist positions.

The fluidity of boundaries between liberal and critical lenses is perhaps best visible in the table above with the use of concepts of equality and cooperation and equity and responsibility in terms of internationalisation. While it can be argued that the latter two are concepts associated with liberalism, I have placed them in the critical category to emphasise a different dynamic. Here, the critical approach is based on the responsibility to strive for justice as the underlying principle of internationalisation leading to GC, whereas the liberal approach is linked to cooperation on equal terms. Apart from these conceptual distinctions identified in this chapter, the case studies later on in the thesis also reveal other examples of fluid borders between the lenses.

In addition, the nature of the relationships between internationalisation and GC is more complex because it involves the different direction of influences and the intentionality/accidentality of the connections, as I argued before. Therefore, the model for visually presenting the relationships between internationalisation and GC needs to reflect that. Figure 5 below illustrates how, on a conceptual level, different internationalisation rationales and principles of practice and graduate GC attributes and underlying agendas are in relationships with each other. The neoliberal, liberal and critical lenses reveal these connections, which are represented by a two-directional dashed arrow that symbolises the three ways of influence (see figure 4 above) and the intentionality/accidentality of these influences (see figure 3 above).

Figure 5 : The model of conceptual relationships between internationalisation and graduate GC attributes in HE seen through the neoliberal, liberal and critical lenses



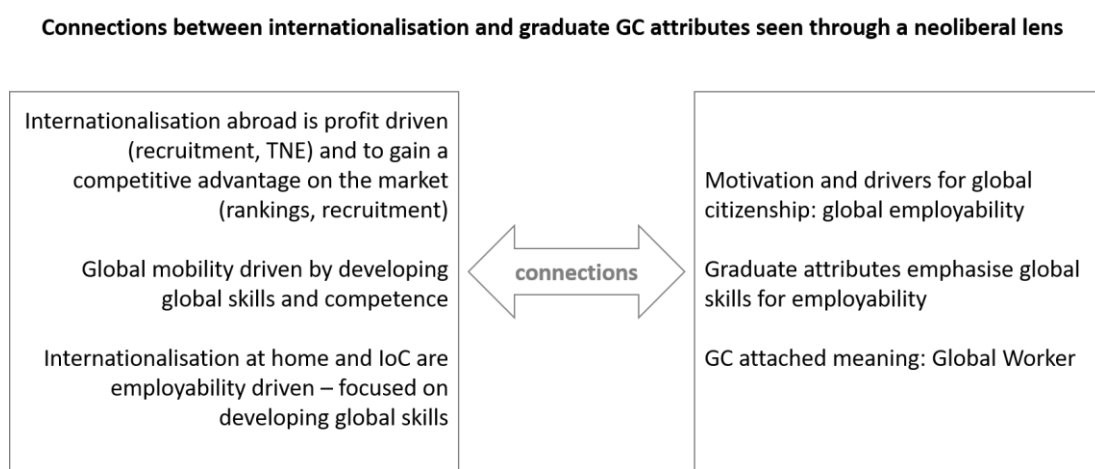
The outside frame for the model is porous to allow for possible modifications. In this way, this model allows for learning and discovery to take place when applying it to empirical findings. By juxtaposing it with what has been found in each case study later on in the thesis, new areas for discovery are revealed and the model can be modified accordingly (see Methodology chapter). But firstly, I synthesise the relationships under the prism of each lens.

3.5 The relationships between internationalisation of HE and graduate GC attributes seen through a neoliberal lens

Under the neoliberal lens, the relationships between internationalisation and graduate GC attributes are driven by the agenda of profitability and, related to it, employability. It is embedded in the discourse of market value put on education, which leads to the development of global employability skills required by the competitive global labour market. Practices around recruitment of international students and staff, TNE and other forms of international partnerships are driven by the desire to bring profit, build revenue streams and perpetuate competition. They are less motivated by the desire to internationalise the curriculum to bring

intercultural exposure to domestic students. Instead, global citizenship is used as a marketing slogan and a hallmark of prestige for the purpose of recruiting students. International student recruitment, as a profit generating internationalisation activity, is the key driver for engaging overseas and global student mobility is justified by the need to develop globally aware and skilled workers. IoC is driven by the desire to prepare graduates for the global job market. The neoliberal lens emphasises how internationalisation, based on principles of market economy and competition, can result in the development of a globally employable graduate who has the necessary global knowledge and skills. Therefore, the graduate GC attributes are more aligned with those of a Global Worker. In this way, neoliberal internationalisation is driving the development of the Global Worker graduate GC attributes and, therefore, it is a strategic intentional process. The figure below illuminates the relationships between internationalisation and graduate GC attributes under the neoliberal lens.

Figure 6: Connections between internationalisation and graduate GC attributes seen through a neoliberal lens

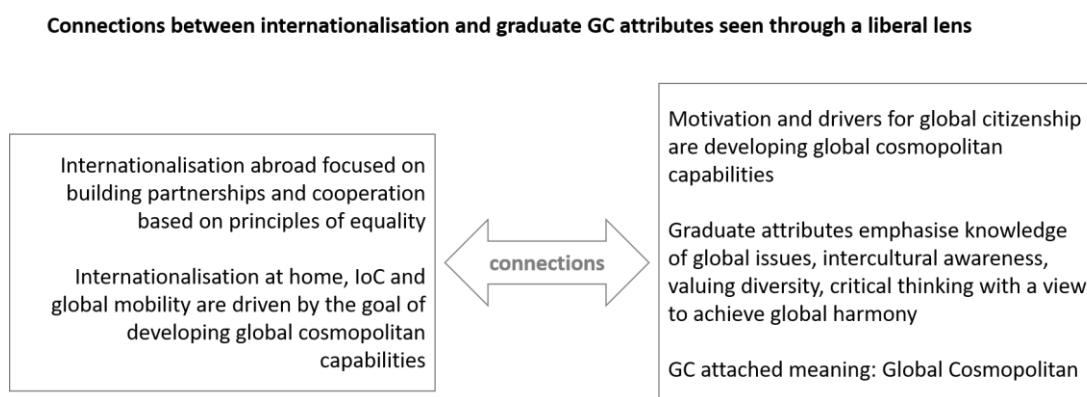


3.6 The relationships between internationalisation of HE and graduate GC attributes seen through a liberal lens

Under the liberal lens, the relationships between internationalisation and graduate GC attributes are grounded in the cosmopolitan principles of understanding and respect for others. Therefore, internationalisation activities are focused on collaboration (i.e. partnerships), exchange (i.e. mobility) and enrichment (i.e. IoC). Aligned with that are the graduate GC attributes of intercultural awareness, respect

for others, embracing diversity, building knowledge of global issues, understanding global interdependencies and developing skills that would enable a cohesive and harmonious living. These attributes can be described as those pertaining to a Global Cosmopolitan rather than a Global Worker. The objective of achieving Global Cosmopolitan graduate GC attributes is usually driving liberal internationalisation in setting up collaborative partnerships for mobility and the enrichment of the curriculum with global perspectives. The intentionality of liberal internationalisation and GC is usually both at the strategic, institutional and grassroots, individual levels. The figure below summarises these conceptual connections under the liberal lens.

Figure 7: Connections between internationalisation and graduate GC attributes seen through a liberal lens



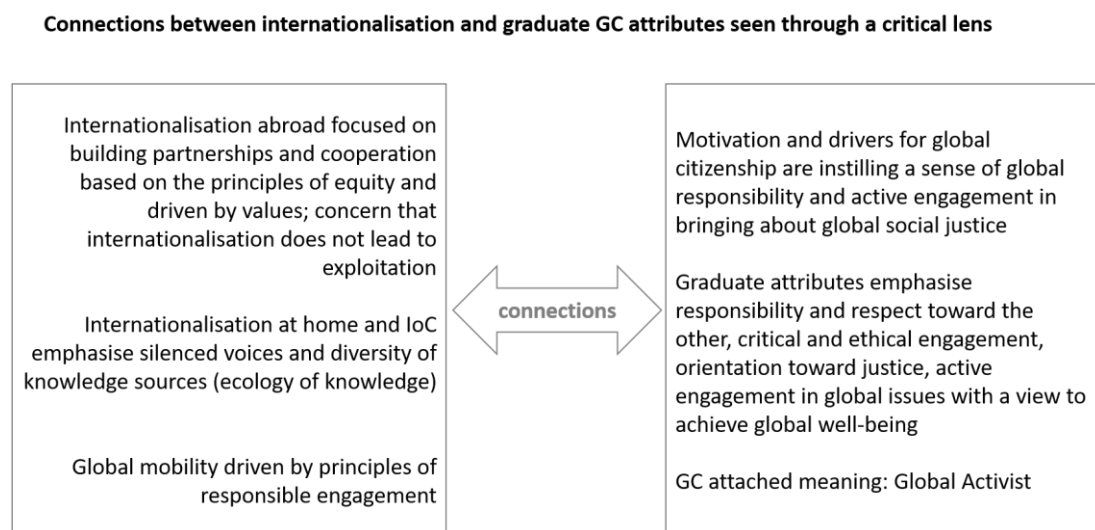
3.7 The relationships between internationalisation of HE and graduate GC attributes seen through a critical lens

Under the critical lens, the relationships between internationalisation and graduate GC attributes are grounded in the rejection of neoliberal approaches to HE and in the critique of liberal ones; the neoliberal ideology is seen as a major cause of many problems and imbalances in today’s HE, whereas liberal approaches are critiqued for not engaging deeply enough in addressing these and hiding certain discourses.

The connections between internationalisation and GC under the critical lens are underpinned by a concern that neither should lead to exploitation but rather to a collective action against any forms of oppression. This relationship results in bringing to the surface the different sources of knowledge and silenced voices in order to give them equal status. Any forms of international engagement, whether they are

partnerships for global mobility or research, must be based on ethical principles of equality and respect. These principles are mirrored in the graduate GC attributes, which emphasise instilling a sense of responsibility and the need for active engagement in bringing about global social change and justice. Therefore, these attributes describe a responsible Global Activist rather than a Global Worker or Global Cosmopolitan. The achievement of critical graduate GC attributes is usually driven by more grassroots movements of individual academics and is rarely associated with institutional international strategies. The intentionality is therefore on the side of individuals rather than institutions. The figure below presents in a visual form the connections between internationalisation and graduate GC attributes under the critical lens.

Figure 8: Connections between internationalisation and graduate GC attributes seen through a critical lens



3.8 The disconnections between internationalisation and graduate GC attributes

The tool of lenses brings to focus mainly the conceptual connections within the relationships between internationalisation and graduate GC attributes in HE. In this way, the tool focuses on the positive, i.e. the existing connections, rather than the negative, i.e. the disconnections and therefore the tool is more useful for the evaluation of empirical data in the following chapters. It has, however, been already acknowledged earlier that there are disconnections/tensions between the two phenomena. Based on my reading of literature, they tend to be located in the

domains of the rationale for and practice of internationalisation and graduate GC attributes, as the figure below represents.

Figure 9: Disconnections/tensions between internationalisation and graduate GC attributes in HE under three lenses



In terms of rationale, the main tensions are around key drivers for engaging in internationalisation. The tensions revolve around whether it is for profit and should enhance employability based on the development of global skills for Global Workers or rather it is based on the principles of equality in establishing partnerships that lead to developing attributes aligned with Global Cosmopolitans and global harmony. Or, whether the rationale for engaging in internationalisation is based on seeking equity and responsibility in a way as to avoid exploitation and deepening of global imbalances and where global capabilities revolve around developing active and responsible global citizens for a collective global well-being.

In the practice domain tensions are visible in prioritising one activity over another, for example for- and not-for-profit internationalisation abroad; focus on internationalisation abroad versus internationalisation at home; prioritising gaining passive global knowledge and skills over active global engagement, etc. There are also disconnections when the promoted graduate GC attributes do not align with the

vision of education represented by institutions and staff, for example when the vision of education is based on liberal and critical approaches whereas the official strategic drivers for institutional international engagement are based more on neoliberal approaches.

3.9 Summary, conclusion and the next steps

In this chapter I have introduced and explained what is meant by relationships in this thesis and then elaborated on the conceptual relationships between internationalisation and graduate GC attributes in contemporary HE by looking at them through the prism of three lenses: neoliberal, liberal and critical. These lenses are derived from the literature (Andreotti et. al, 2016) and represent the three broad approaches to understanding the processes of HE internationalisation and fostering GC in HE by means of graduate GC attributes. The analytical tool of lenses not only organises the two discourses into clear categories (i.e. neoliberal internationalisation, etc.) but also makes them inter-related. In practical terms, the tool reveals how internationalisation practices can relate to fostering graduate GC attributes in universities and vice versa, what connects the two in terms of rationales and drivers, i.e. policies and agendas (e.g. profitability, employability, cooperation, harmony, justice, etc.), and outcomes, i.e. graduate GC attributes of Global Worker, Global Cosmopolitan or Global Activist. In this way, the tool of lenses helps to address the identified gap in knowledge that led to the development of this research project – the inter-relatedness and inter-dependence between internationalisation and GC in HE (Gacel-Avila, 2005, Yemini, 2015).

In the next chapters of this thesis, after outlining the methodology, I analyse empirical data from four case studies in order to answer the research question of what the relationships between internationalisation and GC look like in practice. The tool of three lenses is applied at the end of each case study for two reasons: a) to systematically analyse the findings in order to answer the research question; b) to check its usefulness in practical applications. I have already argued that I anticipate modifications will be needed following analysis and that the model is porous enough to allow for them, which will be discussed in chapter 9.

Chapter 4 Methodology

4.1 Introduction to the chapter

This chapter looks at the methodology for my research. I explain why I adopt a constructivist approach and exploratory paradigm, and how the relativist ontology and subjectivist epistemology are the foundations for the methodology of my research. Afterwards, an explanation is provided as to how the research was designed and conducted, how data was analysed and how these data have been linked to theory. In the chapter, I provide justification for the use of case study as a research design method and delve into the case institution choices I made. I explain the use of the thick description and thematic analysis methods and explain how I ensure verisimilitude. I finish the chapter by critically engaging with the research process as I discuss encountered challenges and ethical considerations that influenced how research was conducted and data analysed.

4.2 Research questions

The overarching question that is guiding this research is:

What are the relationships between internationalisation and global citizenship in contemporary HE?

This main question emerged from my professional practice in the field of international higher education and sparked my interest in pursuing this doctoral research. In search of answers, I explore into two aspects: the theoretical and the practical. Consequently, my study is divided into two parts: 1) theoretical explorations that result in a conceptual framework for internationalisation, GC and the relationships between them in HEIs; and 2) empirical investigations into selected universities that reveal the real-life nuanced relationships between the two phenomena. Therefore, my research questions for this study are as follows:

1. What are the theoretical conceptualisations of internationalisation, global citizenship and the relationships between them in contemporary higher education?

This question is addressed by a thorough review of diverse literature on internationalisation and GC in HE in chapter 2, which results in the development of a conceptual model for the relationships in chapter 3.

2. What do the relationships between internationalisation and global citizenship look like in practice in four diverse case study institutions?

To answer this question, I conduct an empirical study of four universities in four countries where I specifically look at the following issues, which set boundaries for my investigation:

- a. the specific context in which each selected university operates – I explore the understanding and importance of context later in the chapter,
- b. how internationalisation and global citizenship are a part of the formal institutional discourse in official documents (i.e. mission, vision, strategy, curriculum, etc.),
- c. how are they interpreted by staff,
- d. what are the specific influencers that impact the relationships between internationalisation and global citizenship in each case?

How these questions are answered is governed by my, i.e. the researcher's, methodological choices in terms of ontology, epistemology and research strategies. I explore these below.

4.3 Ontological and epistemological position

4.3.1 Qualitative approach

The aim of this study and the research questions lend themselves to a qualitative approach to conducting research, which is “attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (Denzin and Lincoln, 1994: 2).

A qualitative research approach “(...) involves the study of a situation or thing in its entirety” (Litchman, 2006: 11) and

“investigates a social human problem where the researcher conducts the study in a natural setting and builds a whole and complex representation by a rich description and explanation as well as a careful examination of informants’ words and views” (Andrade, 2009: 43).

The thick/rich description is a particularly important approach in this study on internationalisation and GC in HE because it allows me to provide a thorough account of the studied phenomena in each case study and it also helps with ensuring validation of my account through the creation of verisimilitude. In this thesis, thick description is used in each case study to provide an in-depth account of the context and understandings of internationalisation and GC. In other words, the use of the thick description ensures that I “employ a constructivist perspective to contextualise the people and sites studied” (Creswell & Miller, 2000: 129).

Rich description also creates verisimilitude, which, according to Denzin (1989), are “truthlike statements that produce for readers the feeling that they have experienced, or could experience, the events described” (Denzin, 1989: 83-84 quoted in Ponterotto, 2006: 542-543). The verisimilitude is established for the readers when they “read a narrative account and are transported into a setting or situation” (Creswell & Miller, 2000: 129) in each case study. The readers for this research consist of the “different tribes” within HEIs (Haigh, 2014) that include people engaged in the processes of internationalisation and fostering GC from academics and professional services at different levels. , Thick description, which is a data analysis validity procedure (Creswell & Miller, 2000), is achieved through triangulating evidence collected during the research process (more later) and it helps to ensure verisimilitude.

4.3.2 Exploratory and constructivism paradigm, subjectivism epistemologies and relativism ontology

As the previous chapter showcased, there is not a single definition of global citizenship, nor a single model of internationalisation that can be replicated and easily compared. In the last couple of years, efforts have been undertaken to research these phenomena in a variety of ways and contexts. There are studies that contribute to the theorisation of internationalisation or GC in HE as well as empirical studies. There are examples of large scale quantitative or qualitative and comparative research projects undertaken by research consortia (e.g. The Ethical Internationalisation in Higher Education (In Times of Crises) by Andreotti & Pashby, 2016, looking into contexts of Canada, Finland, Ireland, New Zealand, Sweden and the UK) or international interest organisations (for example: EAIE Barometer: Internationalisation in Europe, International Association of Universities' Global Surveys); there is also a number of in-depth case studies of various institutions in different countries (e.g. Shultz et. al, 2011). However, the latter tend to focus on exploring one aspect of internationalisation or global citizenship practices, for example integrating GC into study abroad programmes (e.g. Blum & Bourn, 2019, Brewer & Cunningham ed., 2009). There is still a recognised considerable lack of perspectives from countries outside of the West and global North (Jooste & Heleta, 2017) and a lack of studies looking directly at the relationships between internationalisation and global citizenship.

The identified gap in knowledge that is leading this research is in empirically exploring the relationships between internationalisation and graduate GC attributes and the factors that influence them, therefore situating this research within the exploratory and constructivism paradigm, where paradigm is understood as “certain assumptions about how they [researchers – MK] will learn and what they will learn during their inquiry” (Creswell, 2003: 6). In the case of this research, I see knowledge as being constructed through engaging with the world, i.e. universities, and interpreting it, where “The process of qualitative research is largely inductive, with the inquirer generating meaning from the data collected in the field” (Crotty, 1998 referenced in Creswell, 2003: 9).

In the constructivist approach, knowledge is socially constructed and reality is constructed by individuals in different historical and social contexts (Hamilton & Corbett-Whittier, 2013; Creswell 2003). In this approach, as Creswell (2003) notices, “the basic generation of meaning is always social, arising in and out of interaction with a human community”, where the researcher tries to understand “the context or setting of the participants through visiting this context and gathering information personally” (Creswell, 2003: 9). Therefore, through visiting each chosen university, interviewing staff and analysing their views in conjunction with official documents, my understanding of the relationships between internationalisation and GC and, consequently, my knowledge about them is constructed.

Within the constructivism paradigm, the epistemological approach is that of subjectivism, where “the inquirer and inquired into are fused into a single entity. Findings are literally the creation of the process of interaction between the two.” (Guba, 1990: 27 referenced in Denzin & Lincoln, 2018: 114). This is because “(...) the researcher constructs meanings from the phenomena under study through his own experience and that of the participants in the study. (...) [where – MK] reality is subjective because it is from the individual perspectives of participants engaged in the study [that – MK] are (...) multiple or varied.” (Adom et al., 2016: 5). In the case of my research, the views of the interviewed combined with the analysis of the important texts and underpinned by my own experience construct my understanding of the relationships between internationalisation and GC in each institution.

Within the constructivism paradigm, the ontological stance is that of relativism, where the reality exists because it is constructed or self-created by individuals and where many different realities can co-exist (Denzin & Lincoln, 2018: 114). The relativist approach links to Haigh’s (2014) claim of the multiple tribes within each institution and how they see internationalisation and GC differently. The relativism ontology guides my research where I construct reality at each case institution by means of thick description through the accounts of my interviewees and interpretations of relevant texts, which are then juxtaposed against a model to help generate a deeper understanding of the relationships between internationalisation

and GC. What this achieves is constructing new knowledge by expanding the conceptual framework with the findings from my research.

4.3.3 Considerations of context

My assumption for this study, based on the constructivist paradigm, reinforced by my reading of literature and professional experience, is that context, in which my chosen universities operate, plays an important role in determining the relationships between internationalisation and GC. Apart from a traditional understanding of this term, which is about a physical setting of people's actions (Bartlett & Vavrus, 2017), I see context also as a set of conditions because "no 'place' is unaffected by history and politics; any specific location is influenced by economic, political, and social processes well beyond its physical and temporal boundaries" (Bartlett & Vavrus, 2017: 12). In the thesis I adopt an approach to context that is advocated by Bartlett and Vavrus, after Gupta and Fergusson (1997) and Middleton (2014), which states that "(...) context is made; it is both relational and spatial in that proximate and distal connections among actors mutually influence each other and, in so doing, produce relevant contextual relations" (Bartlett & Vavrus, 2017: 13). Therefore, in the forthcoming chapters I examine context as conditions that interact and interconnect the relevant global, national, regional and local settings (policies, socio-cultural and educational traditions and demographics) to my selected institutions.

Operational context provides a broader frame of reference for each case institution and their normative environment. The latter consist of people and settings that determine the implementation of internationalisation and GC. Normative environment provides "cognitive, normative and regulative structures and activities that provide stability and meaning to social behaviour" (Scott quoted in Pilbeam 2009: 345). In the case of my research, these involve institutional strategies, missions and vision statements where the already quoted "meaning to social behaviour" is captured. This understanding of normative environment has therefore guided my choice of documents for analysis.

Another important part of the institutional normative environment mentioned above are people and how they endorse, or not, these meanings (Reysen & Katzarska-Miller

2013). This is because, as Haigh (2014: 7) noticed, “different tribes within a university (...) speak in different languages”, which is especially true in the cases of internationalisation and GC. This pluralism of opinions is “founded in fundamental differences between the world views of the constituencies involved” (Beck & Cowan, 1996, Wilber, 2000, 2006 referenced in Haigh, 2014: 7). Researching people’s views in my chosen universities on the topics of the thesis is congruent with the constructivism research paradigm, subjectivism epistemology and relativism ontology that are the methodological foundations for this study.

4.4 Research design

4.4.1 A case study approach

The choice of case study as a research strategy directly aligns with this thesis’ research objectives in empirically exploring the nuances of relationships between internationalisation and GC in different institutions. In this thesis, a case study will allow for “understanding activity within important circumstances” (Stake, 1995: xi) and contexts, and because a case study approach to research “aims to capture the complexity of relationships, beliefs and attitudes, within a bounded unit, using different forms of data collection and is likely to explore more than one perspective” (Hamilton & Corbett-Whittier, 2013: 10).

The bounded unit in my thesis is a selected university. However, it is important to acknowledge that the bounding of the case in my research is somewhat fluid, as I accept Bartlett and Vavrus’s (2017) arguments against it because “it imposes a sense of a case as a system, and this risk foreclosing analysis of how other actors and entities affect the phenomenon of central interest in the case study” (Bartlett & Vavrus, 2017: 9). I have already mentioned the importance of context to the study, which extend the boundaries of the cases. In this way, my approach is closer to the one advocated by Stake (2003), where he sees a case as a “bounded system”

“with working parts (...) it is an integrated system... Its behaviour is patterned (...) It is common to recognise that certain features are within the system, within the boundaries of the case, and the other features

outside... are significant as context" (Stake, 2003: 135 quoted in Bartlett & Vavrus, 2017: 9).

In addition, a case study, which is an approach to research that uses a rich array of data collection tools, enables the researcher to deepen the analysis and understanding of the studied problems by extracting meaning from different sources and will reveal varying perspectives grounded in different ideological roots. This is especially important in my research when I test the data against the conceptual model of relationships between internationalisation and GC that is based on three lenses with different ideological roots.

Case studies are popular in education research because they "(...) attempt to gain theoretical and professional insights" and are "a way of conducting and disseminating research to impact upon practice, and to refine the ways in which practice is theorized" (Freebody, 2003: 81). This is particularly important in the context of this research because both global citizenship and internationalisation initiatives at universities tend not to be well theorised, as explained previously, and, consequently, constructing theory is one of the main challenges and expectations in the field. Furthermore, practical applications of this research are one of this thesis' major contributions, and therefore using the medium of case study is even more justified.

As outlined in the literature review, there are many different approaches to internationalisation and global citizenship at universities. Since case studies "represent a commitment to the overwhelming significance of localised experience", bringing in various cases from different locations, i.e. contexts, can lead to "analyses [which – MK] can search to document patterns of practices and accounts as a way of testing competing theories of the issue" (Freebody, 2003: 82) and where "there may be many more variables of interest than data points" (Yin, 2014: 7). Selecting four cases allows for discerning broad patterns, potential generalisations or theories from identified themes and categories, which "represent interconnected thoughts or parts linked to a whole" (Creswell, 2003: 133).

Case studies are particularly useful for discerning contextual specifications, which, as I indicated before, are thought to play a major role in shaping the relationships

between internationalisation and global citizenship (Yin, 2006). As this thesis is submitted to the broader study of social science, any theories are always context dependent and this context is best explored through a case study research:

“Case studies are the preferred strategy when ‘how’ and ‘why’ questions are posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real life context” (Yin, 1994: 1).

The research approach is instrumental and collective (Stake, 1995), i.e. the cases used in this study have been selected to learn about the relationships between internationalisation and global citizenship, not just about the cases themselves.

While a case study approach is the best possible research method to answer this thesis’ questions, it has its limitations. It forces the researcher to be extremely selective in the choices of institutions, or cases, to study due to limits on resources; i.e. so by going in depth, the study doesn’t go “wide”. The case study approach is valuable in developing practically embedded knowledge (i.e. the power of example) but it makes it more difficult to generalise findings and prove certain theories; it is, instead, better for generating hypotheses by exploring and explaining issues. It also contains “a bias toward verification” because of how close, intimately engaged, a researcher becomes when delving into a case study. However, as Flyvbjerg (2006) argues:

“The proximity to reality, which the case study entails, and the learning process that it generates for the researcher will often constitute a prerequisite for advanced understanding.”

4.4.2 Why not comparative?

Choosing a multiple case study as a research strategy may render itself to adopting a comparative analysis as a research strategy but it is not the chosen method in this thesis for a variety of reasons. Van der Wende (2017) notices that “international comparative higher education research does not sufficiently cover the study of the dynamics of internationalisation and globalisation in and around higher education” (Van der Wende, 2017: 16). This observation applies to my research where a case

study research strategy should allow to uncover a variety of approaches to internationalisation and GC specific to each studied university, which will determine the relationships between internationalisation and GC in each case. My focus on the specific and the particular in each case study and the understanding of nuances governing these relationships preclude adopting comparative analysis as a research strategy, because it can “diminish the opportunity to learn” from the case (Stake, 1994: 240 quoted in Bartlett & Vavrus, 2017: 14). In addition, doing a comparative analysis may contradict thick description in a way that “comparison downplays ‘uniqueness and complexities’” (Stake, 2003: 148-149 quoted in Bartlett & Vavrus, 2017: 14).

However, it is not to say that doing a comparative analysis as a research tactic is to be avoided altogether. To the contrary, I use it to prove a point about the importance of particularities and context to discern the nuances of the relationships between internationalisation and GC in my studied cases. In each case study chapter, after a thick/rich description of each case, I put the findings against a model of relationships developed previously. Thanks to this tactic, the similarities and dissimilarities between the model and the empirical findings become immediately visible. The particularities uncovered in this way allow for the model to be amended and expanded. Such a focus on particularities furthermore strengthens the argument for doing case study research that is not framed comparatively. In other words, a comparative analysis of data is used as a research tactic to uncover specific particularities but a Comparative Analysis is not used as a strategy to design and conduct this research for the reasons mentioned above.

4.4.3 Selection of cases

In order to answer research questions, it was extremely important to select very different institutions and achieve what Stake (1995) calls the first criterion, where the richness of information was ensured by selecting relevant and variable cases operating in varying contexts. Therefore, the cases were selected because they met the following academic and pragmatic criteria: relevance, variability and practicability.

The relevance criterion for case selection was based on the fact that institutions are engaging in internationalisation practices because their commitment to internationalisation is clearly stated in the vision, mission or strategy for these universities, and are considered or are aspiring to be considered leaders of internationalisation in their respective localities. They are all also interested in fostering global citizenship, which is either explicitly stated in their missions, visions or strategies, or can be inferred.

The variability criterion was ensured by selecting institutions that differ in location (in terms of geographical spread, ambience, language of instruction), size (in terms of student numbers), disciplinary focus (multi-disciplinary or subject-specific), denomination, and principal sources of funding (private or public). The varying contexts are further enhanced by bringing in two universities where English is not the main language of instruction: Polish and Central-Eastern European and Portuguese and Brazilian - Latin American and the Global South context. As there is a relative lack of studies from different parts of the world, which I mentioned before, I consider this of particular importance to balance the two Western and English-speaking cases with two others. The other two cases are located in the UK and the USA, which are contexts where internationalisation and GC in HE have been more prominent as represented by abundant literature.

The criterion of practicability was also important for two main reasons: time and access. In order to address both, I reviewed my professional network to narrow down and speed up my search for relevant and varied institutions. At the time of data collection, I was working as a manager of a systemwide Education Abroad Programme for the University of California (UCEAP), and therefore had unique knowledge and access to one of its campuses: Irvine. I chose Irvine also because, at that time, there were many references to global citizenship on the university website, which sparked my interest in this institution. The website has undergone an overhaul before I started my data collection, which coincided with the launch of the new strategy for the university. The references to GC that originally led me to choose UCI were removed, however, instead, a new look and approach to internationalisation and GC was emerging from the new strategy.

PUC-Rio and UAL were existing partners of UCEAP. This meant that I was aware of their engagement in internationalisation and fostering of GC through education abroad programmes. In addition, I was involved in setting up the student mobility partnership with UAL, which gave me unique access to some staff involved in internationalisation. When it comes to PUC-Rio, through my connection with UCEAP I was introduced to my counterpart in Rio who provided useful advice and was a source of local knowledge. However, in this case this connection did not lead to introductions to staff working at PUC-Rio – they were established by me directly.

In addition, as a Polish national, I have a unique interest in the internationalisation and change processes at HEIs in Poland. Even though I did not have similar professional connections to the University of Warsaw, I was very aware of many international activities that university was involved in, which helped me select UW as one of my cases. These pragmatic considerations and personal links/interests in the four universities might cause concern in terms of the ability to reveal data, validity, distance and I will address those considerations later on in this chapter.

As a result, the cases selected for this research are (in alphabetical order):

- Pontifical Catholic University of Rio de Janeiro in Brazil (PUC-Rio)
- University of California Irvine in the United States (UCI)
- University of the Arts London in the United Kingdom (UAL)
- University of Warsaw in Poland (UW)

The table below summarises criteria used for case selections, i.e. relevance, variability and varying contexts.

Table 6: Criteria used for case selection

Criterion	Case
Varying contexts:	
<p><u>Geographical location and different socio-cultural contexts:</u></p> <p>Europe:</p> <p> Central and Eastern</p> <p> Western</p> <p>North America - California</p> <p>South America – Latin America, Global South, Brazil</p> <p><u>Ambience:</u></p> <p> Metropolitan</p> <p> Provincial</p> <p><u>History:</u></p> <p> Older</p> <p> Newer</p> <p><u>Language of instruction:</u></p> <p> English speaking</p> <p> Non-english speaking</p>	<p>UW</p> <p>UAL</p> <p>UCI</p> <p>PUC-Rio</p> <p>UAL, UW, PUC-Rio</p> <p>UCI</p> <p>UW</p> <p>UCI, PUC-Rio, UAL</p> <p>UCI, UAL</p> <p>UW, PUC-Rio</p>
Variability	
<p><u>Student population:</u></p> <p>Large (over 40 thousand)</p> <p>Medium size</p> <p>Small (below 20 thousand)</p> <p><u>Student stratification:</u></p> <p>Mainly domestic students</p> <p>Large percentage of international students</p>	<p>UW</p> <p>UCI</p> <p>UAL & PUC-Rio</p> <p>UW, UCI, PUC-Rio</p> <p>UAL</p>
<p>Disciplines:</p> <p>Multi-disciplinary</p> <p>Specialist</p>	<p>UW, UCI, PUC-Rio</p> <p>UAL</p>

Sources of funding: Public Private Student fees No student fees	UW, UAL, UCI PUC-Rio UCI, UAL, PUC-Rio UW
Denomination: Secular Religious	UW, UCI, UAL PUC-Rio
Relevance	
Commitment to internationalisation	PUC-Rio, UW, UCI, UAL
Considered as leaders in internationalisation in their countries Aspiring to be leaders in internationalisation	PUC-Rio, UW, UAL UCI

Other cases were not considered because of the limits of this study with regards to a realistic timeline required to collect and analyse data for a bigger sample within the scope of a doctoral level thesis. For the same reasons the study does not include cases from other continents.

4.4.4 Anonymity of cases

The cases, i.e. HEIs, in the thesis are named and are not anonymised, however individual participants are. This is because all cases are paradigmatic, i.e. each university is committed to internationalisation but they are also revelatory, i.e. enabling the exploration of the contextual particularities influencing the relationships between internationalisation and global citizenship. By focussing research on these particularities at institutions that are leaders or aspiring leaders of internationalisation in respective countries, it would be extremely difficult to anonymise the participating institutions and would not serve the purpose of exploring real-life examples that can give important insights for the whole sector. In other words, by making the contextual particularities explicit, i.e. naming the

institutions, the relationships between internationalisation and global citizenship can be thoroughly explored.

4.4.5 Data sources

As mentioned before, a case study approach affords the use of a variety of different data sources to build knowledge of the cases. In this study, there are three types of sources of data: official documents, interviews, field notes and campus observation, including photos. They were selected to provide rich evidence and are complementary to each other (Yin, 1994). Such a variety of sources was also important for achieving thick description and a high level of ‘verisimilitude’ (Ponterotto, 2006) or “vicarious experiences for the reader, to give them a sense of ‘being there’” (Stake, 1995: 63).

4.4.5.1 Documents

Institutional strategies and other equivalent top-level documents are the major source of documentary evidence. Strategies were available at UCI, UAL and UW but not at PUC-Rio. However, in the latter case other relevant high-level documents were analysed, including a mission statement. By using the same, as much as possible, core documents to analyse I could structure my case studies in a similar and rigorous way. Where appropriate and available, I used other official documents to complement the core strategy in order to gain a better representation of institutional discourse around my researched topics.

The following documents were chosen as a representation of an official university approach to internationalisation and global citizenship, and they included:

Table 7: Documents used for analysis at each case university

Case	Analysed documents
UW	University strategy from 2008 (in English) and medium-term strategy 2014-18 (in Polish with own translation to English) University website in English and Polish
UCI	University strategy from 2016 Mission statements for offices and the following initiatives: the Global Leadership Certificate Programme, the Olive Tree Initiative, Environmental Sustainability, Principles of Community, Dalai Lama Scholarship and Global Connect
PUC-Rio	Mission and Message from the President in English Referencial framework (Marco Referencial) in Portuguese with own translation into English Descriptions of Religious Culture Programme In Portuguese with own translation Environmental Agenda in English University website in English and Portuguese
UAL	University strategy 2015-22 Mission statements from various initiatives: Central St. Martin’s Public, Socially Responsible Design, Conscientious Communicators, Better Lives, Shades of Noir Blog for the International Student Experience Community of Practice

These documents were used in three ways. Initially, to determine whether a particular university was suitable to be a case study because of commitment to internationalisation and GC. Secondly, these documents were analysed because they referenced internationalisation or areas of concern for GC and therefore provided an insight into an institutional discourse around the two studied phenomena. Thirdly, the analysis of these documents provided context for the interviews with staff and guided the process of designing interview questions.

These documents were analysed using a thematic analysis approach. When themes were established, they were then compared to the themes from the model of relationships from chapter 3. By doing so, connections and disconnections to these

themes were identified and alignment to neoliberal, liberal and critical lenses became visible. This process is described in each case study chapter where relevant fragments from the analysed documents are highlighted in a table, explained and aligned to a relevant lens. In this way, the readers can check that the analysis has got verisimilitude.

The findings from the analysed documents constituted a unit of analysis, which has been named: institutional presentations of internationalisation and global citizenship.

4.4.5.2 Interviews

Interviews were an essential part of the data collection process because they were aimed at obtaining “the descriptions and interpretations of others” (Stake, 1995: 64), so discerning opinions, thoughts, attitudes and interpretations of staff about internationalisation and global citizenship. These interviews provided access to rich, living and dynamic insights that extended beyond the commentary of official documents; instead, they provided interpretations of institutional approaches to internationalisation and global citizenship practices because “the case will not be seen the same by everyone” (Stake, 1995: 64). They formed the ‘perceptions’ unit of analysis.

The interviews were semi-structured and included about 12 questions (see appendix C) divided thematically into three categories, which were aimed at discerning the interpretations of internationalisation and global citizenship practices within the local context. These categories included questions about internationalisation, global citizenship and the relationships between the two and were aimed at discovering the status quo, the meaning/value, the influence and relevance of both phenomena for each institution and for each other. However, in line with Stake (1995), the idea behind an interview schedule was not to survey the interviewees but to allow them to speak as freely as possible because I wanted to gain “a description of an episode, a linkage, an explanation” (Stake, 1995: 65). That is why, each interview started with a warm-up question leading into subsequent questions, which were open-ended. The first question in each category was broad to allow interviewees to speak freely about

an issue and expand their answer as much as they wanted. However, there was also a number of sub-questions to aid the discussion or bring it back to the topic, in case such an intervention was required. The interviews were flexible to allow the interviewee to explore and probe and to provide further insights when an unexpected or particularly interesting fact was mentioned. In this way, the interviews followed both the guide approach and the standardised open-ended interviews (Patton, 1980: 206 referenced in Cohen, Manion & Morrison, 2011: 413). The idea was to allow for a flexible but systematic data collection for each participant but it neither increased nor reduced the comparability of responses, since this is not the aim of the study. The interviewees were also encouraged to act as informants and suggest other data sources that would further aid the enquiry.

In order to gain further insight into interviewees' opinions about global citizenship, a prompt sheet was used (see appendix C). In it, I included definitions of GC used by different universities and other organisations that represented varying interpretations of the term, i.e. neoliberal, liberal and critical. I selected the definitions from a range of universities in different countries to show that there are different approaches and to engage my interviewees into active interpretation by discussing their own and their institution's understanding of the term. Thanks to this prompt sheet, it was easier to gain an insight into, and sometimes clarify, which lens my interviewees were using when talking about global citizenship.

4.4.5.2.1 Who are the interviewees?

The selected interviewees were individuals involved in internationalisation and global citizenship practices at researched universities. They were identified by either an online search or by asking for recommendations from the already identified interviewees. In both cases, all interviewees had to fulfil the following criteria:

- The individual's title, area of responsibility or interest/practice must involve internationalisation and/or global citizenship related activities
- The individual is either an academic, an academic manager/director or a professional support services staff member

I used the above criteria to allow for not only a wide representation of voices about internationalisation and GC within each institution, but also to ensure that these individuals have influence on policy and practice. Such an approach provided me with confidence that the selected interviewees would have the right experience and exposure within their institutions to knowledgeably answer my questions and, consequently, contribute to answering the research questions for this study. That is why individuals with less formal involvement in internationalisation and GC were not chosen for the study.

I selected on average six people to be interviewed per institution, whom I then approached for an interview via an email request. This number was optimal to ensure a good representation of voices (i.e. “different tribes” Haigh, 2014) and it also ensured that the amount of data was manageable for the scope of this research project. I also ensured that the interviewees comprised of both academics and professional services staff, so two different ‘tribes’.

All but two interviews were conducted in interviewees’ offices or meeting rooms; the remaining two were conducted by skype. Interviews were conducted individually with the exception of one with a senior academic departmental director at PUC-Rio, which was accompanied by an administrative assistant, who was more fluent in English.

All interviews were recorded with full permission of the interviewees; the recording was supported by detailed notes taken during each interview.

Below is a sample of titles of the interviewed individuals:

- Assistant Vice-Chancellor for Global Engagement
- Pro-Rector for Scientific Research and Cooperation
- Associate Vice-President for Academic Affairs
- Head/Director of the International Office
- Head/Director of the Study Abroad Office
- Faculty Director for Global Cultures
- Head of the Language Centre, etc.

Interviewees were anonymised in data analysis and reporting. In order to preserve this anonymity as much as possible, I divided them into categories of staff and then referred to them by a title given to each category.

Table 8: Interviewed staff's titles after anonymisation

UW	academic senior international director 1 and 2 senior student services director senior academic faculty director senior university executive
UCI	senior international director academic, senior international manager academic, senior academic manager senior international administrative manager senior academic international director academic senior international administrative director senior administrative director
PUC-Rio	academic and departmental director 1 & 2 senior international director former senior international director academic and departmental international coordinator 1 & 2
UAL	academic senior college international director senior college academic manager senior universitywide international director senior international students director

4.4.5.3 Campus observations: photos and field notes

A visit to each university was an essential part of the data collection process because case studies place an “overwhelming significance on localised experience” (Freebody, 2003). Each visit provided an opportunity for an observation but one that “is pertinent to our issues” (Stake, 1995: 60). In this study, ‘our issues’ relate to

internationalisation and GC, so these are the clues that I was looking for on each campus, like the extent to which each location was ‘internationally friendly’ to an international visitor, like myself. Therefore, I looked for signage in English in addition to the local language in Warsaw and Rio de Janeiro, and availability of information addressed to international and domestic audiences regarding international opportunities or international news/updates. In terms of GC, I was looking for notices relating to issues of concern for global citizenship, like sustainability, human rights, global justice, cross-cultural awareness, etc. The notices were both informational and with a call to action. Some examples are included in appendix D. I developed a checklist of markers/clues to look out for at each visited site because “the physical space is fundamental to meanings for most researchers and most readers” (Stake, 1995: 63). This checklist for the campus observation is in appendix D.

I adopted a ‘complete observer’ status, where I was observing the campus without participating (Creswell, 2003: 186) because I wanted to gain a first-hand experience of the physical space in each case university, record information and generate field notes. This source of raw data was particularly useful to develop the already mentioned ‘vicarious experiences’ or verisimilitude to help “reveal the unique complexity of the case” (Stake, 1995: 63). I also photographed certain relevant elements during campus visits, for example notice boards or campus maps to evidence whether they were ‘internationally friendly’, some examples are in appendix F. Navigating campuses, noticing interactions of students in different languages, studying notice boards or displays proved to be extremely useful observations that helped me ‘feel’ and ‘understand’ the campus culture more, or develop my own verisimilitude.

4.5 Research process

4.5.1 Data collection

Data was collected and analysed between March 2016 and July 2017. I spent a few days in each location and conducted a series of pre-arranged interviews and observations. The UAL interviews were conducted over the course of three months

thanks to the proximity of the institution to my place of work. The full overview of my data collection dates and activities is in the table below.

Table 9 : Data collection dates and activities per case university

Case	Number of days on campus	Visit dates (interviews and campus observation)	Number of people interviewed
UW	3 days	14-16 March 2016	6 people
UCI	4 days	16-19 May 2016	7 people
PUC-Rio	5 days	25 May – 2 June 2016	7 people
UAL	8 days	January – July 2017	5 people

I pre-arranged each interview before going to a location. I established contact with each identified interviewee via email, explained the purpose of my research and obtained their permission to be interviewed. The informational leaflet used to explain my research and a sample permission document are in appendix A. Each interview lasted on average one hour. At the beginning of each interview, the interviewee signed the permission document. I recorded and took notes from each meeting.

At each visited institution I conducted campus observation based on the checklist I mentioned before. Such an audit included a self-guided campus tour in order to acquaint myself with the topography of each campus. At UCI I also took part in an organised guided campus tour for prospective students and their parents. I was an international visitor to each university and this experience of navigation using available maps and other tools and asking for directions was crucial to acquire an understanding of how ‘internationally friendly’ each campus was. I paid special attention to the availability of signage in English and other languages to help guide visitors and any displays on informational boards addressed to the international and domestic audience. Finally, I explored areas around each campus to see how easy it is to get there and what facilities were available and documented my experiences and observations with field notes and photographs, examples of which can be found in appendices E and F.

4.5.2 Approaches to data analysis and linking data to theory

4.5.2.1 Thematic analysis – coding

Thematic analysis is the chosen method in this thesis for “identifying, analysis and reporting patterns (themes)” within my gathered data (Braun & Clarke, 2006: 6). This is because it is “a flexible and useful research tool, which can potentially provide a rich and detailed, yet complex account of data” (Braun & Clarke, 2006: 5), which is what this thesis aims to achieve. This method also gives enough flexibility to determine themes, albeit in a consistent manner, and then analyse them where “the analysis that is produced is not just description, but is already theorised” (Braun & Clarke, 2006: 13). Thematic analysis is also particularly suited for this research because it is based on two levels: semantic and latent or interpretative (Boyatzis, 1998 referenced in Braun & Clarke, 2006: 13). It is the latent level that is of particular importance to my study because it allows me to “identify or examine the *underlying* ideas, assumptions, and conceptualisations – and ideologies – that are theorised as shaping or informing the semantic content of the data” (Braun & Clarke, 2006: 13). Thematic analysis has therefore allowed me to examine the relationships between internationalisation and GC in HE based on identifying the underlying assumptions, conceptualisations and ideologies when the analytical tool of lenses is applied.

I followed the six-stage data collection and analysis sequence based on Braun and Clarke’s (2006) recursive stages, Creswell’s (2013) procedural spirals, Merriam’s (2009) levels of analysis, and Miles et al. (2014) concurrent nodes (referenced in Peel, 2020).

1. Collecting, transcribing and familiarising myself with the dataset and emerging general themes;
2. Generating initial codes;
3. Coding the whole dataset;
4. Collating codes into categories and condensing data;
5. Conceptualising themes from the codes and codes categories, and linking them with research literature, the tool of lenses and the model of relationships

6. Interpreting and presenting data (rich description as explained before).

Thematic analysis as a method was an important choice to achieve the thick description but also to enable the use of the model of relationships and the tool of lenses. Once the texts (documents and transcribed interviews) were coded and codes grouped under categories, themes emerged. They are described in each case study under separate subsections (e.g. 5.5.1, 5.5.2, 5.5.3 and 5.5.4). These themes were compared with those identified from literature on internationalisation and GC, as they were presented in table 4 earlier in the thesis. The themes from data were then used to determine whether or not, and to what extent, they aligned with the themes from the literature and, as a result, to which lens they belonged. Features like key words and references to key concepts were used to determine which theme and lens the data codes and themes represented. For example, words like: working, labour markets, employees, employment, careers, networked, work-based learning were linked to the employability agenda under the neoliberal lens. When more data themes matched literature codes under a particular lens, then the alignment was classified as tighter; if, however, there were fewer matches, the alignment was categorised as looser. Therefore, the depth of engagement with identified themes provided justification for using the tight/loose alignments.

This process of aligning data themes to those from the literature is presented in each case study chapter, for example in tables 14 and 16 in the University of Warsaw case. Because of the importance of this process to the research and to answering the research questions, I am presenting here, in the table below, an example of how the analysis was conducted. Such an enquiry framework substantiates my interpretation of data (Peel, 2020) and ensures the transparency of data analysis, which, in turn, demonstrates my faithfulness to the data.

Table 10: Example of aligning data to neoliberal themes from the relationships model

Neoliberal lens	(UW) Presentations (strategy)	(UW) Perceptions (interviews)	Alignments to three lenses	Result
INTERNATIONALISATION	<p>Securing position – global recognition</p> <p>Recruitment of international students and offering degrees in English to attract them</p> <p>Enhancing employability on the European market as the main driver for multilingual and multicultural education</p> <p>Ambition to become a centre of excellence for research and education in Europe</p>	<p>Student and staff mobility – numbers can be measured</p> <p>Internationalisation is pushed by the ministry on staff in order to improve rankings</p> <p>Competing for international research grants</p> <p>Lack of investing</p> <p>Poland as unattractive location and Polish as a difficult language – obstacles for internationalisation, putting UW at a disadvantage</p>	<p>Strong references to competition and prestige</p> <p>Loose references to employability</p>	<p>Competition – tightly aligned</p> <p>Employability – tightly aligned (Europe)</p> <p>European Worker – tightly aligned</p>
GLOBAL CITIZENSHIP	<p>University education to enhance European employability by cultivating specific global skills: multilingualism and intercultural competence</p>	<p>GC in learning outcomes to prepare students to enter the labour market</p> <p>Knowledge gains and employability are emphasised – they are perceived as practical by students</p>	<p>Strong focus on employability</p> <p>Strong focus on global skills</p>	<p>Global skills – tightly aligned (multilingual)</p>

Themes that emerged in the analysis but had no direct connection to the literature themes related to internationalisation and GC were still described in each case study chapter. This was done to achieve a rich description of the case and ensure verisimilitude. For example, in the UW case study, these themes include: ‘the Polish complex’, between the West and the East, internationalisation as international relations.

4.5.2.2 Units of analysis, validity and how to answer research questions

Defining the units of analysis in case studies is a crucial part of the research design because they help with linking data to the questions studied (Yin, 2014). Since the main research question for this thesis is: “What are the relationships between internationalisation and GC in contemporary HE” it is crucial to understand the circumstances or building blocks of these relationships, which will then form the units of analysis.

Table 11 below illustrates how the different sets of data for the empirical study respond to the following units of analysis.

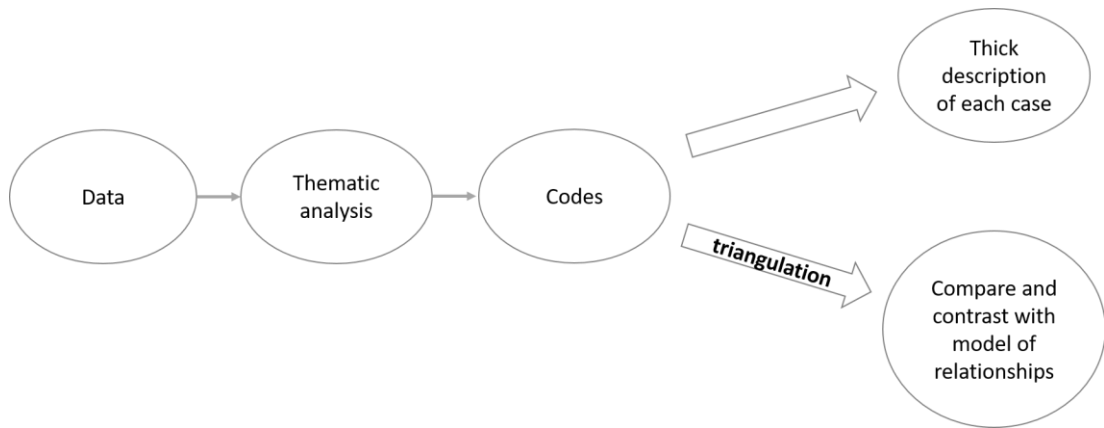
Table 11: Units of analysis with corresponding data sets

Units of analysis	Corresponding data sets
Presentations of internationalisation and graduate GC attributes	Missions, visions, strategies and other similar relevant public documents
Perceptions on internationalisation and GC	Interviews, field notes, campus audit
Variables determining different approaches to internationalisation and GC	Analysis of presentations and perceptions through the analytical tool of three lenses (neoliberal, liberal, critical)

The data is analysed using the thematic analysis method and then it is put through the process of triangulation. This is an important procedure in qualitative studies that is used to ensure validity of conclusions and it is achieved through “a systematic process of sorting through the data to find common themes or categories (...) [through – MK] evidence collected through multiple methods, such as observation, interviews, and documents to locate major and minor themes” (Creswell & Miller, 2000: 127). I agree with arguments that validity is achieved through triangulating data sources to clarify meaning (Stake, 1995) and I adopted this approach when analysing my data. Thematic analysis helped to identify codes and themes in documents and in interviews, which then were triangulated in line with what Flick (1993) claimed that triangulation achieves, i.e. clarifying meanings by identifying different ways the phenomena are seen.

I also want to clarify that I see rich description and triangulation as compatible methods in my study because they are both used to achieve different things. The rich description is a means to present the in-depth analysis of each case: of the operating context, presentations and perceptions. Triangulation, on the other hand, is used later, as a validity tool to ensure that the codes, identified in presentations and perceptions, are representative and can be put against the model of relationships with lenses. This approach to data analysis, with a ‘two-step validation’, should ensure the reader of a thorough, systematic analysis and enable verisimilitude. This research process is visually explained in the figure below.

Figure 10: Triangulation and the research process



Through the data analysis process, units of analysis are established. They are relevant because they link the sets of data to the research questions. Table 12 below illustrates how data sources are scrutinised by different methods for analysis to produce units of analysis, which are then used to produce answers to different research questions.

Table 12: What is needed to answer research questions?

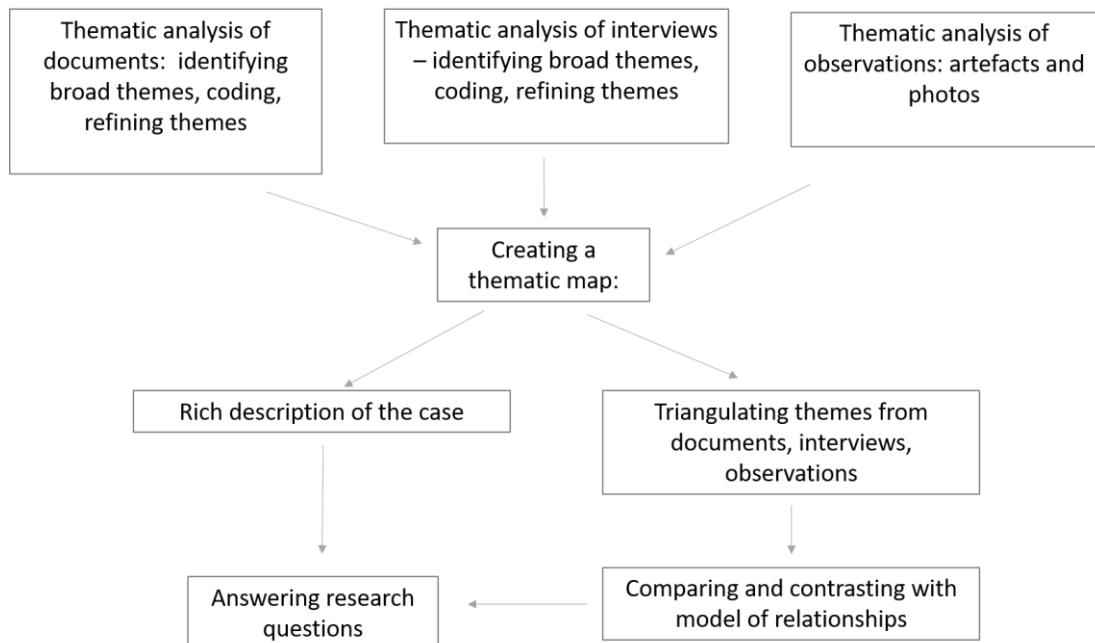
Data sources	Methods for analysis	Units of analysis	Research question
Documents, interviews, field notes	Thematic analysis and comparing and contrasting with conceptual tool of lenses	Presentations, perceptions and variables	What do the relationships between internationalisation and global citizenship look like in practice in four diverse case study institutions?
Documents, interviews, field notes	Thematic analysis	Presentations and perceptions	What are the presentations and interpretations of internationalisation and global citizenship at HEIs in various contexts?
Literature review, documents, interviews, observation (field notes)	Thematic analysis	Presentations and perceptions	What is the specific context in which each case university operates (contextual particularities)
Documents	Thematic analysis	Presentations	How are internationalisation and global citizenship a part of the institutional discourse (i.e. mission, vision, strategy, curriculum, etc.)
Interviews	Thematic analysis	Perceptions	How are they seen by university staff?
Documents, interviews, observation, field notes	Thematic analysis, comparing and contrasting with analytical tool of lenses	Variables	What are the characteristics of the relationships between internationalisation and global citizenship at each case

4.5.2.3 Data analysis process summarised

In summary, the data analysis process, which consists of thematic analysis of data to identify codes and themes is then followed by a rich description and comparison of

identified themes against a theoretical model of relationships. Following this research process, as it is visualised in figure 11 below, enabled the answering of the research questions.

Figure 11: Visual representation of the data analysis process



4.5.3 Ethical considerations and challenges

In any qualitative research, the researcher is instrumental as the main designer of the investigation and interpreter of data, which invites a number of important considerations. Research was conducted in compliance with BERA – British Educational Research Association - Guidelines and ethical considerations were thoroughly addressed in the ethics approval application to the UCL Institute of Education’s Research Ethics Committee. Consent was sought to conduct interviews and gain access to data that informed case studies. Such consent was obtained from case study institutions and each individual that was interviewed. While all due diligence was employed in order to present any possible implications and ethical considerations that would make the cases and interviewees vulnerable, I accept the fact noted by Eisner that it is impossible to predict all of them up front: “the notion of informed consent implies that researchers are able to anticipate the events that

will emerge in the field about which those to be observed will be informed” (Eisner 1991: 215 quoted in Malone, 2003: 800). While obtaining a general consent to conduct a study of an institution was easy to get, one university set various conditions that needed to be met in order to allow access to conduct the study. They included a thorough explanation of what the study was aiming to achieve, what sources of data would be used and whether the study was approved by the ethics committee. Once these have been addressed, the general consent was granted. One reason for this caution may be because the interviewees’ position within an institution can make it difficult to ensure their anonymity. Another reason was concerns about reputation and how this study would impact on it, especially in areas of internationalisation and global citizenship practices.

I conducted research in my own ‘backyard’ (Malone, 2003), which lends itself to more ethical considerations. At this point it is essential to discern my connection with three of four case study universities. At the time of data collection, I was an employee of the University of California Education Abroad Programme (UCEAP), and had a unique access to the University of California Irvine, one of the campuses of UC, as well as to PUC-Rio, which is a UCEAP partner university receiving students in Brazil. UAL was one the new partners within the UK portfolio and one where I was actively involved with during partnership negotiations. Such exposure represents complications in terms of my position as a professional and a researcher, my ability to access and use data that might be considered sensitive to these institutions, because, as Malone noted, “(...) the most dangerous and difficult place to attempt qualitative research is in a familiar institutional setting, especially when one of the participants is in a position of power over other participants and even over the researcher” (Malone, 2003: 17). My way of addressing these challenges was to be transparent with each institution and interviewee about my connections and explaining to the interviewees that any data collected was used for the purpose of this research alone.

In terms of my own positionality towards the case universities, I was making a conscious effort to put aside, as much as possible, any of my previous knowledge of the institutions and challenge my thinking, and sometimes preconceptions, to produce an objective account.

This study has been conducted in the English language but it has been informed by studies in other languages as well, notably Polish and Portuguese. While I am a bilingual Polish-English user, my familiarity with Portuguese is much less advanced. While I can understand written Portuguese with ease, my confidence with speaking and listening is less developed. That is why my interviews in Brazil were conducted in English but I used documentary sources in both English and Portuguese to conduct analysis. I used data sources in Poland, i.e. interviews and documents, in both English and Polish. As a bilingual speaker of Polish and English, and a committed linguist (I can speak Spanish fluently and can communicate in French and Portuguese), I am aware of potential misunderstandings or miscommunications, especially when translating or interpreting between languages, but also between different cultural contexts. To address that, I cross-checked with wider literature and discussed my anonymised interpretations with people from these localities. For example, the name of the cross-cultural centre at UCL invoked very different meaning than the one I deduced from the literature review on global citizenship.

Conducting this study in the English language and at a university in the United Kingdom, and about a concept that is critiqued for being a Western construct presented another set of ethical dilemmas. I addressed the issue of contributing different perspectives from other contexts, i.e. Poland and Brazil, by translating these lesser known perspectives and producing this study in English. Conducting this enquiry in the West and global North purposefully included cases of varying provenances to broaden the scope of enquiry as much as possible within the constraint of this study. However, researching responses to the concept of global citizenship, which was contested in the literature, presented to me some revelatory insights that have shaken my positionality as a researcher. My assumption that the concept of global citizenship would be considered as ethically controversial in Brazil has not only been strengthened but rather elevated to a different level. I think this happened because I was so intimately involved in exploring the issue by interviewing passionate individuals. In addition, my own, perhaps naïve, belief in global citizenship has been thoroughly questioned as a result of interviews at each single institution.

The analysis and presentation of data has been influenced by my own personal lens of being a proponent of internationalisation and global citizenship. In order to ensure my critical distance to the issues studied as much as possible I recognised that my own cosmopolitan universalist approach has been put into question in the process of conducting this study.

As a HE manager, whose job is to support and perpetuate internationalisation, I was also an ex-pat living in London, 'a global city' for a part of my doctoral journey, who was conducting doctoral research at University College London – Institute of Education, 'London's global university'. Global citizenship is something I strongly identify with on a professional and personal level. This interest has led me to doing this doctoral research project and influenced how I, as a researcher, a professional and an individual, looked for and interpreted data. However, I have made a conscious effort to bring other perspectives and contrasting theories to constantly question my judgements.

My biggest pressure was time rather than external funders of the research. I am a self-funded, part-time doctoral researcher having to juggle various commitments. Being self-funded has had an influence on the choices of my cases; pragmatic considerations have underlined the choice of locations with relatively easy access in terms of contacts and other practicalities, like places to stay (i.e. with friends) and ease of getting to a location. However, visiting my case universities was the sole reason for undertaking my journeys as I tried to consciously separate travel for work or pleasure with travel for conducting research. I am responsible to myself only on the outcomes of this journey and not external funders, which gives me relative freedom in explorations. However, I am accountable to the wider community of researchers and practitioners, which focusses my desire to accomplish this research project with the appropriate level of accuracy, integrity and ethics to contribute to knowledge and inform both theory and practice of internationalisation and global citizenship in HE.

4.5.4 Conclusion

The methodological choices described in this chapter have been justified by the main aim of the study, i.e. to explore the relationships between internationalisation and GC in HE. That is why this research is a qualitative multi-case study situated in an exploratory and constructivist paradigm. The four case studies have been chosen because they meet set criteria of relevance to this study: diversity of institutions and contexts, commitment to internationalisation and fostering GC, as well as interest in engaging in this research. The study consists of theoretical explorations of the literature followed by the collection and analysis of data sourced from documents (official institutional strategies, missions, visions and other relevant documents) and interviews (with 6 people on average per institution). Data is then analysed using a thematic analysis method, which helps to draw themes used to compare against theoretical frameworks established in chapters 2 and 3. This research is not set up as comparative case studies although a comparison is used as a useful data analysis tactic.

Chapter 5 University of Warsaw case study

5.1 Introduction

The first of the empirical chapters examines the University of Warsaw in Poland and considers the relationships between internationalisation and graduate GC attributes..

This chapter consists of four parts:

Part one introduces the University of Warsaw and the Polish HE system; it then presents the external conditions influencing internationalisation and global citizenship discourse in Poland.

Part two looks at internationalisation at UW: its presentations in the official strategy and perceptions among staff. It concludes with looking at internationalisation through the three conceptual lenses.

Part three looks at discourse around global citizenship at UW: its presentations in the strategy and then perceptions from interviewed staff. This is followed by analysing this discourse through three conceptual lenses.

In part four, the relationships between internationalisation and GC are analysed.

5.2 University of Warsaw in the Polish higher education system

The University of Warsaw (UW) is the second oldest Polish public university and was founded in 1816 by the Russian tsar and king of Poland Alexander 1st. At that time, it was the only institution of higher education in the then Congress Poland – a country dependent on tsarist Russia. The other, older (est. 1364), Polish university – Jagiellonian, was located in Krakow, which at that time was part of the Habsburg empire. In 2016, when I was conducting data collection, the University celebrated its 200th anniversary under the slogan: Two centuries. Good beginning.

Since its inception, the University of Warsaw was a place of education for Polish intellectual elites, which was reflected in its mission. This particular circumstance resulted in many repressions toward the university in frequent times of political

turmoil in 19th and 20th centuries, including temporary shut downs after 1830 and 1863 uprisings. During the People's Republic of Poland (1945-1989), the university was complying with communist and anti-Semitic ideology and repressed some opposition academics and students.

At the time of conducting empirical research (i.e. 2016) , the University of Warsaw is the biggest HEI in Poland in terms of student and staff numbers: approximately 59 thousand people are spread across 21 faculties (UW website). This number includes 44.6 thousand undergraduate and master students and 3.4 thousand doctoral students. According to the UW website, the percentage of international students studying at UW at short- and long-term studies has been increasing: in 2015/16, there were about 4.4% (1951) and in 2019 this number grew to 6.6% (4900). Most of these students study in Polish (about 70%). There are 6 undergraduate degree programmes and 16 Master level studies offered in English, of which the most popular are international relations, followed by finance and accounting, management, management, journalism, psychology, economics, law among the most popular ones. International students come from: Ukraine (959), Belarus (748), Spain (310), Italy (300), China (263), Turkey (219), Germany (204), France (178), Russia (114), Kazakhstan (82), Lithuania (78), Mexico (77), Portugal (76), Azerbaijan (62) and India (60) (source: UW website 2016). The domination of students coming from countries to the East of Poland is in line with the foreign policy directions of the Polish government (Domański, 2017).

According to Perspektywy Public HE Ranking, UW was ranked at 11th place in Poland in 2018 in terms of internationalisation. The indicators included: degree programmes in foreign languages, numbers of international students, number of students studying in foreign languages, international academics, incoming and outgoing mobility, cross-cultural environment (number of countries of origin for at least 10 students) (Perspektywy Ranking 2018). In the 20 years of Erasmus+ programme, UW sent abroad about 25 thousand students and welcomed about 8 and a half thousand. These numbers place UW as a leader in student and staff mobility in Poland. UW and Jagiellonian University are currently the highest ranked Polish universities in international rankings. Jagiellonian University in Krakow is the main competitor in

terms of rankings and prestige. In certain disciplines: English language and Literature, Linguistics, Modern Languages, Philosophy and Physics and Astronomy, UW is placed in 101-150 rank of international universities (source: topuniversities.com). As a public university, there are no tuition fees for full-time degree programmes for Polish and EU citizens, however other international students need to pay tuition fees, which are decided by the university.

The University is closely interwoven with the capital city of Warsaw. The old campus is located on the main street in Warsaw (Krakowskie Przedmieście) and is neighbouring the official residence and office of the Polish president. It houses the university administrative and representational buildings as well as the Faculty of Law and Administration, Faculty of Polish Studies, Faculty of Oriental Studies, and the Faculty of History. Other Faculties and Centres are scattered around the city and are housed in a variety of old and new buildings. The entry to the old campus is through an iron gate (see Appendix F), but apart from a small plaque one might not notice that behind it there is a university campus - so well is this institution integrated and blended into the city landscape.

5.3 External conditions influencing internationalisation and global citizenship in Polish HE and HEIs

5.3.1 Global context for internationalisation and GC

The Polish higher education system and its reform have been shaped by the country's membership in the European Union since 2004 and the Bologna Process (Gieżyńska, 2015). The EU's wider goal to create a *Europe of Knowledge* directly relates to the HE sector and prompts its reforms, which are aimed at creating the European Higher Education Area (EHEA) – a political initiative (Kraśniewski, 2006). These reforms are also sparked by the Bologna Process, whose aim is the harmonisation and convergence of HE systems, which takes into account the diversity and autonomy of universities, rather than standardisation of higher education. However, as Kraśniewski notices, “experience shows that for many countries the Bologna Process became an inspiration to initiate necessary, but postponed, reforms of HE systems and, at the same time, a recipe for their implementation” (Kraśniewski, 2006: 3).

Therefore, many international influences on the Polish HE come directly from the European Parliament, European Commission and Council, like the Bologna Process and the New Lisbon Strategy, where the development of higher education has to be related to the wider development of the EU and its labour market (CRASP, 2009). Therefore, the “vision of the Polish higher education system is its full integration, as an equal and active partner, into the European processes.” (CRASP, 2009: 38). In this way, the internationalisation of Polish HEIs takes a form of Europeanisation that has been “initiated at the European level, forced to be implemented at the national level, and monitored by the European institutions (...) all European national actors have been challenged to translate European processes and change their legislation, policies and practices (Maasen & Musselin, 2009, Witte, 2009)” (Valimaa, 2011:268).

The results of the Bologna Process in Poland included the restructuring of degree programmes into bachelors and masters levels, the introduction of the European Credit Transfer System points (ECTS), encouraging mobility of students and staff (Erasmus programme), cooperation in order to enhance the quality of education, and acceptance of Polish degrees abroad. To address the challenge of enhancing the quality of education, the ministerial programme or the Conference of Rectors of Academic Schools in Poland (CRASP) strategy default to the European Union and the Bologna Process. One of the results was the introduction of the National Framework of Qualifications (Polskie Ramy Kwalifikacji), which provide guidance to reformulating learning outcomes in order to make them compatible with a similar European framework. After 2010, which was the deadline to achieve the EHEA, the Bologna Process also included goals for increasing employability of graduates, increasing the scale and quality of mobility by, for example, creation of joint degrees, social dimension of education, i.e. enabling access to HE to all regardless of their socioeconomic background, and student-centred learning. The internationalisation of Polish HEIs and higher education is therefore perceived primarily as a process of Europeanisation.

5.3.2 National context for internationalisation of Polish HE

As Gieżyńska (2015) claims in the “Internationalisation of Higher Education” publication of the Policy Department of the EU, internationalisation in Poland has been a bottom-up, grass-roots process “understood mainly as short-term student mobility from the European Union into Poland and international recruitment for full-cycle studies from non-EU countries” (Gieżyńska, 2015: 147). However, Hofman (2015) argues that internationalisation at Polish HEIs has been occurring both within the science and educational practice, and this has been supported by the administrative distinction between the process of producing knowledge and didactics.

This difference in opinions might be rooted in the fact that internationalisation in Poland has traditionally been a process driven by individual institutions and their staff members (Gieżyńska, 2015). However, since 2015 the Polish government has been applying a more strategic approach to driving internationalisation at Polish HEIs recognising it as “one of the most important challenges” (MENiS Program, 2015: 2) for the sector. The Ministry of Science and Higher Education (MENiS) prescribed it as a priority in the Programme for Internationalisation of Higher Education launched in 2015 as a part of the Plan for the Development of Higher Education for 2015-30. In this document, internationalisation is understood in neoliberal terms as a process that is essential for increasing the country’s attractiveness, competitiveness and development. It is described as a process leading to quality enhancement of teaching, learning and research. The government’s plan also recognises that more internationalised HEIs will contribute to a stronger position of Poland in Europe and on the global scale through the country’s contributions to the development of global knowledge society. The main governmental aim for Polish HE is to increase its competitiveness through quality education and research, and an increase of the HEIs contribution to the economic development of the country.

The neoliberal conceptualisations of HE internationalisation are also visible in the 2009 Strategy for the Development of Higher Education in Poland 2010-2020 by the Conference of Rectors of Academic Schools in Poland (CRASP, 2009). With regards to

internationalisation, the document points out that insufficient levels of internationalisation of research and teaching and learning are a major obstacle in the development of intellectual capital in Poland. Internationalisation, therefore, is confirmed to be one of the key priorities for Polish HEIs in the years to come, where strategies for development “must also consider requirements set by the state acting in the name of public good, for the needs of the social environment of the university, including the labour market and educational market, and by other external conditions influencing the activity of the university” (CRASP, 2009: 63). It is furthermore noticed that the changing vision for internationalised HE recognises the importance of marketisation and employability agenda. Despite these efforts, “the level of internationalisation of Polish HEIs is one of the lowest in the OECD countries. It is significantly lower than in other countries in Central and Eastern Europe (...). The economic contributions of international students to the Polish economy is approximately 150 million Euros per annum.” (Domański, 2017: 75).

To address this issue, the government is investing in the promotion of Polish HE abroad in the form of the *Ready, Study, Go! Poland* programme, while also monitoring the performance of Polish HEIs in international rankings. However, the government policy and programme for the development of Polish HE is limiting in a way that it mainly focusses on the economic development aspect and ignores the social, civic and cultural dimension of higher education. Discussions on different aspects of internationalisation are taking place in Poland, where, as Hofman (2015) notices,

“ the process of internationalisation (...) has been situated in the line of discourse about the condition of Polish science and universities and, more widely, about the cultural change occurring as a result of globalisation making universities providers of educational services, and in the longer term, perhaps, as providers of the so called civic knowledge” (Hofman, 2015: 142).

This claim links internationalisation to the wider debates about the purpose of higher education in Poland including the one for global citizenship.

5.3.3 National context for debates on global citizenship

In Poland, global citizenship is conceptualised in terms of global education (GE) or (global) development education and discussions about these have been mainly circulating around educational practice and pedagogy rather than on a theoretical level (Kuleta-Hulboj, 2015). In addition, as Jasikowska and Witkowski argue, “global education has emerged in Poland as a concept which is strongly tied to internationalisation development policy and to the key principle that rich nations should provide development assistance to poorer nations” (Jasikowska & Witkowski, 2012: 5). That is why, any discussions on global education were initially conducted mainly within the non-governmental sector and supported by the Multiannual Cooperation Programme directed by the Ministry of Foreign Affairs (Hartmeyer & Wegimont, 2015). It is important to note that the non-governmental sector is driving the agenda for global education in Poland with Grupa Zagranica being the main umbrella body representing NGOs working within this field (Jasikowska, 2011). A significant development, since 2009, has been the introduction of global education as a compulsory element of school curriculum (Jasikowska, 2011), which resulted in the need for adequate teacher training coordinated by the Centre for Teacher Development (Hartmeyer & Wegimont, 2015).

In the Polish context, the term ‘global education’ is officially defined as:

“(…) a part of civic education, which expands its meaning by making clear the existence and interdependence of global issues. Its main goal is to prepare students to face challenges presented to the whole of society. The interdependencies relate to mutual connections and penetrations of cultural, environmental, economic, social, political and technological systems.” (Edukacja Globalna broszura, downloaded on 20.06.2020; own translation)

This definition, developed by a consortium comprising of the different ministries, representatives of educational institutions including universities and NGOs during a consultation process 2010-11, further enumerates the main issues to address by global education, which reflect those of global citizenship:

- “Explaining the reasons and consequences of described phenomena
- Showcasing perspectives from the Global South
- Understanding the world as a complex and dynamically changing system
- Developing critical thinking and change of attitude
- Showing the influence an individual can have on global processes and the impact of these processes on the individual” (Edukacja Globalna broszura, downloaded on 20.06.2020; own translation)

There is a legacy of education for world citizenship in the thoughts of influential Polish educationalists, like Bogdan Suchodolski or Irena Wojnar, who were active in the 1940s and 1950s (Kuleta-Hulboj, 2020). However, Kuleta-Hulboj (2015) points out, more recent theoretical or academic debates about issues related to global education have been scarce and heavily influenced by the debates from other parts of the world. As a result, one of the criticisms of global education is that it is being implemented without considering local cultural and historical circumstances (Kuleta-Hulboj, 2015). There have been, however, theoretical discussions about global education in the Polish academic literature in the works of Melosik, Wołoszyn and Łomny, which have been referring to the traditions of humanism and moral universalism as opposed to more critical approaches represented by the NGO sector (Kuleta-Hulboj & Gontarska, 2015).

In terms of HE, neither references to global citizenship nor global education appear in any official government policy. Global citizenship education is not referred to at all in the Ministry’s Programme for HE Development or Internationalisation, which is aimed at increasing the quality of HE and adjusting it to serve the socio-economic needs of the country. As Gieżyńska notices, internationalisation “is almost never perceived as the application of an international perspective to taught subjects and research or intercultural communication on campus through processes of

internationalisation at home” (Gieżyńska, 2015: 147). I explore how this observation relates to the University of Warsaw in the sections below.

5.4 Internal conditions - presentations of internationalisation at UW

The university has an elaborate website in English, which presents UW as an international university through a set of numerical indicators:

- 800 international partners,
- 531 HEIs from over 70 countries with collaboration agreements,
- 456 universities collaborating with the UW through the Erasmus+ programme,
- Membership of 100 international associations and scientific networks,
- 2.6 thousand international candidates for study programmes,
- 4.9 thousand international students and doctoral students,
- 26 Bachelor and Master programmes in English,
- 29 Bachelor and Master programmes in collaboration with international partners,
- 188 funding grants from international programmes (NCN, NCBR, FPR, H2020 and others),
- 349 international conferences in 2018. (source: website 2016)

The university also lists achievements and showcases all activities that the university engages in on an international scale. The official social media outlets post in both Polish and English and there are signs in English on campus.

The university boasts that it belongs to the 4EU+ Alliance, one of selected 17 European University alliances created in the first pilot programme. There are many references to various EU programmes and initiatives on the official website, including Erasmus+, Erasmus Mundus, European Social Fund, International Exchange Erasmus Student Network, European University Association, Network of Universities from the Capitals of Europe, Heads of University Management and Administration Network in Europe, Magna Carta Observatory of Fundamental University Values and Rights, Network on Humanitarian Action. The membership of international alliances alongside positions in international rankings, which are prominently displayed on the website, indicate directions of UW internationalisation and that this process is given a high strategic status for international positioning.

5.4.1 University internationalisation strategy

The university strategy (2008) and the medium-term strategy (2014-18) are the main official normative documents that define institutional approaches to internationalisation, indicating that it is embedded into the overall strategy for the University of Warsaw. Internationalisation goals are integrated within the university goals and are explicitly mentioned in strategic priority 6: Broadening of cooperation with external environment and university internationalisation, and strategic sub-goal 1.5: opening of programmes in foreign languages and internationalisation of studies.

The table below presents relevant quotations from the two documents and their analysis. The text of the strategy is available both in Polish and in English and I have used the original English version for the analysis. In order to identify themes and their definitions seen in the table below, I used thematic analysis as a method to analyse and interpret data (see the methodology chapter).

Table 13: UW Strategy analysis of references to internationalisation

References in general University strategy	Analysis and interpretation
<p>“High level of scientific research, its relation to teaching and variety and attractiveness of our education will decide about the <i>position</i> of the University in the country and <i>the world</i>, and as a result about the future of the University. We want to be the best Polish university and a <i>leading European</i> one. We honour our <i>special duty toward Central and Eastern Europe</i>”.</p>	<p>Internationalisation is about quality of education and research;</p> <p>Internationalisation is about positioning on the national and global scale;</p> <p>Internationalisation is about securing future for the university;</p> <p>Internationalisation is about relationships within Europe, and especially Central and Eastern Europe.</p>
<p>“The University gives knowledge to enable the learning and understanding of the <i>surrounding world</i>”.</p>	<p>Internationalisation in order to understand the world</p>
<p>“The University is also an institution that supports a dialogue between <i>integrating communities of Europe</i>”.</p>	<p>Internationalisation is about dialogue with other communities; Europe is the primary point of reference</p>
<p>Internationalisation defined in specific strategic priorities and goals</p>	

<p><u>Priority 1:</u> Enhancement of teaching and educational programmes</p> <p><u>Goal 1.5:</u> opening of programmes in foreign languages and internationalisation of studies</p>	<p>Internationalisation as a sub-goal</p> <p>Internationalisation as a means to enhance teaching and learning</p> <p>Distinction between “internationalisation of studies” and programmes in foreign languages</p>
<p>“(…) the university should educate a larger number of foreign students (….) too modest offer of programmes in foreign languages, including in English” is an obstacle</p>	<p>Internationalisation underpinned by numbers of international students studying in English, and other languages, rather than in Polish</p>
<p>“Another activity leading to internationalisation should be the intensification of student and staff exchange (...), wide international cooperation (...) increase the mobility of students and staff”</p>	<p>Internationalisation as student and staff mobility as a result of international cooperation</p>
<p>“In order to ensure and maintain the attractiveness and competitiveness of the didactic offer it is necessary to attract internationally renowned academics (...)”</p>	<p>Internationalisation linked to the attractiveness and competitiveness of teaching and learning</p> <p>Internationalisation of studies is ensured by attracting foreign academics</p>
<p>“Multi-lingual and inter-cultural education of UW students is a priority task for the University with the purpose of enabling our students the use of opportunities within the European Higher Education Area and ensuring employment (acquiring and maintaining employment also in the European labour market)”.</p>	<p>Internationalisation of studies means multilingual and intercultural education</p> <p>Internationalisation as a means to ensure access to opportunities within EHEA</p> <p>Internationalised education will enhance students’ employability within Europe</p>
<p><u>Priority 6:</u> Broadening of cooperation with external environment and university internationalisation</p>	<p>Internationalisation as cooperation with external environment</p> <p>Internationalisation mentioned again as a strategic priority</p>
<p>“The function of the university (...) cannot be limited to only teaching and research. The university is an important centre of creating public opinion that should take a stance in issues important to the country and society. (...) where contacts and good relations of the University can help in developing good cooperation with other countries and building unions in Europe”</p>	<p>The university internationalisation will enhance the country’s good relations with other nations and contribute to the strengthening of European cooperation</p>

<p>“(…) efforts will be made in order to find answers to specific challenges and problems within the economic environment, as well as social environment in our region, country and Europe.”</p> <p>“Academic Europe is also an external environment for the UW.”</p>	<p>Internationalisation as a tool to address economic and social challenges that extend beyond country’s borders</p> <p>Geographical remit for internationalisation within Europe is emphasised</p>
<p>“The University should enhance the internationalisation of its activities, specifically in teaching and research. It is necessary to use the geographical location of UW in the country and Central Europe as an opportunity to create a modern centre for education and research with European and international importance.”</p>	<p>Internationalisation as an opportunity and drive to satisfy university ambitions in terms of research and education excellence in Europe and beyond</p>
<p>“In addition, we need to devise a cohesive, joint strategy for cooperation within the Erasmus programme; participate in Erasmus-Mundus, open joint educational programmes, seek opportunities for joint degrees, promote UW abroad, actively participate in university networks and consortia.”</p>	<p>Internationalisation is strongly defined and confined predominantly within Europe and EU programmes</p>

The strategy emphasises the importance of internationalisation in two main spheres: a) as a process of the university’s external relations and b) as a process of quality enhancement in education. In relation to the former, internationalisation is mainly conceptualised as a form of cooperation with neighbouring countries, with the European region and then, to a lesser extent, with the wider world. This cooperation is achieved by enhanced mobility of students and staff, mainly within the Erasmus+ programme. The geographical remit of internationalisation is set predominantly on Europe. There are numerous mentions of Europe, Central and Eastern, and the European Union throughout the strategy.

The latter, i.e. internationalisation as enhancing the quality of education, is achieved by increased intercultural (i.e. aiming to understand and integrate with other cultures) and multilingual (i.e. in languages other than Polish) education, teaching by international staff, offering programmes in other languages and studying with

international students. It is also ensured by participating in and accessing opportunities offered by the European Higher Education Area, like credit transfer and learning outcomes. In fact, the strategy announces that the education offer should be changed and be based on learning outcomes.

5.5 Perceptions of internationalisation at UW

I visited UW in March 2016 and conducted six interviews with two senior professional directors of internationalisation, two senior academic administrative directors with responsibilities that included internationalisation and one academic who was active in teaching and research. I also interviewed a senior administrative director of a universitywide service for students. The main themes that emerged after thematic analysis of the interviews include: the importance of internationalisation, internationalisation that leads to educational development, internationalisation as a top-down process, which is a tool for international relations and which brings the “Polish complex” to the surface.

5.5.1 Narrative of importance of internationalisation

Among university officials whom I interviewed, there is a general belief that internationalisation is happening and that it is important for science and didactics, research and students. In fact, there is a general perception that the university is “internationalised as much as it is possible” (senior university executive) and that internationalisation is so important that it forms part of the overall university strategy. There was an overall consensus that student mobility, whose numbers can be easily measured, is a very important aspect of internationalisation. However, the process must be looked at more holistically and include other indicators, like teaching in foreign languages or hosting foreign visiting professors (senior university executive). Other statements supporting this view include:

“Staff has the awareness of the importance of internationalisation”
(senior international administrator)

“Internationalisation has an enormous impact and value for scientists”
(senior international administrator 2)

“Internationalisation has impacted how students treat their education”
(senior international administrator 2)

and

“Internationalisation is an element of every sphere of university activity
– horizontal approach “

5.5.2 Internationalisation as educational development

A statement from the senior university executive like “internationalisation is not about masses of students but the right way forward” indicates that the recruitment of students is not a priority for internationalisation but instead it is the enhancement of education. “University has to develop” said a senior international administrator, adding that “international adjustment is a constant process”. According to my interviewees, enhancing the quality of education is associated with two aspects: improving didactical practices and developing learning outcomes. The former has been explained by an academic as enriching pedagogical approaches and teaching and learning as a result of staff mobility and the necessity to adjust because there are more and more international students in the classroom. The latter stems from an ontological shift in education toward a student-centred learning, which the senior international director 1 defined as “didactics and assessment methods more focused on the student”. It is visible in the reformulation of learning outcomes introduced by the government policy of National Qualifications Framework (enforced by the Bologna process and the system of transfer of credits) and strengthened by popular demand of students returning from mobility programmes who ask for assessments not entirely based on programmatic knowledge gains, which was indicated by the interviewed academic.

My interviewees have been candid when explaining that the learning outcomes have become one of the synonyms for the Bologna Process and internationalisation and that both have not been immediately and widely accepted. It was noticed by the senior university executive that they were treated more as “a new term”, which caused mixed feelings because they, i.e. learning outcomes, “are criticised but it is not a bad idea just needs to be accepted” (academic). This is because, as the senior

international director 1 pointed out, they were “introduced in a wrong way” and “there was a lot of resistance”. In order to remedy the situation, the Office of Coordination of the Bologna Process was created “to give a ‘human face’ to the process, to translate ministerial decisions and directives, to promote validating assessments from abroad” (senior international director 1).

5.5.3 Internationalisation is pushed from above

Internationalisation is also seen by staff as something that the senior management with the government are pushing for “another duty that is imposed by the management” (academic). It is demonstrated by these statements by the interviewed academic:

“the university pressurises staff to participate in projects in international consortia – there is a push to apply for funding but not necessarily to win it”

and

“these initiatives are a result of pressures – without them, not much would change”

and

“The Ministry is pushing for internationalisation in order to improve the rankings”.

The ranking issue is however evoking different opinions. A senior international director 2, so a representative of the senior management, admitted that “(you) cannot compare apples and pears” and “we are getting used to them [rankings]; we don’t want to go up at any cost but we are watching them and the tendencies” (senior international director 2).

Despite these pressures, there is a realisation that the existing infrastructure is insufficient to support internationalisation on many levels. In terms of internationalising research “(there is) no initiative from the department to start projects with other partners - no culture of writing funding proposals, not much

initiative but once (we are) in a team, (we make) great contributions” (senior academic faculty director). Or “There is no help (no office, no position) that would help in writing applications for funding - at least I couldn’t find any but was searching for it; How do you do it – you are on your own with own methods; I found some MOOCS about that provided by Stanford)” (academic).

In a situation when “everyday life problems preoccupy the mind” (senior academic faculty director), the process of internationalisation is more difficult to progress at a speed that is perhaps the ambition. This is because, according to one academic, speaking foreign languages to a level required to teach and write still remains a big barrier and there does not seem to be adequate support from the university to rectify this situation. In addition, as a senior academic faculty director noticed, attending foreign conferences is cost-prohibitive and employing a foreign visiting professor costs ten times more than a local academic. The senior international director 2 admitted that “not everyone is aware of internationalisation – some people do not see the needs of international students”. All these factors impact on the velocity of internationalisation, which is sometimes perceived as “something that the management has created but the practice remains the same” (academic).

5.5.4 Internationalisation as international relations

Internationalisation attracts contrasting sentiments also when it comes to entering the wider global higher education scene. Comments like “UW always had not only local but regional and international ambitions” (senior international director 1) and “the location of the university has had an impact on its opportunities and obstacles, like lack of investing; we project to the East more than to the West” (senior academic faculty director) demonstrate contrasting views on this matter.

Statements of international ambition were expressed by the senior international director 1: “we don’t have anything to be ashamed of [in terms of internationalisation]” and “you cannot compare apples and pears”. On the other hand, a statement from the interviewed academic that “the perception that Poland is not an attractive country, Polish language is difficult” confirms how difficult it might be to become a player on the global higher education scene. This local particularity

impacts not only the speed of internationalisation progression but also exemplifies an intrinsic conflict between the local and the global: “you cannot only publish in English because you lose the Polish readers; publishing in English is “scientific neo-colonialism” (academic).

5.6 Reflections on internationalisation

Internationalisation at the University of Warsaw is a process that is embraced with caution. It is embraced because it is identified as inevitable but at the same time some aspects of internationalisation are perceived as being imposed from above without adequate support. The rationales for certain aspects of internationalisation are also being questioned.

The table below serves two purposes. Firstly, it summarises the different aspects of internationalisation from the analysis of the presentations (strategy) and perceptions (interviews) with applied conceptual lenses. Secondly, it aligns the presentations and perceptions to the main concepts for neoliberal, liberal and critical internationalisation that were identified in chapters 2 and 3. This is done to see which interpretations are of prevalence (i.e. strong reference and tight alignment) and where there are differences (i.e. loose reference and alignment) when compared to the conceptual framework in chapter 2.

Table 14: Summary of presentations and perceptions on internationalisation at UW with alignments to the three lenses

	Presentations (strategy)	Perceptions (interviews)	Alignments to three lenses
Neoliberal lens	<p>Securing position – global recognition</p> <p>Recruitment of international students and offering degrees in English to attract them</p> <p>Enhancing employability on the European market as the main driver for multilingual and multicultural education</p> <p>Ambition to become a centre of excellence for research and education in Europe</p>	<p>Student and staff mobility – numbers can be measured</p> <p>Internationalisation is pushed by the ministry on staff in order to improve rankings</p> <p>Competing for international research grants</p> <p>Lack of investing</p> <p>Poland as unattractive location and Polish as a difficult language – obstacles for internationalisation, putting UW at a disadvantage</p>	<p>Strong references to competition and prestige</p> <p>Loose references to employability</p>
Liberal lens	<p>Quality of education and research</p> <p>Relationships with Europe have priority</p> <p>University education to build understanding of the world</p> <p>Dialogue with others</p> <p>Cooperation leading to student and staff mobility</p> <p>Internationalisation as cooperation with external environment, especially within Europe, internationalisation as international relations</p> <p>Internationalisation of research to address economic and social</p>	<p>internationalisation is not solely about recruitment of international students</p> <p>internationalisation is about enhancing the quality of education: enriching pedagogical approaches thanks to staff mobility, reformulation of learning outcomes introduced by the EU and changing to a student-centred learning</p>	<p>Strong references to cooperation</p> <p>Improving the quality of education (not called IoC but reformulating learning outcomes)</p>

	challenges locally and in Europe Emphasis on collaboration with Europe		
Critical lens	“preserving respect to historical and cultural identity of states and regions”	Internationalisation is a push from above – management and ministry – but without preparation and investment Perception that Polish HE is good “we don’t have anything to be ashamed of” but it’s not recognised – in this sense, it is marginalised Scientific neo-colonialism – forced to publish in English “we project to the East more than to the West”	Loose references to responsibility in building equitable partnerships Criticism of neoliberal practices, like marginalisation and exploitation

The summary above clearly shows that neoliberal and liberal approaches to internationalisation are more prevalent. They align to the neoliberal concepts of competition for resources (i.e. students and funding), prestige seeking (centre of excellence in Europe) and ensuring curriculum for employability for the European market. The liberal approach to internationalisation aligns with the concepts of cooperation (i.e. partnerships, mobility and research collaborations) and desire to enhance educational and pedagogical practices.

The alignments to the critical interpretations are more prominent in the perceptions than in presentations. They focus on critiquing neoliberal internationalisation practices, like academic neo-colonialism and marginalisation of the periphery. In addition, there is also criticism of internationalisation being pushed from above, which causes negative sentiments. The strategy for internationalisation at UW acknowledges the respect for local and regional cultural and historical traditions and how they interact with the competing globalising influences.

The unique characteristic of all approaches to internationalisation is the reference to Europe and especially the European Union. It is providing geopolitical, social and cultural frameworks for reference for internationalisation of Polish HE and UW. Overall, internationalisation is seen as a process of development and change for the institution and the educational practices.

In the sections below I explore some other institutional particularities that have an influence on the process of internationalisation.

5.6.1 Between the West and the East

The Polish higher education system in general is very much influenced by the European Union in terms of regulation, funding and direction, as was indicated in the first part of this chapter. The Europeanisation of HE is visible in reformulating learning outcomes and making the participation in European programmes for mobility and research a strategic priority and the foundation for internationalisation. While the numbers of outward mobility within Erasmus+ at UW are strong, research collaborations could be stronger. There are government incentives and pressures to collaborate within international consortia and “there is evidence that Polish researchers collaborating with foreign colleagues are more productive in terms of research output (Kwiek, 2015; Appelt et al., 2015)” (OECD Report, 2016: 37). However, is it still an underdeveloped opportunity.

The geopolitical position of Poland and the Polish HEIs has a particular influence on the directions and focus of internationalisation. While the historical context and traditions are still influencing many international activities, the European Union is creating a more contemporary context. The statement “we project to the East more than to the West” by a senior international director 1 reflects the situation where many successful international research collaborations, especially in natural or technical sciences, are built on or are remnants of links established before 1989. A significant number of full degree international students come from the East of the Polish border (mainly Ukrainians, Belarussians, Lithuanians, Kazakhs, Russians, etc.). Many are of Polish origin and sponsored by the government, and study in Polish

(Domański, 2017). This particularity is only vaguely referred to in the UW strategy as “We honour our special duty toward Central and Eastern Europe”.

The newer context for university internationalisation is being created as a result of policies and reforms stemming from the membership in the European Union. They are focussed on enhancing mobility opportunities for staff and students and research collaborations more with the West, South and North of the border. This reorientation is stimulated and facilitated by political, economic and societal factors driving Polish society and the state. However, there is recognition of the particularity of the Polish situation embedded in the geopolitical position between the East and the West. While there is a push to heavily focus on making the best use of all opportunities created by the Europeanisation of Polish HE, the question remains to what extent this will remain the preferred route. The political and economic incentives are abundant, however, the cultural, civic and social traditions and connections are also playing a role in supporting as well as questioning this reorientation. In that way, critical internationalisation at UW is about valuing tradition in university international relations, research and student recruitment, i.e. projecting to the East.

5.6.2 Development of higher education system

The changes that the system of higher education in Poland is undergoing were incentivised and accelerated by the Bologna Process (Gieżyńska, 2015). They were conceptualised as the necessary development that was needed to make the Polish HE fit for purpose in the current world. In order to achieve that, universities must offer quality education and conduct quality research. In the context of UW, the former will be achieved by shifting focus to a student-centred learning and new learning outcomes, which are aligned with the EU frameworks; the latter, by increased collaboration with scientists abroad, mainly in the EU. In this way, internationalisation at UW has become equivalent to the Europeanisation of Higher Education, i.e. enhancing the quality of education and research and, as a result, the development of the university, the country and the wider European region.

5.6.3 ‘The Polish complex’, compromising duality

The geopolitical position of Poland and the inherent conflict between the East and the West also represent ‘the Polish complex’, or a constant duality present in the Polish society. This was confirmed by my interviewees in statements like “Poland is not an attractive country” (academic), “Polish language is difficult” (academic), which are obstacles to internationalisation, alongside statements that “we don’t have anything to be ashamed of” because you “cannot compare apples and pears” (both by senior international director 1). The international ambitions are circumscribed by local particularities, which are limiting to HE internationalisation understood in terms of inward mobility (to an unattractive country) and student recruitment (to study in an unpopular language). However, these conditions are emancipating in terms of outward mobility (e.g. highest number of outgoing Erasmus students) and multilingual education.

5.6.4 Size

The size of UW has an impact on the scale of its internationalisation. The university is the biggest in Poland in terms of student and staff numbers, it is the most highly ranked university domestically and abroad, it sends the most students on Erasmus+ programmes, etc. It has the reputation for providing the best education and educating Polish elites. This economy of scale affects internationalisation ambitions and expectations: “We want to be the best Polish university and a leading European one” (source: UW strategy).

After analysing the presentations and perceptions on internationalisation of UW, I move to an analysis of global citizenship in that HEI.

5.7 Presentations of global citizenship at UW

The term ‘global citizenship’ (i.e. obywatelstwo globalne in Polish) is not explicitly mentioned in the university strategy, nor is it used in common language (see more in 5.8.3). However, references to various approaches to GC appear in the university strategy (2008) and the medium-term strategy (2014-18) and they are detailed in the

table below. They refer to certain learning outcomes, which encompass gaining global competence and promoting employability. They are also visible in references to certain ideological underpinnings of GC, like cosmopolitanism. The table below presents themes and their definitions that emerged after thematic analysis of the document.

Table 15: UW Strategy analysis of references to GC

Fragment from the strategy	Analysis and interpretation of themes
<p><i>Social mission</i> of the University is to enable access to knowledge and acquisition of skills for all who have the right to it.</p>	<p>University has a social mission – to provide access to knowledge and skills but they are restricted only to those that have the right to it.</p> <p>Elitist rather than egalitarian attitude towards access to HE</p>
<p>Knowledge and education are determining the lives of people and whole nations. The University provides knowledge that enables <i>cognition and comprehension of the surrounding world</i>. The abilities gained during the course of studies ensure high professional qualifications and prepare for <i>responsible public service</i>.</p>	<p>University education should lead to gaining global competence, i.e. the cognition and comprehension of the world and responsible public service. It also results in gaining a professional qualification, therefore enhancing graduates' employability.</p> <p>University education should prepare for a responsible public service.</p>
<p><i>Civic mission</i> of the University is to <i>shape such Polish elites</i> that will use <i>imperio rationis</i> and not <i>ratione imperii</i> in their activity.</p>	<p>University has got a civic mission in the responsibility of educating Polish leaders and change makers, who will apply critical thinking in their actions and not simply follow orders (<i>ratione imperii</i>). The term elites is perhaps obsolete and in many Western context is substituted by leaders to avoid its pejorative and exclusive undertones.</p>
<p>The University is a <i>community of dialogue</i>. Exchange of arguments and openness to new ideas are inseparably connected to <i>respecting difference</i> and personal dignity. In this way, the University develops the <i>ability to collaborate</i> irrespective of political, ideological and religious differences, and also creates models of public debate. In this way, the University</p>	<p>University education should cultivate global skills: ability to collaborate with others, openness, dialogue, leading public debate, and global values including respecting differences, shaping civic attitudes and identities.</p>

shapes not only <i>civic attitudes of students but also their personalities/identities</i> .	
Cultural mission of the University is the <i>synthesis of universal and local values</i> .	University education should enhance cross-cultural and intercultural competence as well as the value of cultural diversity.
In the currently shaping <i>conflict between globalisation and regionalisation</i> , only institutions that are able to connect <i>universal</i> communication techniques and universal knowledge with <i>preserving respect</i> to historical and cultural identity of states and regions will play special role. University, (...) is a place where such a symbiosis occurs in a natural way. The University is therefore an institution that <i>enables dialogue</i> between integrating communities of Europe.	University education provides local contextualisation to the processes of globalisation.
<i>Multi-lingual and inter-cultural education</i> of students is a <i>priority</i> for the University in order to enable them to use the opportunities provided by the European Higher Education Area and <i>secure employment</i> (acquisition and maintaining of employment also in the European labour market).	University education to enhance European employability by cultivating specific global skills: multilingualism and intercultural competence.

UW's strategy recognises that the university and the education it provides emanates with different missions including social, cultural and civic. The above mapping exercise revealed that the university strategy makes some specific references to the conceptualisations of GC in HE, which were discussed in chapter 2. They include: global competence, global skills (e.g. multilingual, multicultural, collaboration), enhancing European (i.e. not national) employability, values underpinning global competence (e.g. respect for diversity, openness, dialogue) and the importance of the local context (i.e. rooted cultural and educational cosmopolitanism).

5.8 Perceptions of global citizenship

While global citizenship is not explicitly mentioned in the university strategy, the six staff that I interviewed had formulated views when I asked about it. Even though

there was confusion as to what it truly means, GC has been hailed as the ultimate goal of internationalisation and the social mission of the university in an era of globalisation.

5.8.1 Goal for internationalisation

Global citizenship, unlike in official rhetoric, has been recognised by my interviewees as an anticipated result of university education and internationalisation: “GC is the reason why there is internationalisation of HE” (senior academic universitywide director) and “Enhancing/building global citizenship is the role the university is trying to fulfil” (senior international director 1). Another senior international director pointed out that “references to global citizenship are visible in the learning outcomes”, which point to the role of the university to “prepare students to enter the labour market and shape their civic attitudes”.

5.8.2 Definitions

My interviewees defined global citizenship in terms of openness, dialogue and preparation for life in our world: “we should be more open” (senior university executive), “a cosmopolitan without pejorative undertones” (senior international director), someone who is open and understanding, does not judge and can “function in an international environment” (academic).

However, there seems to be a discrepancy between the above mentioned ideals of a global citizen and how this might be ‘operationalised’ in practice, because “the neo-liberal discourse about the world is dominant” (academic). Therefore, what is emphasised are “knowledge gains (...); sometimes ethical outcomes” (academic) and employability, especially because of attitudes presented by the majority of students: “[they] complain when they see a class as impractical” (academic).

5.8.3 Confusing term

The term ‘global citizenship’ proved to be not very popular and somewhat problematic. This was expressed succinctly by the senior university academic administrator as “it is an artificial term” and “people are tired of new terms” (senior

academic director 1) (alongside internationalisation, learning outcomes, etc.), “I don’t know what it means (...) I don’t agree with it if it means the creation of a ‘metropolitan class’” (academic). A senior international director admitted that because GC is difficult to quantify, it is not used in the internationalisation discourse: “GC is not being discussed much but the results of internationalisation are related to understanding of the world” (senior international director 2). The interviewed academic admitted that global citizenship is a concept that “appears in scientific discourse but not in applied contexts” (academic).

5.8.4 GC in social mission

Global citizenship can be associated with the social mission of university education, which should lead to building social responsibility: “social role of the university is to promote global citizenship” (senior international director 1) or “there is much talk about social responsibility of the university” (senior international director 2). However, an interviewed academic noticed that “social learning outcomes are not explored in depth; there were attempts at including more critical outcomes but they were stopped” (academic). The interviewee could not give a definite reason for that but strongly indicated that it may have been related to the prevalence of employability outcomes and dominance of the neoliberal discourse.

At UW, the social role of the university is supported by the Volunteering Centre, where pro-social attitudes and the concept of volunteering are being promoted. Similarly to global citizenship, the term volunteering (*wolontariat* – Polonised Latin word) is not fully understood, “is difficult” (senior university executive) and in the Polish culture often has got negative connotations to the so called ‘social work’ from the communist regime (i.e. mandatory free labour in community projects). It is also visible in the relatively low number of volunteers (468 in 2015 according to the report) in relation to the overall student population of 44.6 thousand. Perhaps, paradoxically, the interest from international students in volunteering in the local community is high, which poses its own set of challenges, like finding placements that could accommodate non-Polish speakers. The small scale of volunteering operations, cultural challenges and unfamiliar terminology are perhaps the reasons for not

explicitly including references to global citizenship in the scope of operations of the Volunteering Centre at the moment. However, participation in international projects through the Erasmus programme (with partners in Paris and Brussels) and in platforms for sharing good practice resulted in the inclusion of volunteering as part of the University programmatic credit-bearing offering (Żakowska, 2015).

5.9 Reflections on global citizenship

Global citizenship, despite not being explicitly referred to in the institutional strategy, emerges in the aspirations for HE outcomes. Culturally, it is unrecognisable (as opposed to global education) but conceptually, it is associated with more neoliberal and liberal interpretations: e.g. multilingualism resulting in better employability. The table below is a summary of main themes from my analysis of data that is categorised under the three conceptual lenses: neoliberal, liberal and critical.

Table 16: Summary of presentations and perceptions on GC at UW with alignment to three lenses

Conceptual lenses	Presentations (strategy)	Perceptions (interviews)	Alignments to three lenses
Neoliberal	University education to enhance European employability by cultivating specific global skills: multilingualism and intercultural competence	GC in learning outcomes to prepare students to enter the labour market Knowledge gains and employability are emphasised – they are perceived as practical by students	Strong focus on employability Strong focus on global skills
Liberal	Cognition and comprehension of the world global values including respecting differences global skills: ability to collaborate with others, openness, dialogue, leading public debate enhance cross-cultural and intercultural competence local contextualisation to the processes of globalisation, educational cosmopolitanism and rooted cosmopolitanism	Emphasising openness to diversity GC is about functioning in an international environment A global citizen is a cosmopolitan without pejorative undertones	Strong references to cosmopolitanism and to global harmony
Critical	GC as responsible public service Learning outcome: to apply critical thinking in actions and not simply follow orders (ratione imperii).	“social learning outcomes are not explored in depth; there were attempts at including more critical outcomes but they were stopped” (academic). “I don’t agree with it if it [i.e. GC – MK] means the creation of a ‘metropolitan class’” (academic).	Loose references to global responsibility and social justice

After applying conceptual lenses in the table above, it becomes apparent that the vision for the graduate GC attributes in UW is more strongly aligned with the liberal and neoliberal understandings of the concept. It is visible in the emphasis on building knowledge and understanding of the world, and ensuring employability and practical applications of this global knowledge. The conceptualisation of graduate GC attributes is heavily influenced by cosmopolitan characteristics in theory and the development of global competence in practice.

The alignment to the critical interpretations of GC is less strong and straightforward. The university's strategy refers to the need to cultivate critical thinking and preparation for a responsible public service but it does not specifically link it to internationalisation or global issues; i.e. these should be outcomes of higher education per se. The staff perceptions agree with this observation admitting that the social and civic learning outcomes are not explored or applied. GC is generally not understood as promoting critical approaches to global problems and encouraging global activism, as per the conceptual framework in chapters 2 and 3. It is rather seen more as a competence that allows entry onto the European labour market, which tightly aligns with the neoliberal approaches.

5.10 The complexity of relationships between internationalisation and graduate GC attributes at UW

Based on my analysis in this chapter, the relationships between internationalisation and graduate GC attributes at UW are more tightly aligned with the neoliberal and liberal interpretations of both phenomena. Internationalisation is seen as a process of change and development for the institution and leads to enhancing the quality of education it provides. This is visible in the reformulation of learning outcomes in line with the government and EU regulations that align internationalisation and education practices with the neoliberal rationales of employability, i.e. preparing students for the labour market, mainly Polish and European. In summary, the graduate GC attributes are aligned with those of the Global Worker while internationalisation is aligned with competition, prestige and focus on employability. This neoliberal

internationalisation is a strategic priority and is driving the formulation of the graduate GC attributes as those of the Global Worker.

When it comes to liberal alignments, these are seen in the universal values of scientific enquiry, i.e. openness, dialogue and cooperation, which underpin presentations and perceptions of UW internationalisation. This is exemplified in the focus on international partnerships for the exchange of ideas (i.e. research) and people (i.e. students and staff). When it comes to the educational practice, the liberal influences are visible in the formulation of learning outcomes based on cosmopolitan values of openness, respect for diversity, intercultural and multilingual competence. Therefore, the graduate GC attributes at UW are tightly aligned with those of a Global Cosmopolitan and internationalisation is focused on cooperation and improving the quality of education. The liberal approaches to internationalisation and GC are intentional and visible in the strategy but also in grassroots, individual interpretations and activities.

In comparison, the presentations and perceptions on internationalisation and graduate GC attributes are rather loosely aligned with the critical interpretations of both phenomena. This is because there were not many references to global responsibility or global social justice but what transpired was the emphasis on respecting local heritage, historical and cultural identity. This was visible in the internationalisation agenda, which despite strongly leaning towards Europe as a region, recognises the diversity within it as one of its strengths. It also builds on strong historical connections with countries and cultures to the East of Poland. In addition, some neoliberal practices were critiqued including the imposition of internationalisation itself. In terms of graduate GC attributes, they are not tightly aligned with those of a Global Activist because they lack references to global issues but they, nevertheless, strongly emphasise the need for critical thinking and responsible behaviour in the *imperio rationis versus ratione imperii* statement. These critical approaches are intentional, i.e. they are visible in the strategy but also in grassroots individual perceptions.

The contextual particularities are visible in strongly prioritising Europe in terms of geographical influence, a cultural reference point and the source of reform (e.g. access to EU programmes, preparation for European labour market). Internationalisation at UW is closely aligned with Europeanisation and graduate GC attributes with global skills and competence necessary for the European citizenship. Such a strong connection to the European region can justify adding a regional, in addition to the global, national and local, point of reference when considering contextual particularities.

The disconnection in the relationships between internationalisation and GC is visible in the fact that while the former is explicitly named in the official discourse, the latter is not; while the former is institutionalised, the latter is not; and while the neoliberal and liberal interpretations of both concepts are prioritised, the critical ones are not. The fact that critical approaches to both internationalisation and graduate GC attributes transpire to be less prominent in the presentations and perceptions at UW aligns with what the literature review at the beginning of the chapter has indicated. That internationalisation is seen mainly as Europeanisation (Kraśniewski, 2006, CRASP, 2009) and that global citizenship or global education is not present in practical or theoretical discourses in Polish HE (Kuleta-Hulboj, 2015). However, the UW case study has shown that there are aspirations to add international perspectives to the curriculum, even if they mainly refer to Europe. Although it was not the intention of this thesis to assess the practical implementations of international perspectives and internationalisation at home at UW, this finding is significant because it develops what Gieżyńska (2015) was arguing. In other words, implementing international or European perspectives into the educational practices at UW appears to be a strategic priority.

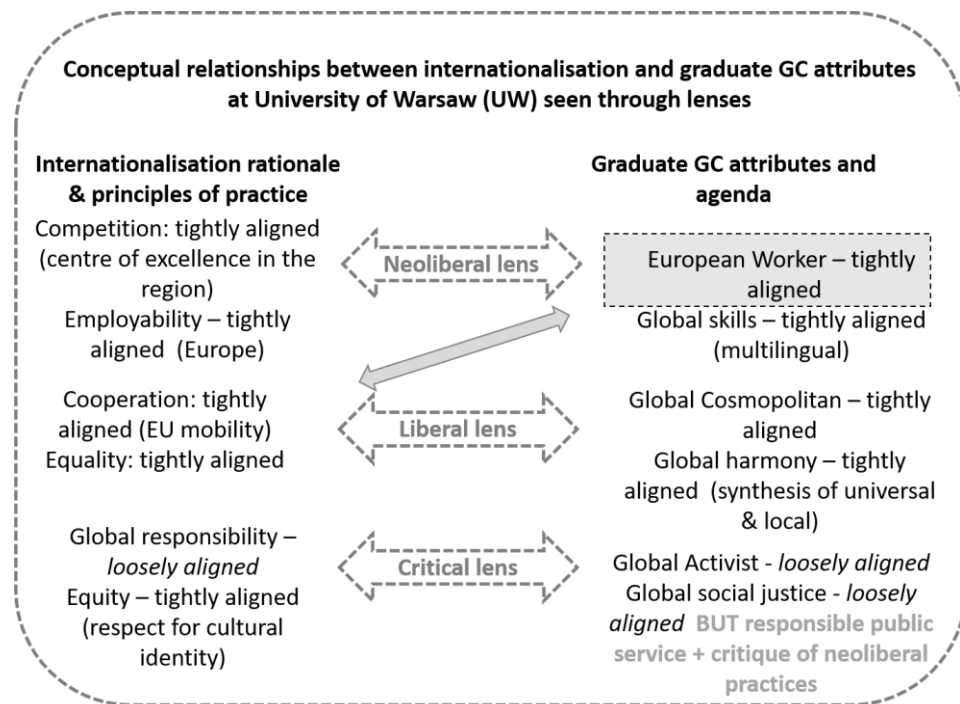
The conceptual relationships between internationalisation and GC at UW described above are visually represented in the figure below. The model for the conceptual relationships from chapter 3.7 is used here as the foundation for showcasing how the internationalisation and graduate GC attributes at the University of Warsaw are tightly or loosely aligned with the neoliberal, liberal and critical understandings of both concepts. It also accounts for the strong prevalence of European influences in

the form of the European Worker, which stands out as the institutional contextual particularity that strongly impacts on the relationships between internationalisation and GC. In addition, while the alignments under the critical lens are looser, there are nevertheless some in the critique of the neoliberal practices.

It can be said that the internationalisation process, which is driven from above, is influencing the conceptualisation of the learning outcomes and formulation of graduate GC attributes at UW. This is especially visible in the Europeanisation efforts leading to the creation of the European Worker as a graduate outcome. On the other hand, the global citizenship themes are not driving the internationalisation agenda in the same way and are more of a result of internationalisation.

In terms of the complexity of the relationships, it can be said that there are some hybrid influences that do not fully fit within the original framework represented in the model of lenses. This is because the borders between them are not very rigid. In the case of UW, this occurs when the liberal rationales for internationalisation, i.e. cooperation and enhancing the quality of education, are linked to the neoliberal outcomes, i.e. the desire to enhance employability and create a European Worker. In other words, the liberal rationales are linked to liberal and also neoliberal outcomes. This is visualised in the model below by the grey connecting arrow.

Figure 12: Conceptual relationships between internationalisation and graduate GC attributes at UW seen through three lenses



The figure above confirms that neoliberal and liberal interpretations of internationalisation and graduate GC attributes are strong in the official UW discourse and in the views of my interviewees. It also indicates a unique focus on the European connections, which is a contextual particularity relevant for this case study.

Chapter 6 University of California Irvine case study

6.1 Introduction to the chapter

This chapter looks at the University of California Irvine (UCI) in the United States and how internationalisation and graduate GC attributes form relationships there. As previously, the analysis is conducted in a systematic way in four parts:

Part one introduces the University of California Irvine and situates it in a global, national, regional and local contexts relating to internationalisation of HE and GC.

Part two looks at internationalisation at UCI through its presentations in the official institutional strategy, management structure and some initiatives and then through staff perceptions. I interviewed eight staff at upper middle management level from across the institution who have been involved in various internationalisation initiatives.

In part three I look at the institutional discourse around global citizenship and graduate GC attributes. I start by analysing the strategy and then look further at other initiatives that speak to GC principles, like environmental sustainability or values. This is then complemented by staff's perceptions on GC, which provide an invaluable commentary on the official rhetoric.

In part four, I engage in discussion on the nature of the relationships between internationalisation and graduate GC attributes at UCI based on analysed data. I apply the conceptual lenses tool to illuminate conceptual connections and disconnections to then come to conclusions about the character of the studied relationships.

6.2 Situating UCI in global, national, regional and local contexts for internationalisation and GC

In the global context, UCI is situated in a country that is the most popular destination for international students attracting 1,095,299 of them in 2019 according to the Open Doors Report (Institute of International Education, 2019). Another defining element stemming from the global context is the fact that both the USA, and UCI in particular,

rank highly in many global rankings, which can be perceived as measures of excellence. It is however the national, regional and local contexts that seem to influence UCI's internationalisation and approaches to global citizenship in much more profound ways.

6.2.1 National/regional context for HE internationalisation and global citizenship

The system of higher education in the United States is largely decentralised and independent of federal funding. It is also extremely diverse, comprising of large public or private as well as small public and private institutions. The regulations are largely provided by state governments and quality is regulated by an accreditation system. That is why the USA is treated in this analysis as providing a national as well as regional context to looking at internationalisation and GC.

Internationalisation of HE in the USA has been a process that is directed mainly by individual institutions with little federal government intervention and it has been understood mainly in terms of student mobility and the internationalisation of research. The US Department of Education launched an International Strategy 2012-16 called "Succeeding Globally Through International Education and Engagement" for all types of educational institutions, including HE, to achieve two goals: to strengthen the country's education and to advance national priorities. The latter were defined in terms of economic competitiveness, strengthening geopolitical significance and national security and enhancing social cohesion within the country. Even though there is no specific national strategy for internationalisation of HE, as in other countries of the case studies, i.e. the UK and Brazil, Engel and Siczek (2017: 760) notice that "a frequent point of emphasis (...) was 'twenty-first century skills applied to the world', with the goal of preparing students to compete against their international peers in the new global workplace through developing advanced knowledge and skills – referred to as global competencies". This is confirming the neoliberal views for education emanating from the strategy.

What it means to internationalise HE in the USA can also be explained by a Model for Comprehensive Internationalisation developed by the Centre for Internationalisation and Global Engagement (CIGE) of the American Council on Education (ACE). Every few

years, the ACE measure progress against the six following criteria: articulated commitment, administrative structures and staffing, curriculum, co-curriculum and learning outcomes, faculty (i.e. academics) policies and practices, student mobility, collaboration and partnerships. An important observation from these surveys is that, even though the model covers many areas for comprehensive internationalisation, it is student mobility that is the activity that attracts most focus:

“While student mobility has consistently been a focus of internationalisation efforts, the 2016 data indicate an increasingly sharp emphasis on this area relative to other aspects of internationalisation. This is reflected in stated priorities, as well as resource allocation for education abroad and international student recruiting (...)” (Helms et. al., 2017: vii).

An important terminology difference is in using the term education abroad, which is an extension of study abroad as it incorporates other forms of learning, e.g. service learning, internships, research and other forms of non-classroom based education abroad. Another one is in the American use of the word faculty, which refers to the body of academics rather than a university administrative unit. The priorities for US HE internationalisation that emanate from the report are: 1. Increasing study abroad for US students; 2. Recruiting international students; 3. Partnerships with institutions abroad; 4. Internationalising the curriculum/co-curriculum; 5. Faculty (i.e. academics) development (Helms et. al., 2017: 5). Another interesting and indicative finding from the report is that most surveyed institutions indicated that global learning outcomes are the primary reason for engaging in internationalisation: “(...) ‘improving student preparedness for a global era’ is front and center among institutions’ reasons for internationalising, followed by ‘diversifying students, faculty, and staff at the home campus’ and ‘becoming more attractive to prospective students at home and overseas’” (Helms et. al., 2017: 5).

When it comes to global citizenship, US HEIs have been leading the way in developing certificate programmes, which serve: “as a ‘license’ that universities ‘give out’ to students who study abroad” (Zemach-Bersin, 2012: 95 quoted in Aktas et. al, 2017: 66). Aktas et. al (2017) enumerate the different approaches HEIs have undertaken in institutionalising these global citizenship programmes as: a) focusing on developing

global competencies that would enhance students' employability prospects in different cultural contexts (i.e. neoliberal approach) and this is mainly achieved through studying abroad; b) programmes that include international service learning and local volunteering, where civic engagement at global and local levels is the core element to promote a more radical approach to GC; and finally c), programmes that incorporate critical analysis of power relations, inequalities and injustices in the world, where problems of others are interlinked with our problems. The assessment of this latter, most critical approach to 'learning' and 'acquiring' GC is the most challenging because "it is both a skill-set and a mind-set" (Aktas et. al, 2017: 69). There are concerns about the extent to which they could be fostered "through preapproved and closely monitored educational channels that are institutionalised in the US" (Zemach-Bersin, 2012: 95). Furthermore, Zemach-Bersin (2012) warns that the rhetoric of GC in the US HE often advocates for the interests of the nation by stressing that Americans need to develop knowledge and competencies to function in the world and through active engagement in the world are perpetuating America's dominant position: "while global citizenship is described in a cosmopolitan spirit of commonality and shared experience, it is actually an identity deeply invested in the advancement and development of American power and success" (Zemach-Bersin, 2012: 97). Such presentation of GC in American HE also excludes students who have already developed global citizen identities and attributes "such as immigrants, those with multicultural backgrounds, or the many Americans who do not have membership in dominant cultures and thus have no choice but to be 'cross-culturally literate' on a daily basis" (Zemach-Bersin, 2012: 95-96). This is in line with an observation by Peck and Pashby that "the USA has historically taken a 'melting pot' approach where immigrants are expected to (and perhaps desire to) assimilate into American society and customs" (Peck & Pashby, 2018: 53).

6.2.2 Local context for UCI

Even though the USA is treated as a specific region in my analysis, as I argued earlier, California has some regional as well as local distinct characteristics in terms of population, economy and the uniqueness of its HE system. UCI is then situated in the more local context of Orange County.

California is the most populous state with 39,512,223 citizens (more than Poland) and the most diverse, with not one ethnic group constituting a dominant majority: Latino 39.3%, White 36.8%, Asian 15.3% and Black 6.5% (according to the US Census 2019). California is also one of the few states with the highest numbers of immigrants: 26.9% (Census 2019). The state's economy is worth 3.1 trillion US dollars, which makes it the fifth largest in the world between the UK and Germany (according to Forbes December 2019). The economic impact of UC activities in March 2016, so a year of data collection for this case study, was estimated at 46.3 billion US dollars with an operating budget of 28.5 billion dollars (UC at a Glance 2016).

UCI is located in an area of the world with unmatched concentration of world-class high quality HEIs (Marginson, 2015). Apart from most campuses of the public University of California (Berkeley, Los Angeles, San Diego, Santa Barbara), there are private institutions, like Stanford and Caltech, which consistently rank highly in any international league tables. What also differentiates the University of California from other top HEIs in the USA is the relatively equitable access: "both the University of California, Berkeley and Los Angeles *each* have more low income students than the *whole* US Ivy League" (Marginson, 2015: 20).

When it comes to my case study, it was a new campus for the University of California that was established in 1965 at Irvine Ranch in Orange County, south west of Los Angeles. Together with San Diego and Santa Cruz, UCI embodied the expansion ambition articulated in the 1960s Clark Kerr's, then the President of the UC, California Master Plan for Higher Education, whereby a tripartite system of postsecondary instruction was created in order to provide the growing California population with access to higher education. In this system, the top tier of research institutions (doctoral granting) are for the highest achieving high school leavers who are guaranteed admission to one of the 8 (currently 9) undergraduate campuses of the University of California (Berkeley, Los Angeles, Santa Barbara, Riverside, Davis, San Diego, Irvine, Santa Cruz, and Merced); the second tier was the State University of California (teaching, non-doctoral granting) with its numerous campuses (currently 23), and the third was a network of community colleges (associate degree granting 115 institutions). Eligible students could transfer between the tiers and ultimately

graduate with a degree from the University of California. The Masterplan with its principle of differentiated provision (Marginson, 2015) spearheaded by Clark Kerr became a landmark achievement and a model to follow for other states in the USA.

The University of California operates a state-wide guarantee of admission for California residents that score a certain percentage in their high school exams. This results in a fact that 90% of UC students are California residents, with the remaining 10% consisting of out-of-state and international students.

The California HE system was shaken by the fiscal crisis of 2008, as a result of which a packet of measures was introduced that changed the financing of the UCs. The California Budget Project of 2009 announced by Governor Schwarzenegger led to a 16.1 billion dollars cuts in public spending with the following repercussions for the UCs: cancelled classes, reductions to student support programmes, furloughing faculty but also increasing student fees and opening doors for increased international student recruitment (Weldon et. al, 2010). In terms of the impact of these measures, Weldon et. al (2010) observe that “it may be necessary to revisit the original aims of the Master Plan and to reconsider the ways it may necessitate a readjustment in light of present fiscal realities. With reductions in funding at all levels, it is necessary to examine the extent to which the state’s post-secondary climate may be altered along the lines of race, gender, and socioeconomic class” (Weldon et. al, 2010: 6).

Currently, the Irvine campus is home to 30 000 students, 1,100 faculty members and 9,700 staff according to the university website. It is also the second largest employer in Orange County after the Walt Disney Company. Among its students, 25,256 were undergraduates (in autumn 2015) and more than half of the UG population are FGCS (First Generation College Students). A look at the ethnicity statistics reveals a great level of diversity among UCI undergraduates, as presented in the table below. What it shows is that Asian-Americans are the dominating ethnicity over Latinos, most of whom are Chicanos (i.e. Mexican-Americans) and then White with Black Americans representing the lowest percentage of the student population.

Table 17: UCI ethnicity statistics

		2013-14	2014-15	2015-16
Asian/Pacific Islander	Chinese/Chinese American	3,531	3,302	2,991
	East Indian/Pakistani	907	875	808
	Filipino	1,601	1,623	1,561
	Japanese/Japanese American	443	398	330
	Korean	1,085	1,041	912
	Other Asian	594	598	591
	Vietnamese	2,600	2,664	2,660
	Total	10,761.7	10,501	15,731
Black, non-Hispanic		611	653	704
Hispanic	Chicano/Mexican American	3,862	4,476	4,830
	Latino/other Spanish American	1,061	1,177	1,198
	Total	4,923	5,653	6,028
White, non-Hispanic		3,890	3,858	3,699
Unknown, declined to state		571	472	474
International students		2,016	2,777	3,830
totals		22,772	23,914	30,466

In terms of the academic structure, UCI is a multidisciplinary university offering undergraduate and graduate degrees in 15 areas: Arts, Biological Sciences, Business, Education, Engineering, Humanities, Information and Computer Sciences, Interdisciplinary Studies, Law, Medicine, Nursing Science, Pharmaceutical Sciences,

Physical Sciences, Public Health, Social Ecology and Social Sciences; there are 80 majors and 70 minors to choose from.

UCI is located between the cities of Irvine, Costa Mesa and Newport Beach, near the John Wayne Airport, 50 miles south from downtown Los Angeles. The campus covers 1,474 acres. The heart of the campus is Aldrich Park, a botanical garden with 11,000 trees and shrubs. Around the park there is a ring road, alongside which faculty buildings are located. The campus then stretches out further with accommodation buildings for students and staff and local community, including a large shopping centre.

The geography of California has an impact on the state's commitment to addressing issues around climate change and environmental sustainability. Drought and wildfires, air pollution, raising temperatures, scarcity of water resources are only a few environmental challenges that are a part of everyday life for Californians. As a result, the state is leading the way in policies to address these and the University of California system has been actively engaged in this process. The University of California Sustainable Practices Policy established in 2004 and revisited in 2013 expressed this commitment in the following way:

“The University of California is committed to responsible stewardship of resources and to demonstrating leadership in sustainable business practices. The University's locations should be living laboratories for sustainability, contributing to the research and educational mission of the University.” (underlines in original text)

6.3 Presentations of internationalisation at UCI

The section below is an analysis of presentations of internationalisation at UCI, which is conducted by thematic analysis of the UCI Strategic Plan. It is then supplemented by a presentation of offices that manage internationalisation activities.

6.3.1 University strategy

In February 2016, 50 years after UCI's inception, Chancellor Howard Gillman unveiled a new strategic plan for the institution. This document set ambitious goals for the

future, referred to an “audacious” past and was written in a bold, dynamic language and confident manner:

“UCI was born 50 years ago to advance an audacious goal: improve society through globally preeminent research, life-changing discoveries, and a world-class education for the most talented people regardless of background”. (Strategic Plan)

The document is divided into four pillars with various goals each. The pillars upon which UCI strategy is based are:

- Growth that makes a difference: expanding our capacity to improve lives
- First in Class: elevating the student experience to prepare future leaders
- Great Partners: making regional and global connections that enhance our mission and serve the people
- New Paths for Our Brilliant Future: forging best practices to power the coming century

There are references to internationalisation within all these pillars, however they are most prominently visible in pillar three, Great Partners, where global connections are seen as a crucial element to fulfil institutional mission of “serving the people”, in the strategic aspiration to provide a “world-class education” and to “accelerate our ascendancy among globally preeminent research universities”. The table below provides a presentation and analysis of relevant fragments from the institutional strategy relating to internationalisation. As a reminder, I used thematic analysis as a method to analyse and interpret data (see methodology chapter). The table below represents the final stage in this process, where I give definitions to the themes associated with internationalisation.

Table 18: UCI Strategy analysis of references to internationalisation

Quotes from the Strategy	Analysis and interpretation of themes
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<p>“Our growth will allow exploration of the vast frontiers of knowledge, from <u>the world’s grandest challenges</u> to the heart of regional imperatives.”</p>	<p>Internationalisation is about producing research that would solve world challenges.</p>
<p>Goal 1.5: develop, support and promote new comprehensive research initiatives that shed light on social problems and address regional and global grand challenges; ... build beneficial societies and promote a fair, just world</p>	<p>Internationalisation is about addressing global grand challenges through research in order to build just and fair world and societies.</p>
<p>Pillar 1: Growth that makes a difference.</p> <p>“Develop, support, and promote new comprehensive <u>research</u> initiatives that shed light on social problems and <u>address regional and global grand challenges</u>. (...) We will <u>engage and lead</u> local, national, and <u>international academic communities</u> in disciplinary and interdisciplinary research, scholarship, and creative activities that help us better construct just, free, peaceful, thriving communities. (...)</p> <p>Strategies:</p> <p>“support faculty across all areas of campus in the exploratory phases of high-risk, transformative, interdisciplinary, and <u>international research</u> on pressing social issues” .</p>	<p>Internationalisation is, again, about producing research that will address challenges beyond locality and depend on collaboration with researchers from elsewhere. UCI has a global ambition to lead this research.</p>
<p>Within Pillar 2: elevating the student experience to prepare future leaders</p> <p>“Support academic initiatives that enhance student learning and research, which includes: expanding successful current programs that assist faculty in developing new programs, fostering international collaborations, and assessing and modifying the portfolio of programs to ensure they are effective and meet the needs of students”.</p>	<p>Internationalisation is about collaborating with international partners to enhance learning opportunities for UCI’s students and provide education that will be of benefit for students and address their needs.</p>
<p>Pillar 3: Great Partners, Making Regional and Global Connections that enhance our mission and serve the people.</p> <p>Goal 3:1 build an engagement culture: “develop scholarly <u>programs with</u></p>	<p>Internationalisation is about building global connections that would serve the people.</p> <p>Internationalisation is about incorporating international perspectives to scholarly</p>

<p><u>international perspectives</u> and participate in <u>meaningful academic initiatives and scholarly collaborations</u> such as publications and presentations <u>abroad</u>".</p> <p>Goal 3:2 create a powerful Anteater-for-life ethos that promotes ideal and sustained students and alumni participation:</p> <p>"create global networks and other connection opportunities for our students and alumni"</p>	<p>programmes and collaborating in a "meaningful" way, i.e. collaboratively presenting and publishing abroad;</p> <p>Internationalisation is about creating global networks and opportunities for global engagements for alumni and students.</p>
<p>Goal 3:4 partner with Orange County to develop a national model for how to live responsibly and well in the 21st century:</p> <p>"UCI (...) has the potential to <u>serve as a national and international model for university-community partnerships</u>. (...) emerging international expertise in the dynamics of water systems..."</p>	<p>Internationalisation is about promoting UCI's achievements in community engagement internationally with a view to becoming a model for others to follow.</p>
<p>Goal 3:5 more broadly communicate and translate UCI's discoveries and innovations:</p> <p>"strengthen our <u>international presence and engagement</u> by expanding leadership visits to <u>important geographies</u>; exchanges and partnerships with international universities; satellite offices; international speakers and events; travel grants; visiting scholars; participation in world issues and representation on education and research policymaking groups.</p>	<p>Internationalisation is about international presence and engagement achieved through a variety of tools to ensure UCI's participation and representation in issues, debates and fora.</p> <p>This engagement is prevalent in selected regions, i.e. important geographies that are important to UCI.</p> <p>Internationalisation is about cooperation with other universities and scholars, and exchanges.</p>
<p>Conclusion:</p> <p>"As we look toward the future of this great university, <u>global pre-eminence is our destiny</u>."</p>	<p>Internationalisation's aim is for UCI to become a global leader.</p> <p>Internationalisation is the way forward or "destiny".</p>

Internationalisation features strongly throughout the strategy document, which indicates that it is an integrated and intentional process for the institution to follow. The main goals for UCI's internationalisation address the research, education and community engagement areas of operations. Research features strongly as an area for greater development, which would focus on global grand challenges and elevating

the position of UCI as a global leader in research. In terms of educational goals related to internationalisation, they are in line with the general trends in the Western world, i.e. they concentrate on developing programmes through partnerships to prepare students for living in the 21st century. The strategy places an emphasis on community engagement within the local context but stresses that it has global impact. The document sets a bold vision for the future of UCI and this vision is underscored by a neoliberal ambition to become a global leader in three areas: 1) in important research that addresses world problems, especially because they are also present on the doorstep (i.e. water supplies are referred to in the document); 2) in education in and outside the classroom that would serve the students and alumni (i.e. the Anteater for life ethos, where an Anteater is the official mascot); 3) and in local community engagement. Significantly, the recruitment of international students is not mentioned in the strategy.

6.3.2 Management of internationalisation

The delivery of the internationalisation strategy falls under the following entities with specific remits for managing certain aspects of international provision:

- a) Office of Global Engagement (OGE) to coordinate strategic internationalisation projects, which are mainly related to research. The OGE's remit is to manage the fundraising activities for research and to manage the UCI brand internationally. This office was established relatively recently to help with new strategy implementation.
- b) Study Abroad Center (SAC) has been traditionally tasked with managing incoming and outgoing student mobility through the University of California's own Education Abroad Programme (UCEAP), International Opportunities Programme (IOP) through a number of affiliate study abroad providers, summer study and experiential programmes abroad. This well established office also runs a Global Leadership Certificate Program, which incorporates a study abroad period, a form of intercultural engagement, leadership development training, a one unit, pass/fail seminar and a capstone project.
- c) International Center (IC) with remit over assisting incoming international students and staff by providing immigration advice and processing of documents for all international visitors to campus, including full-degree and short-term students and scholars. This office, which has been running for a long time, does not facilitate international student recruitment – instead,

the Office of Admissions is responsible for that. International students also come to UCI via the International Undergrad Prep Programme run by the UCI Extension. IC works with Admissions and UCI Extension to facilitate visa documents and ensure compliance with immigration rules.

6.4 Perceptions of internationalisation

The official references to internationalisation presented in the section above are now complemented by interviewed staff's views. I visited UCI in May 2016 and interviewed seven people; the eighth interview followed a few weeks later via skype. Four of my interviewees represented senior administrative directors and the other four were academics with some administrative responsibilities related to internationalisation.

After coding data the following themes emerged from the interviews, which I explore below: internationalisation as a matrixed structure where activities are dispersed across different offices and centres; internationalisation is very much related to building a global brand UCI; there seems to be a division between "us" and "them" where different offices represent different approaches to internationalisation; UCI as a bubble, a microcosm where world problems are present through its diverse population, but also UCI as a bubble that is difficult to leave.

6.4.1 A matrixed management structure

Internationalisation is carried out by various entities at UCI, each with its own remit and philosophy. A senior international manager described this diffused internationalisation management structure as "being matrixed". This term, usually used in business management science, refers to a management system whereby individuals have more than one reporting line and their roles are cross-functional. The matrix of internationalisation managers at UCI includes: the office of Global Engagement, Study Abroad Center, and International Center.

6.4.2 Brand UCI

My interviewees associated internationalisation with an initiative and a drive to build a global university brand: “UCI wants to create an international image - brand UCI” (senior academic international director) that would attract the best world talent to come to “UCI [which will] be a world leader to attract students and faculty from the world” (senior international director). Internationalisation like this is seen as “a top down push not to be local” (academic, senior academic manager), something that the senior leadership is interested in and promoting, because “Leadership is global in their mind-set” (senior international director). It is also “fiscally motivated (...) [and - MK] now 15-20% of degree seeking UG students are international” (academic, senior international manager). One academic expressed succinctly her fear that “UCI will become more corporatized as a result of internationalisation”, whereas a senior academic international director admitted that “their [Chancellor and Provost – MK] vision of internationalisation is a brand, they don't include others in the conversation”. This was backed by overall sentiments coming from my interviewees that the campus international activities were either coordinated by “us” or “them”.

6.4.3 “Us” and “them”

“Us” refers to the more “traditional” offices involved in international activities like the Study Abroad Office and the International Office, whereas “them” was used in relation to the new senior leadership and the Office of Global Engagement. This dichotomy highlights also a tension between “us” and “them”, or between the organically occurring internationalisation activities that have a long established position and the new, more corporate drive to centralise activities: “top leadership had an idea to move away from pockets of internationalisation” (senior international director).

6.4.4 Bubble mentality and individual approaches

The concept of UCI as a bubble has been used by my interviewees in relation to the campus context, physical and conceptual, both of which have an impact on internationalisation.

The former is symbolically manifested by the layout of the campus: faculty and office buildings are located around a circular ring road surrounding a park. In addition, the Global Viewpoint Lounge (see Appendix F), the Study Abroad Office and the International Office are located in one part of the campus creating an international silo. In that way, it is easy to be confined to one part of campus, i.e. one thematic area, and never have to go across the park or along the ring road to another part.

The bubble effect is strengthened also by the fact that UCI is a commuter school and one that is located in an affluent Orange County. Students and staff come to campus when they need to and then leave, which “shapes the possibilities” (academic, senior academic manager) in terms of engagement in international activities or interactions with international students. On the other hand, as an academic senior international manager observed, students like this set-up, so a question is posed: why leave?

The conceptual bubble is affecting internationalisation in a variety of ways. It affects how internationalisation is perceived and ignites confusion sentiments, because “In terms of internationalisation – there are various goals depending who you talk to” (senior international administrative manager). Therefore, the UCI bubble seems to be divided when it comes to internationalisation, because, as a senior international administrative manager noticed, “There isn’t a comprehensive internationalisation plan” as “comprehensive internationalisation can be done in a small institution” as opposed to a big university like UCI.

In addition, “Internationalisation is a personal initiative, there isn’t one umbrella” (senior international administrative manager), so there is a variety of opinions when it comes to the extent of internationalisation of the UCI bubble as represented by the comments below:

“It [UCI – MK] is globalised not internationalised – people are and not infrastructure itself” (academic, senior academic manager),

or

“UCI is not internationalised but it is getting there” (senior international director),

or

“UCI is an internationalised university” (senior academic international director).

These differences of opinion depend on which area of internationalisation activity the interviewee was involved in and the extent to which their ambitions for internationalisation have or have not been fulfilled. For example, the academic, senior academic manager who did not think that the infrastructure was internationalised, talked about it as a desire for deeper and further changes in the bubble mentality: “[UCI – MK] want to work with the rest of the world, want a broader perspective, [we are – MK] conscious of living in a globalised world” but the senior academic international director talked about “research connections, sending students abroad, expanding learning ties”. In the eyes of the academic, senior international manager internationalisation is about “bringing international perspectives to curriculum” by the means of language teaching, which is, however, under threat and a senior international administrative manager sees it as adding a “new major with an international component”. These quotes from my interviewees attest to the fact that there are many individual approaches to internationalisation even if there is also a bubble mentality, which, at first sight, could give a contradictory impression.

6.4.5 Diversity

Diversity at UCI is eponymous; in a way, the ‘world’ is already present at UCI. However, the campus’ diversity is domestic or “native”, i.e. American-Californian as one academic referred to it. As was mentioned above, the majority of students at UCI are of Latino and South East Asian origins, and as a result, as one academic, senior international manager called it, they have hyphenated identities and are therefore trying to reconcile their different heritages. According to this interviewee, this creates special dynamics, where students are already bicultural. Another academic, senior academic manager explained that these students want to assimilate and not celebrate their diversity. They “do not realise their natural global outlook” (academic,

senior academic manager) and in many cases see the world “as a distant place; [they are – MK] intimidated by the world, apprehensive about it” (academic).

This diversity among student population has global roots but in California it is considered native and local. Additionally, because the majority of students are descendants from the immigrant working class (academic, senior academic manager), and, according to the senior academic international director, 50% of the population are First Generation College Students (FGCS), this diversity seems to be ironically one of the great obstacles for internationalisation as one academic and senior international manager observed. Focusing on assimilation in the American society and working their way through college hinders students’ impetus to go abroad. Any problems created by their biculturalism and diversity “are treated within the American context” (academic, senior academic manager). That is why the Cross-Cultural Center was created to help and support students in these situations. However, according to a senior administrative director, instead of being inclusive and reaching to all groups, it is viewed as an exclusive place for people with “certain identities” and related problems.

One prominent example of this situation is an ongoing major local conflict between pro-Israeli and pro-Palestinian students. Indeed, while walking on campus in the middle of May 2016 I witnessed stalls for both groups set up near the student centre manifesting their views and trying to engage with passers-by (see Appendix F). A conflict with global roots was transplanted on to a UCI campus and became the cause for local activism. As a result, the Olive Tree Initiative was created to take students to the actual place of the original conflict and explore its roots and complexities. This programme is analysed in more detail later in this chapter.

6.5 Reflections and conclusions on internationalisation at UCI

Internationalisation at UCI relates to the following things: building a global brand UCI manifested in an ambition to be a global leader in globally relevant research, in community engagement and in education that prepares students for the future. These goals are embedded in the institutional strategy of 2016 and the management

of this process has been placed in a new Office of Global Engagement. When applying the conceptual lenses, it can be seen that the neoliberal motivations clearly align to the stated goals and are especially visible in the bold language the strategy is written in (“global pre-eminence is our destiny”). They are supplemented with liberal aspirations for international collaboration and the IoC. The overarching goal for the strategy and the university, although underpinned by the neoliberal desire to be a leader, is however linked to a feeling of responsibility for building a fair and just society, which usually sits under the critical lens. While these different motivations can create a confusing picture of internationalisation, they also allow for a more comprehensive and nuanced understanding of it. This is because internationalisation is a process that appeals to different audiences differently because it is underpinned by different ideologies, which is represented in the perceptions.

There seems to be a widespread understanding that the institutional strategy aims to build a global brand UCI and that this is driven by neoliberal motivations from top management. While there was no mention about recruitment of international students or employability agenda in the official strategy, the interviewees’ comments clearly indicated that this was what internationalisation was being associated with. The ‘us’ versus ‘them’ mentality mentioned before also explains the different drivers for engaging in internationalisation represented by different constituents at UCI. The Study Abroad Office is focussing on the internationalisation of education practices by enriching the curriculum with study abroad opportunities and engaging students with internationalisation at home. The Office of Global Engagement was created to centrally manage the internationalisation of the institution and managing of the global UCI brand. UCI International Center’s remit is more about compliance with federal and other regulations. This clearly shows how internationalisation is managed and implemented by different staff who respond to the different agendas mentioned above. The table below summarises the presentations in official strategy and perceptions on internationalisation represented by interviewed staff and how they align with the neoliberal, liberal and critical lenses. I have also added in brackets which constituents responded to which agendas.

Table 19: Summary of presentations and perceptions on internationalisation at UCI with alignments to three lenses

	Presentations (strategy)	Perceptions (interviews)	Alignments to three lenses
Neoliberal lens	Building a global brand UCI in research, education (Anteater-for-life ethos) and community engagement	Building a global brand UCI (academics, SAC) Big push for the recruitment of international students (academics, SAC) Neoliberal internationalisation is pushed from above (commercialisation) (academics)	Strong references to competition & prestige
Liberal lens	Collaboration with international partners and local community Embedding programmes with international perspectives	New majors with international components (academics) cooperation with others	Strong references to cooperation & IoC
Critical lens	Goal of research is to address global grand challenges and contribute to building a fair and just world	Local student diversity (hyphenated identities) is seen through the American context that inhibits building a global outlook/mindset (academics)	Loose references to responsibility (research) Critique of what diversity means

From this summary it transpires that while there are strong alignments to the neoliberal and liberal interpretations of internationalisation as explored in chapters 2 and 3, the critical ones seem to escape such a straightforward alignment. The feeling of global responsibility seems to be more directed toward the research contributions rather than other internationalisation practices, like partnerships for mobility. Also, in the IoC and internationalisation at home spheres of activity, critical internationalisation seems to be facing unique challenges because of the specific diversity of the student population. The hyphenated identities of bicultural or

multicultural students do not necessarily lead to having a global mindset or outlook. Instead, they are a characteristic of American culture, so can become a silenced voice.

6.6 Presentations of global citizenship at UCI

The section above looked at the aspects of internationalisation at UCI, while what comes below is an analysis of the presentations and perceptions on global citizenship. I look at the same institutional strategy as above but concentrate on references to GC. However, these references are found in other places too, like the Olive Tree Initiative, etc. and so I bring them to the discussion to build a more comprehensive and detailed picture, which is then supplemented by the perceptions on GC represented by interviewed staff. At the end, in the discussion section, I apply the conceptual tool of lenses to summarise the findings on GC before going on to the third section in this chapter that looks at the relationships between internationalisation and GC.

6.6.1 University strategy

In the UCI’s Strategic Plan there are implicit references to global citizenship but the term itself is not used. Any references to GC relate to the educational and pedagogical domains of UCI’s university education.

The table below provides direct quotations from the strategy that refer to global citizenship and their analysis and interpretation. As previously, the analysis of data led to establishing themes and the table below represents the interpretation and definitions of these emergent themes.

Table 20: UCI Strategy analysis of references to GC

Quotations from the strategic plan	Analysis and Interpretation
<p style="text-align: center;">Pillar 2: First in class</p> <p>“Their [all students – MK] experiences inside and outside the classroom will connect them to the UCI community for life, enrich their minds and spirits, prepare them for productive lives, and empower</p>	<p style="text-align: center;">Students will be making strong and positive <u>contributions</u> to the world as a result of education at UCI</p>

<p>them to make the strongest possible <u>contributions to our world.</u>”</p> <p>“UCI will become a leader in the formulation and implementation of novel approaches to prepare our students for making <u>strong and positive contributions to the world.</u>”</p>	
<p>“Goal 2.4: Integrate student life with educational experiences. Our university has a fundamental role in supporting the intellectual, personal, social, and professional development of all students, spanning research, academic, and co-curricular environments. We will integrate internships, leadership experiences, mentorship, learning communities, and other student life experiences to equip our students with <u>life skills such as complex problem-solving, critical thinking, working in diverse teams, and communication</u>”.</p>	<p>Students will be equipped with <u>life skills</u> like complex problem solving, critical thinking, working and communicating across diverse communities. An ideal UCI student and graduate will also be able to <u>work</u> in diverse in professional, personal and social teams.</p>
<p>“support the development of students’ 21st-century literary proficiencies (information, data, visual/image literacy, and <u>global competencies</u>) by providing instructional space integrated with library support and assessing undergraduate learning outcomes”</p>	<p>Students will also gain <u>21st century literary proficiencies</u>, which include global competencies and others to live in an information society.</p>

The UCI’s strategy clearly emphasises global skills (21st century literary proficiencies) and global competencies as desired outcomes of UCI’s education, which will fulfil the goal of preparing students for the future. The language used in the strategy indicates a neoliberal approach to addressing the learning outcomes, however when looking at the educational initiatives at UCI closer, more liberal and critical interpretations seem to be more prominent. In the next section, I describe and analyse some of these approaches, which clearly, if mostly implicitly, relate to global citizenship.

6.6.2 The Global Leadership Certificate Programme coordinated by the Study Abroad Centre

At the time of data collection in 2016, the Study Abroad Centre at UCI was coordinating The Global Leadership Certificate Programme. The inception of the

programme resulted from a need to enhance and enrich students' international mobility and build on the skills and attitudes developed during time abroad. The Programme aims at helping students to become "responsible, ethical and successful global citizen[s]" (website). It furthermore recognised the following challenges and necessities for a global citizen:

- Have an understanding of the complexities in this diverse world
- Have authentic and sophisticated multicultural knowledge
- Can live and work outside of the United States
- Can function effectively in different cultural contexts
- The world (...) has become increasingly interdependent
- Have an understanding your own culture(s) from the perspective of others
- Is empowered with knowledge, skills and sensitivity "to lead and succeed in our global and multicultural world"
- Can recognise and foster other cultures and values (stewardship)
- Is a leader that "can impact your community, our country, and the world in myriad positive ways" and "make a difference and initiate change" (agency) (website).

This certificate programme was the most explicit pedagogical initiative that addressed the need to foster global citizenship among students. The definition or a vision of who such a global citizen was very much in line with liberal interpretations of the term explored in chapter 2 of this thesis, and is based on cosmopolitan foundations of understanding and valuing a diverse world community and making a positive contribution.

6.6.3 Olive Tree Initiative (OTI)

Another pedagogical initiative, which also included international travel and a critical evaluation of this experience, is the Olive Tree Initiative. This experiential learning programme about global conflicts started in 2007 when a group of students and academics searched for a scientific and apolitical approach to the Israeli-Palestinian conflict. Even though the actual conflict zone was thousands of miles away, on the UCI campus the pro- and anti-Israeli and Palestinian student groups were in conflict with each other and this was affecting the whole campus community. There was a need for an innovative and constructive approach to address local issues on campus stemming from this conflict through a constructive and apolitical discussion forum.

As a result, the Initiative developed its flagship programme of studies on global conflict complexities and resolutions with an annual visit to Israel and Palestine, and since 2012 to South Caucasus to study conflicts on the borders of Turkey, Armenia and Georgia. The learning is extended by active involvement with outreach in the local community about burning issues in global conflicts with roots in remote parts of the world but whose impacts are visible on the doorstep at UCI and beyond: “Today, OTI continues to provide student leaders with the innovative education and skills needed to resolve complex global issues.” (website)

The programme promotes critical approaches to an issue of conflict, in local and global perspectives, and the methodology used is based on building understanding, equality and equity – principles associated with the critical approach to GC. Moreover, embedded in the programme is the enhancement of critical thinking and assuming responsibility for one’s own learning and actions, so a strong emphasis on individual agency, which is best described in an answer to one of the Frequently Asked Questions of “How does the OTI deal with criticism?”:

When working with conflicts, criticism is to be expected. The most common critique we get is from individuals who oppose our educational philosophy. It is difficult for some of them to understand that in order to be educated about a conflict situation and to work towards tangible solutions, one has to study its complexity first, including the voices and issues that one might personally disagree with. Excluding the uncomfortable voices and perspectives from our trips would present a misleading and inaccurate picture of the situation on the ground and would limit the participants’ ability to learn about the situation from a 360-degree perspective. (website)

6.6.4 Environmental sustainability on campus and beyond

Environmental sustainability is one of UCI’s main ambitions, which is mentioned in many official materials, including the Strategy. The environmental challenges that UCI campus and community face are shared not only with the immediate Orange County and the state of California but also with other parts of the world. This interrelationship is recognised in the strategic document. The reason why I mention environmental sustainability here in the section on global citizenship is because it is

linked to community wellbeing relying on some core values of GC: responsibility, diversity, community engagement and social justice.

Environmental sustainability at UCI is addressed in the following components:

- The Sustainability Initiative, which is a platform for an interdisciplinary research into socio-environmental sustainability within the state of California and the world, whose mission is expressed as a “community-engaged scholarship and practice are integral to UCI’s excellence as a research university and underlie how we create knowledge to serve society.”
- The Green Campus Initiative focuses on physical transformation toward a sustainable campus
- The Global Sustainability Resource Centre is a hub for students, academics and community that shapes informed leadership approaches to socio-environmental sustainability “in a campus, community, and global context” aiming to make the University of California “a global force for climate resilience”

In 2014 and 2015, UCI was named the “Coolest School” by the Sierra magazine and the campus has been recognised as “green” by other environmentally friendly constructions and practices.

The environmental sustainability agenda at UCI is a theme that is aimed at engaging all university constituents: students, researchers, other staff and the community. As it is a global challenge, the UCI contributions to developing working solutions have the potential to influence and serve other communities around the world. The environmental interdependence with the world and being socio-environmentally conscious and responsible are the principles of global citizenship that resonate strongly with the university and its extended community.

6.6.5 Principles of community and Cross-Cultural Center (CCC)

The Principles of Community is an initiative, which aims to articulate the culture of the institution encompassed in the institutional commitment to fostering a tolerant space free of discrimination for its diverse community. It recognises the unique multiculturalism of the university population and its right of expression as long as it is within the law (“our commitment to the protection of lawful free speech”). It

stresses that people become a part of UCI by choice and, as such, accept to abide by the university rules and conform to its culture, which is pluralistic at its heart:

“Tolerance, civility and mutual respect for diversity of background, gender, ethnicity, race, and religion is as crucial within our campus community as is tolerance, civility and mutual respect for diversity of political beliefs, sexual orientation, and physical abilities. Education, and a clear, rational, and vigorous challenge are positive responses to prejudice and acts of bigotry.” (website)

Principles of community values resemble those of global citizenship, which is particularly relevant for the diverse population at UCI. They are founded in multiculturalism and are further explored and strengthened in the mission and work of the Cross-Cultural Center (CCC) on campus, which aims: “To be a space for students to imagine and inspire an equitable, socially just campus, to affirm and develop intersectional, cultural identities, and to build a more inclusive community” (source: website). The centre’s values of activism, social justice, community, education, empowerment and diversity speak to those of global citizenship.

The CCC was established in 1974 to serve the then ethnic minorities on campus, however the changes in the student demographics at UCI described earlier were reflected in the changing mission of the Centre from first serving the underrepresented to now celebrating, integrating and mobilising the diverse population through programmes like: Activism and Social Justice, Community and Diversity, Education and Empowerment. The CCC, operating outside the structured curriculum, provides an outlet for practising community leadership aimed at integrating people from different backgrounds and bringing about change. Some prominent examples to mention here is the 1993 Asian American students’ strike demanding a programme on Asian American studies or the 1991 ESCAPE initiative (Ethnic Students Coalition Against Prejudicial Education), which demanded the introduction of ethnic studies to the curriculum. Currently, the following ethnic student organisations are collaborating with the CCC on its programming and community outreach: Alyansa ng mga Kababayan (Filipino/Filipino-American organisation), American Indian Student Association (AISA), Asian Pacific Student Association (APSA), Black Student Union (BSU), and Movimiento Estudiantil Chican@

de Aztlan (MEChA) (representing the population of Mexican heritage). The CCC is representative of the local, unique Californian diverse population.

6.6.6 Dalai Lama Scholarship and Dalai Lama Fellows

The Dalai Lama visited UCI twice in 2004 and 2011 to, as the website states, “discuss ethical leadership and personal responsibility in the new millennium”. As a result, a scholarship fund was set up to support exceptional students in their projects aimed at “engaging campus and/or community members in order to increase their awareness in one or more of the following areas: ethics, compassionate leadership, local and global responsibility, and/or peace.” (source: website). These “compassion in action” projects are part of the Dalai Lama Fellows programme that extends from UCI campus to local community. The Programme and the attached scholarship relate to principles of global citizenship by increasing awareness, promoting ethical and compassionate leadership and advocating for global responsibility.

6.6.7 Global Connect

Global Connect is a unique outreach programme for secondary schools in Orange County aiming at addressing the “global studies knowledge gap” (website). Established in 2001, it has developed “an original 2 semester (year-long) “Globalization and International Relations Course” delivered by UCI students to thousands of local school students in 9th grade because “the study of worldwide issues through Global Connect establishes an environment that creates responsible global citizens and encourages young learners to pursue higher education.”

6.7 Perceptions of global citizenship

In the section above I presented the various spaces in the official UCI documents and initiatives where there are strong references to global citizenship. These official places indicate that the principles of global citizenship are embedded within the institution, especially in initiatives around environmental sustainability, diversity and responsibility but the term global citizenship is hardly ever used. The section below is a discussion of themes that emerged from the thematic analysis of interviews about

GC at UCI. These themes include confusion and resistance to the term GC, GC as a challenge and how GC relates to UCI's unique diversity. As a reminder, I interviewed 8 staff, 4 administrative senior managers and 4 senior academics with administrative responsibilities. Seven of my interviewees have been actively involved in internationalisation activities on campus; the eighth one was involved in activities not directly related to implementing internationalisation.

6.7.1 Resistance to using the term global citizenship

As there is no explicit mention of global citizenship in official documents, I asked my interviewees about possible reasons for it. The senior international administrative manager admitted that "GC is not used" and this sentiment was repeated by the academic, senior international manager. In the eyes of the senior international administrative director, there is confusion about what it may mean and therefore GC is being treated as a "trendy phrase(s) that sounds good". That is why "there is no administrative push to fostering global citizenship" (academic, senior academic manager) and "students don't talk about GC at all" (academic).

6.7.2 What is GC

Instead, terms that are being used and "pushed" (academic, senior international manager) at UCI are cultural competency, as admitted by the academic, senior international manager and sustainability, as argued by an academic. The academic, senior international manager claimed that it was not clear what cultural competency refers to. Despite GC not being used, the interviewees had formed opinions on what it may mean or refer to:

"it is important to understand places looking out from home place, see the world from other perspectives" (academic, senior international manager)

"to be aware of how US affects other countries, is influenced by others; [a global citizen – MK] can step outside comfort zone" (academic, senior international manager)

"[it is – MK] taking responsibility to learn about global issues, understanding of different perspectives and needs, learning to interact

with different cultures (diversity on campus eg Vietnamese)” (senior international administrative director)

“GC for UCI students means to be connected to the globe, awareness of the rest of the world – having more understanding of other places, have cultural attributes and be able to participate in the labour market” (senior academic international director)

“GC – awareness of the world – political and current events, crises, injustices; action – engage in activity, respond to awareness and different perspectives, accountability for own life at home” (academic, senior international manager)

These definitions are in line with more liberal understanding of GC as it was explored in chapter two. GC is framed in cosmopolitan terms of understanding others and self in relation to others, an awareness of the world, different cultures and other perspectives. There was only one mention of a more neoliberal perspective on GC in terms of preparation for the labour market.

6.7.3 GC as a challenge

Among the interviewees there was a recognition that there are different approaches to GC. An academic senior international manager acknowledged that “good global citizenship” may only be a matter of “faculty idealism” (academic, senior international manager) and that the faculty should encourage the development of individuals who are “critically culturally conscious”, who will realise that there is no global civil society but there are transnational civil societies with divides, divisions and exclusions (academic, senior academic manager). On the other side of the spectrum, “GC is problematic because it hides things” argues the academic, senior academic manager as it implies an idea that there is one community where everyone belongs, but in fact there are many people that are excluded from it.

In terms of spaces for GC at UCI, participants noted that there are many but they are suggestive and not directive: “degree programmes contribute implicitly to fostering of global citizenship” (academic, senior international manager) and “when students come back [from study abroad – MK], we encourage them to get involved and extend their learning” (senior international administrative manager). However, study abroad

and international travel alone do not make people into global citizens because “study abroad and international travel are not necessarily life changing; transformation is not necessarily their goal” (academic, senior international manager). That is why “global citizenship and internationalisation can occur separately” (academic, senior academic manager).

The academic senior international manager argued that there is a need to have a “re-definition of global citizenship in the next generation” because of an implied understanding that global citizens communicate in English. English as a lingua franca creates a “cultural cocoon” (academic, senior international manager). The hyphenated identities of UCI students and their natural bilingualism and multiculturalism are sometimes treated as a hindrance and not an advantage or intrinsic characteristic of their global citizen identities. In addition linguistic teaching at UCI and other universities is “trivialised”, which inhibits fostering global citizenship:

“linguistic teaching opens up perspectives, you can’t teach compassion and intercultural competence – this comes from linguistic pedagogy” (academic, senior international manager).

What “faculty idealism” would promote is the education of “self-reflective citizens [who – MK] will have global effect” (academic, senior international manager) who will be able to “break binaries” because “good global citizens have different borders to cross” (academic, senior academic manager). Good GC that the UCI faculty referred to is therefore closer to the critical cosmopolitanism and critical interpretations from chapter 2, which could stem from the very unique multiculturalism encountered on UCI campus.

6.7.4 Diversity

The diversity of student population at UCI is characteristic to the diversity of California. This local, domestic, very Californian diversity results in the student population that has hyphenated identities (e.g. Mexican-American or Korean-American) and is at least bicultural or bilingual. This heritage would put them in an advantageous position to develop intercultural competency but it is being hindered

by a “cultural cocoon” (academic, senior international manager) – a place and society where local diversity is not seen as contributing to global citizenship identity but rather to a national, American, citizenship based on the principles of multiculturalism and melting pot. This local diversity dictates the directions of internationalisation efforts in the “important geographies” (Strategic Plan).

6.8 Reflections and discussion on GC at UCI

The section above presented an analysis of the official institutional documents with references to GC (i.e. strategy and mission statements for various initiatives) and then my interviewees’ opinions about global citizenship and how it relates to UCI. They are summarised in the table below where I also align them to the different concepts in the neoliberal, liberal and critical lenses tool.

Table 21: Summary of presentations and perceptions on GC at UCI with alignments to three lenses

Conceptual lenses	Presentations (documents)	Perceptions (interviews)	Alignments with lenses
Neoliberal	<p>Strategy: Global skills: life skills, 21st century literary proficiencies, global competencies</p> <p>Students to make a strong contribution to the world and be able to work in diverse teams</p>	<p>Cultural competency is pushed</p> <p>Having cultural attributes will facilitate participating in the labour market</p>	<p>Strong references to global competence and skills for employability (not necessarily global employability)</p>
Liberal	<p>Certificate Programme: sophisticated multicultural knowledge, understanding complexities</p> <p>Olive Tree: respect for varying opinions</p> <p>CCC: cultivating multiculturalism, respect for varying opinions and diversity, tolerance</p>	<p>Understanding others, valuing others’ perspectives, interacting with others</p> <p>Study abroad is not necessarily transformational</p>	<p>Strong references to cosmopolitanism and valuing diversity</p>

Critical	<p>Certificate Programme: empowerment to lead and make a difference, responsibility and ethics</p> <p>Olive Tree: responsibility for own learning about world's complex issues</p> <p>Environmental Sustainability linked to social justice, building community engagement and exercising own agency for green campus</p> <p>CCC: advocating for the marginalised for a socially just campus</p> <p>Dalai Lama: ethical, compassionate global leadership and global responsibility</p>	<p>Responsibility to learn about others and their perspectives</p> <p>Responsibility to learn about global injustices and crises and taking action to address them</p> <p>"good GC" is to be "critically culturally conscious" aware of the exclusions and injustices, not hiding them but actively addressing them; it requires transformation</p> <p>stepping out of the comfort of a "cultural cocoon" or a UCI bubble, re-engaging with hyphenated identities and intrinsic multiculturalism</p>	<p>Strong references to responsibility</p> <p>&</p> <p>Criticality</p> <p>&</p> <p>Ethical engagement</p> <p>&</p> <p>Orientation toward justice</p> <p>&</p> <p>Connecting with inner silenced identity</p>
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There are many references to graduate GC attributes across UCI even though the term global citizenship itself is not used. Under the neoliberal lens, there are alignments with global competences and skills but their link to global employability is less stressed. The liberal lens confirms that there are tight alignments with cosmopolitan capabilities. However, there seems to be more tight alignments with critical conceptualisations of the term, drawing on responsibility for critical thinking and engagement and strong orientation toward socio-environmental justice. A unique characteristic here relates to addressing the challenge identified earlier in the internationalisation analysis. Critical GC in the UCI context refers to giving voice to the silenced identities and re-engaging with the cultural diversity already present. It is also important to note that there are more connections between various documents and staff perceptions under the critical lens than with the official strategy. This suggests that critical GC is situated more in the domain of pedagogy and extra-curricular activities unlike the liberal and neoliberal approaches, which are strongly represented in that official document.

6.9 The complexity of relationships between internationalisation and graduate GC attributes at UCI

The aim of this chapter is to seek answers to this research question: What do the relationships between internationalisation and global citizenship look like in practice at the University of California Irvine? In order to do so, I have analysed global, national, regional and local contexts in which the university operates with a particular focus on relevant aspects relating to internationalisation and global citizenship. I have then looked at the institutional strategy and analysed it in terms of the two studied phenomena, which I then supplemented with other relevant official documents and university initiatives. This was then compared with what the interviewed staff thought about their institution's internationalisation and GC. I have also used the conceptual tool of three lenses to further delve into these findings and see the alignments with neoliberal, liberal and critical interpretations. This analysis has revealed several connections and disconnections between internationalisation and graduate GC attributes at UCI. The distinctiveness of the relationships between these two phenomena at UCI is encompassed in unique contextual particularities, as it is summarised below.

My research on UCI confirmed that neither internationalisation nor global citizenship are explicitly called but only alluded to in analysed official documents, including the institutional strategy. Both processes are however embedded within the institution and emerge in different places. The main reason for this situation, which has been implied in staff interviews, seems to be the lack of consensus on the definition and parameters for both phenomena. This observation is further reinforced when comparing the way internationalisation and graduate GC attributes are referred to in the strategy and in other documents analysed earlier, and in the different language used in both cases. These differences become even more apparent when looked through the tool of conceptual lenses, as shown in Figure 13 below. I compiled this overview by looking at the analyses from 6.5 and 6.8 in this chapter that revealed which institutional approaches appear tightly or loosely aligned with the conceptual lenses.

Figure 13: Conceptual relationships between internationalisation and graduate GC attributes at UCI seen through three lenses



The language used for internationalisation initiatives in the strategy can be described as very neoliberal: it is boisterous and bold, and fits the overall undertone of the document, which is to communicate an ambition for the university to be a world leader. When it comes to linking internationalisation to graduate GC attributes, the strategy reveals a fairly loose connection with global employability but rather the emphasis is on global skills (21st century literary proficiencies), which are integral to education per se rather than for a specific purpose of securing employment in a competitive global market.

There are strong connections between the strategic goal for UCI to become a world leader in research addressing global grand challenges and the nature of these challenges, which stems from issues at the core of concern for global citizenship, i.e. environmental sustainability, including water systems, community engagement for social justice, cross-cultural conflicts, etc. These issues have local roots but are of global relevance. What is interesting here is that the neoliberal internationalisation agenda of becoming a world leader in research is driven by research challenges that are associated with issues of concern for GC like socio-environmental justice. In this

way, it is the GC that is influencing the directions of some internationalisation processes. Also, in this case, the relationship between internationalisation and GC is intentional, i.e. it is a strategic drive.

There is a disconnection between the official strategy and other documents describing initiatives relating to GC at UCI, like the principles of community or the Olive Tree Initiative. When the tool of conceptual lenses is applied, it becomes clear that the rationales for these initiatives are more in line with critical and liberal interpretations. Here, again, issues at the core of GC are driving internationalisation activities but the difference is with its intentionality. These initiatives are delivered more at a grassroots level (i.e. driven by individual or groups of academics) and are not named as strategic.

It is worth noticing that many of these internationalisation initiatives were established before the institutional strategy was developed. They grew out organically without a drive from above. However, the institutional strategy does not seem to recognise this legacy but rather focuses on developing new ways forward. This situation creates a slightly disjointed picture of what and how internationalisation and graduate GC attributes are interpreted and delivered at UCI, which resonates with the 'us' versus 'them' dichotomy described earlier.

The particular operating context for UCI strongly influences the selection of issues that drive institutional internationalisation. One example is the concept of a 'bubble' or "cultural cocoon" (academic, senior international manager). The unique multiculturalism of the student population and surrounding community as well as local geography create a microcosm on a doorstep that brings home some of the world's problems (e.g. cross-cultural cohesion or scarcity of water resources) and hence focuses energy on addressing them. These challenges become localised and are seen through the prism of California and America (i.e. hyphenated identities) rather than through a global prism. This finding links to Zemach-Bersin's (2012) observation that there are many students who are "'cross-culturally literate' on a daily basis" (Zemach-Bersin, 2012: 96). This situation leads to a unique opportunity for academic staff to be creative in teaching critical approaches to develop "critically

culturally conscious” individuals (academic, senior international manager). In this way, graduate GC attributes at UCI are more closely aligned with critical approaches and are driven at grassroots, not strategic, level.

The complexity of the relationships between internationalisation and graduate GC attributes at UCI is therefore embedded in the unique operating context that influences the internationalisation practices. In many ways, issues related to GC, like environmental sustainability or cross-cultural cohesion, are driving internationalisation initiatives and, paradoxically, give a more liberal/critical dimension to the neoliberal agenda set in the institutional strategy of becoming a global leader. This mix of neoliberal, liberal and critical rationales for internationalisation and graduate GC attributes is characteristic to many universities. However, what makes it distinct for UCI is the selection of world’s problems unique to UCI’s location, like cross-cultural cohesion that are at the core of GC concerns, which drive some of the internationalisation agenda items. That is why in the model for the complexity of relationships between internationalisation and graduate GC attributes in figure 12 above ‘UCI bubble’ and ‘hyphenated identities’ are emphasised as unique contributors and influencers.

Chapter 7 Pontifical University of Rio de Janeiro case study

7.1 Introduction

This chapter looks at the Pontifical University of Rio de Janeiro (PUC-Rio) in Brazil in search of answers to the question: What do the relationships between internationalisation and global citizenship look like in practice? As previously, the analysis is conducted in a systematic way in four parts:

Part one introduces PUC-Rio and situates it in global, national, regional and local contexts relating to internationalisation of HE and GC.

Part two looks at internationalisation at PUC-Rio as it is presented in the university mission and remits of offices involved in internationalisation. This is because there is no separate university strategy document. This is then complemented by perceptions of seven interviewed staff.

In part three I look at the institutional discourse around global citizenship. I analyse the mission and message from the President and then look into other documents that refer to graduate GC attributes and principles, like social action, Christian education, and the environmental agenda. After this, I include themes that emerged after analysing staff interviews.

In part four, I discuss the connections and disconnections between internationalisation and graduate GC attributes as they emerged from data analysis and reflect on the nature and complexity of the relationships between the two phenomena.

7.2 Global context for internationalisation and GC at PUC-Rio

There are two factors of the global context that are strongly influencing internationalisation and GC at PUC-Rio. First one relates to the location of the

institution in a Portuguese-speaking large country in Latin America, and the one to its religious appellation.

It is important to acknowledge that PCU-Rio is considered one of the leaders of internationalisation in Brazil but this is against a HEIs landscape that is very large and varied. The need for internationalisation in such an environment would be different than in smaller countries with smaller HE systems. This stems from the influence Brazil has in terms of economic, cultural and linguistic influences on the region and globally.

The other element of the global context unique to PUC-Rio's internationalisation and GC relates directly to its Catholic and Jesuit identity. This is because, as Bruna argues, "internationalisation could be understood as a fundamental element of the Catholic university identity. This can be seen in documents that speak of universality, intercultural openness, ecumenism, interdisciplinarity, etc." (Bruna, 2018: 41). The Catholic notion of universality allows the openness to and respect of different cultures, religions, races, etc. and enables collaboration and networking for exchange and mutual development and enrichment (Bruna, 2018).

These Catholic traditions and understandings have been further embedded in the ideas for the university, which were published in 1990's Apostolic Constitution *Ex Corde Ecclesiae*:

"The Catholic university, (...), is an academic community, which in a rigorous and critical manner, contributes to the protection and development of human dignity and cultural heritage through research, teaching and the various services offered to local, national and international communities" (*Ex Corde Ecclesiae*, 1990: No. 12 quoted in Bruna, 2018: 33).

Thus, the principles of human development and human flourishing, preserving cultural heritage and serving the local community, as well as the traditional Christian charity and social responsibility are the core of a Catholic university mission, identity and education. As Davis and Franci (2013) argue, these principles are in synergy with the modern understanding of global citizenship. It is especially relevant for PUC-Rio – a Jesuit institution based on the principles of Ignatian pedagogy, which "in Jesuit

tertiary institutions (...) promote liberal education” (Trinidad, 2017: 9). In addition, there are many more synergies between mainly the liberal and critical understandings for GC and these principles, because they form

“a framework for ‘wrestling with significant issues and complex values of life’, and these issues need to be wrestled from a variety of perspectives that transform one’s limited perception. It encourages the student to think not only of oneself but also of others, a distinct feature of the ideal of being ‘men and women for others’. It fosters a deep respect and dialogue for cultures, contexts, and sciences. It challenges students to understand how oppressive social structures and systems operate in the realities of everyday people, and how one can act for social justice”. (Trinidad, 2017: 9)

The Jesuit education also stands out among other Catholic orders because striving for educational excellence is paired with raising social awareness, which leads to “a general consensus (...) that graduates of Jesuit schools (...) produce students who are more critical intellectually and socially aware” (Klaiber, 2009: 416).

In addition, it is important to note that in the Catholic education tradition, subjects such as citizenship education, health, economic education are “seen as integral to the humanising tasks of education” (Davis & Franci, 2013: 46) and not ancillary. However, “the Christian belief in the sacred origins and eternal destiny of every person and the divine mandate to remove all material obstacles” (Davis & Franci, 2013: 47) make the Catholic ideals of human flourishing stand in opposition to some of the principles of modern global citizenship, especially those that stem from more critical approaches, for example in terms of socio-environmental sustainability. In addition, the neoliberal forces influencing contemporary HE are also causing high tensions for Catholic universities that need to find a common ground between the necessity of ensuring the business survival and their reputation on one hand, and the intrinsic “Catholic identity and mission of serving the underserved” (De Wit et. al 2018: xxi) on the other.

7.3 Regional context for internationalisation and GC at PUC-Rio

Being a Catholic and Jesuit university places PUC-Rio in a unique position among similar universities in Latin America. This is because the regional context of South America, with its unique history, cultures, traditions and diversity, especially related

to the strong position of the Catholic Church in the society, create a unique mission and mandate for religious HEIs in this part of the world (Klaiber, 2009). They are faced with the following duality: on the one hand, they strive for engagement in international collaboration exemplified in AUSJAL's mission (Asociación de Universidades Confiadas a la Compañía de Jesús en América Latina - Association of Universities Entrusted to the Company of Jesus in Latin America) and on the other they are strongly attached to local roots and context, which strengthens the Catholic identity of HEIs (Rosso, 2018). AUSJAL is a network of thirty Jesuit universities in Latin America whose main aim is both to internationalise "within the network of universities in the global and international context" (Plan Estratégico) and to deliver "a better and bigger contribution of universities to their societies" (source: AUSJAL website) in accordance with the agreed University Social Responsibility agenda (Responsabilidad Social Universitaria from Plan Estratégico). In other words, it can be argued that it is to seek internationalisation of HE for the society as advocated by Brandenburg, de Wit, Jones and Leask (2015). This responds to a sentiment that Rosso (2018) argues is present among Catholic universities in Latin America, where "not everybody is in favour of becoming a research university, and there are scholars who fear internationalisation and the aim of achieving international recognition threatens their religious identity" (Rosso 2018: 27). Catholic universities in this region face an interesting challenge of reconciling the benefits and challenges of internationalisation with their unique mission linked so much to their locality.

While internationalisation is a notion that is becoming more and more familiar in the South American HEIs, global citizenship does not follow the same path. Its unfamiliarity in the regional Latin American context stems from decolonial theories, especially in Brazil (see below in the national context section and in chapter 2), whose one significant manifestation is the concept of "El Buen Vivir". Some scholars (Walsh, 2010) argue that the latter is the South American answer to the Western understanding of sustainable development; however, the full meaning of buen vivir extends beyond just that and is more aligned with 'cosmovision', a worldview (Walsh, 2010, Chassagne, 2018, Brown & McCowan, 2018):

“In its most general sense, *buen vivir* denotes, organises, and constructs a system of knowledge and living based on the communion of humans and nature and on the spatial-temporal-harmonious totality of existence” (Walsh, 2010: 18).

Originating from the indigenous Quechua and Aymara people from the Andean region, the significance of *buen vivir* lies in emphasising a different standard of living well to Eurocentric and neoliberal, which is based on living a life in harmony with Mother Earth (i.e. *pachamama*). The dimensions of *buen vivir* are in many ways similar to some understandings of global citizenship: equity, social cohesion, sustainability, empowerment, livelihood and capabilities (Chassagne, 2018: 492). The concept of *buen vivir*'s can also contribute to a critical approach to GC through the relationship between humanity and nature and the idea of progress (Brown & McCowan, 2018), which leads to the understanding of what good life and quality of life are about: “sociality, solidarity, diversity, human rights, ecological justice and so on” (Baranquero, 2012 referenced in Brown & McCowan, 2018: 319). Additionally, a deeply rooted understanding of interdependence between oneself, society and nature based on ancient, indigenous beliefs are particularly appealing as a baseline for thinking about planetary citizenship in South American societies. This is strengthened by arguments that the Western solutions for tackling world's problems have not been successful especially in the countries in the Global South, and different approaches that are not imposed by the West are needed (Chassagne, 2018).

These approaches co-exist with a very prominent position of the church in Latin America, which “is deeply influenced by the new ideas of inculturation, liberation theology and conscientisation” (Klaiber, 2009: 410) that emerged from the bishops' conference in Medellin in 1968, and which build on the indigenous ideas like *pachamama* or *buen vivir*. In the Brazilian context, conscientisation is of particular importance because it is a concept developed by a prominent Brazilian educator Paulo Freire, who related the ideas of education (i.e. learning to read and write) with “the awareness of social reality” (Klaiber, 2009: 410). In summary, the regional context influencing approaches to GC draws from the indigenous beliefs, particular approaches represented by the Catholic church and, more importantly for PUC-Rio,

the Ignatian pedagogy based on the principles of liberal education but also empowering action for social justice.

7.4 National context for internationalisation and global citizenship in Brazilian HE and HEIs

7.4.1 Situating PUC-Rio in the Brazilian HE system

The Brazilian higher education system consists of close to two and a half thousand institutions of higher learning according to OECD, which referenced this number from the Brazilian Ministry of Higher Education Census in 2018 (OECD 2018b), which are divided into public universities: federal, state and municipal with no tuition fees as constitutionally guaranteed since 1988 (Neves, Martins 2017), and private, which comprise a range of institutions, such as confessional, philanthropic, private and community-based. Private for-profit HEIs started operating on a large scale since 1999 and currently have the biggest share of the education market. In the last 20 years, enrolment in undergraduate HE grew by 360 percent with 75.6% occurring in the private sector (Neves, Martins, 2017: 11). These institutions mainly offer vocational education, frequently delivered through evening courses, and, in many cases, of lesser quality to public universities. Despite that growth, Brazil has one of the lowest enrolment rates among similarly developed countries (Neves, Martins, 2017:4), where in 2002 the enrolment rate was at 18 percent (as opposed to for example Poland at 60%) (McCowan, 2004).

Within the non-state sector, there are a number of religiously affiliated universities, most notably the PUCs, including PUC-Rio, “which are different from the for-profit sector in their ethos and range of activities, and have a greater resemblance to the public universities in terms of their research and community engagement” (McCowan, 2016: 202).

Another interesting feature of the Brazilian HE sector, especially in the context of community engagement and forging alternative conceptions of higher education for the society, is the emergence of universities alternative to the mainstream ones with missions around “a particular ethnic or cultural group, a social or political movement,

regional unity and intercultural exchange, or a spiritual calling” (McCowan, 2016: 196).

This very brief overview of Brazilian HE sector clearly shows its large scale and great diversity of institutions. It also provides another justification for choosing to study PUC-Rio, which, being so different to the other three institutions because of its religious affiliation and the model of funding, is nevertheless in a similar position to the other cases in terms of its recognised place as a good quality research university in Brazil. Another similarity is PUC-Rio’s quite ‘advanced’, in the Brazilian context, state of institutional internationalisation (de Brito Meyer, 2012).

7.4.2 Internationalisation of HE in Brazil

As Morosini et. al argue, countries in the Great South, including Brazil, tend to “understand the process of internationalisation of Higher Education in terms of ‘mobility’ whilst the Great North, which gave birth to the notion and therefore has greater experience of the process, understands internationalisation in terms of Global Citizenship Education” (Morosini et. al, 2017: 96). This mobility has, historically, occurred to Portugal, Spain, France and Germany but more recently it has shifted towards the USA and the UK. Whether the latter statement is true is discussed in other chapters of this thesis, however the first observation about Brazilian HE internationalisation focussed on mobility is worth exploring, especially in light of national HE policy, which is heavily centralised and controlled by the federal government (Morosini et. al, 2017: 101). CAPES (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior – Coordination for the Improvement of Higher Education Personnel) is a primary foundation within the Brazilian Ministry of Education that supports and coordinates efforts to improve the standard and quality of Brazilian HE staff with a great focus on internationalisation as a means to achieve it. It was founded in 1951 as a grant coordinating body to sponsor Brazilians in pursuing postgraduate and doctoral studies abroad. In that way, over the number of years many HEIs in Brazil acquired internationally educated faculty, who returned to Brazil with highest degrees from universities around the world. For many years, this form

of activity was the main implementation of internationalisation efforts in Brazilian HE sector.

CAPES's mandate was extended to support teacher training in Brazil in 2007 as well as the promotion of international scientific cooperation, assessment and dissemination of scientific production and validation of postgraduate programmes in Brazil. The latter is used to produce rankings and benchmarks of Masters and Doctoral programmes in Brazil, upon which funding is allocated and policies formulated. The main criterion here is academic international mobility through outgoing and incoming fellowships (Morosini et. al, 2017).

At an undergraduate level, the federal government operated a flagship Science Without Borders (SwB) programme that aimed at sending 100,000 students for a year to institutions abroad by 2018, which included undergraduate and professional Masters, mainly in the STEM areas. When the programme ended in 2016, 73,353 undergraduate students (79 percent of the cohort) went to 2,912 universities across the world, most of them internationally ranked. The remainder of the total figure was made up of postgraduate grantees. As a result, international mobility of Brazilian students rose from about five thousand to 40 thousand in 2015 at the height of the programme (McManus & Nobre, 2017: 778). The programme came to an end in 2017 due to political changes (impeachment of President Dilma Rousseff) and economic turmoil brought by the 2016 crisis. More recently, the government introduced a PrInt programme (Programa Institucional de Internacionalização) for 2019-23 to support postgraduate students to study abroad and encourage visiting professors to Brazil.

The full impact of the Science Without Borders programme is yet to be evaluated but it certainly goes beyond the mobility figures. It was one of the federal government's policy tools to address the innovation and skilled human resources gap in Brazil needed to build a stronger knowledge economy, hence the first tranche of it focussed on STEM and health subjects (McManus & Nobre, 2017; Nery, 2018). In terms of HE internationalisation, SwB not only brought it to many Brazilian universities and opened up doors for international cooperation on delivering the programme, but also forced many institutions to actually acknowledge, initiate and operationalise

international activities. It also served as a catalyst for other international activities like joint programmes, collaborative research and publications (Stallivieri, 2015). However, what was also revealed were certain challenges, like insufficient foreign language preparation of students or lack of experience in international collaboration on behalf of staff (Nery, 2018). As a result, mainly large top Brazilian universities with previous experience in international cooperation secured the most scholarships for students. However, the establishment and restructuring of international relations offices at many other universities was one of the main achievements of the programme (Nery, 2018) together with a closer cooperation and knowledge exchange between them, mainly through the FAUBAI network (more below).

On the national policy level, the SwB revealed a need for a coordinated national policy for HE internationalisation and for guidelines for HEIs in an environment that is so strongly centralised and dependent on government lead. The programme could be considered the first step in this direction:

“With better informed policymakers, scholars, and practitioners, the SwB programme will be able to move beyond the traditional strategies of student mobility and research collaboration, and contribute to the development of innovative strategies for national policy in international education.” (Nery, 2018: 387).

Brazilian HE internationalisation is also influenced by sector representation in the form of **FAUBAI** (Brazilian Association for International Education). Founded in 1988 and gathering over 200 HEIs,

“FAUBAI aims to promote the improvement of exchange programs and international cooperation as a means to improve the teaching, research, extension and administration of affiliated institutions, seeking to stimulate the continuous improvement of the management of international exchange and cooperation.” (FAUBAI website)

The association serves as an experience and knowledge exchange network, which organises annual conferences for Brazilian HEIs staff to promote internationalisation in the specific Brazilian context. Over the last few years, the themes of such conferences included: social engagement and innovation in the internationalisation of HE (2017), social responsibility in the internationalisation of higher education

(2016), creating sustainable partnerships through an equitable internationalisation (2015), and building strategic partnerships (2014). The themes of conferences represent a consensus expressed in the Declaration of Foz do Iguacu in 2015

“that in the Great South the internationalisation of Higher Education has adopted the principle that it must be based on cooperation, solidarity and exchange of knowledge, so to strengthen Latin American and Caribbean institutions in terms of science and technology and meeting the challenges of development and overcoming social inequalities” (Morosini et. al, 2017: 101).

This brings to the surface another important characteristic of internationalisation of Brazilian HEIs and that is a strong regional focus stemming from common historical and colonial heritage. In particular, this concerns efforts for building a more South-South mobility programmes with Latin America and PALOPS (i.e. Portuguese Speaking African Countries: Angola, Mozambique, Cape Verde, Guinea-Bissau, Sao Tome and Principe and Equatorial Guinea) (Guilherme et. al, 2018) and cooperation opportunities, like the UNILA (Universidade Federal da Integração Latinoamericana) University of Latin American Integration on the border of Brazil, Argentina and Paraguay in Foz do Iguacu (Nery, 2018). These examples also highlight the fact that there is a large Portuguese and Spanish speaking world community of people and of scholars linked by cultural and linguistic heritage. More recently, there have been efforts to establish a BRICS Network University to foster closer cooperation between universities in Brazil, Russia, India, China and South Africa. This initiative indicates that there is not only desire but also need for HEIs from countries outside of the Global North to contribute their views on internationalisation and globalisation within the sector. This was visible in the BRICS and Emerging Economies Universities Summit’s theme “reimagining the World Class University”, which took place at the University of Johannesburg in December 2016. One of the strong messages that came out of the summit was that BRICS universities must not imitate institutions from the North but rather “re-establish, or create from scratch, the pact between higher education and society” (Coan, 2016).

Perhaps symptomatic to the BRICS countries are questions about what their HE internationalisation should look like. On the one hand, there is pressure to follow the

lead of the North and participate in the globalisation of internationalisation; on the other, there is confusion, disagreement and discontent regarding internationalisation on Western terms. There are more and more voices coming from the South arguing against blind participation in internationalisation that put the region, its cultural and educational heritage, in a subordinate position as a client of internationalisation (Altbach and Knight 2007, Leal et. al, 2018) receiving internationalisation, where “the historical imbalance of colonial relations (...) leads to the understanding that the phenomenon of internationalisation is immersed in the cultural matrix of colonial power.” (Leal et. al, 2018: 14; own translation). Hence, and as analysed in chapter 2.4.3.3, it is in Brazil where decoloniality has emerged “as an epistemological approach capable of contributing with the critical analysis of internationalisation” (Leal et. al, 2018: 18). Within this line of thinking, it is important to note “a certain distrust towards the term ‘global’, since [in Brazilian universities – MK] it implies a division between a Global North and Global South, between *conhecimento* and *saber* (...)” (Moraes & Freire, 2017: 27). This is because, as Robertson and Komljenovic (2016) argue,

“in the context of internationalization, the South emerges both as a “place” that demands development and services in terms of higher education, covering a stratified population and a middle class with differentiated access to resources to be supplied in the North, as well as a population whose aspiration to “become someone”, “to become a global citizen” is valued by the marketing departments of universities in the North and by their respective recruiters.” (Robertson & Komljenovic, 2016: 4 quoted in Leal & Moraes, 2018: 15)

This observation has implications for exploring the notion of global citizenship in Brazilian HE.

7.4.3 Global Citizenship in Brazilian HE

Discussions about the concept of global citizenship in higher education in Brazil are an indirect result of the Science without Borders programme and inbound mobility of students from the Global North (Morosini et.al, 2017). However, the literature suggests that the term ‘global citizenship’ sits uncomfortably in the Brazilian context due to pejorative neo-colonial and neoliberal connotations (Ednir, 2015). Scholars

like Moraes and Freire (2017) argue for “new words”, whose meaning is better suited to the local Brazilian context and propose “planetary citizenship”:

“the term planetary is (...) more inclusive and more embracing than ‘global’, both internally – as Brazil tries to confront its own divide – and externally – as Brazil comes to see its place, role, and responsibility in the international context” (Moraes & Freire, 2017: 28).

Similarly, in Western understanding where global citizenship is contributing to sustainable development, the very term ‘development’ is highly contested in Brazil and wider South America. This is because “development has always signalled more than just material progress and economic growth; it has marked a western model of judgement and control over life itself” (Walsh, 2010: 15). The key to understanding global citizenship in Brazil is therefore to deconstruct this Western term and uncover its relevance to the local context. As Ednir (2015) advocates:

“Of the many aspects of GC, the most aligned with Brazilian society’s present needs are, in my view, its power to foster democracy; to rescue ancient sustainable values and skills that contribute to restore Indigenous and Afro Brazilians pride; to promote the link between critical thinking and empathy that leads to transformative actions.” (Ednir, 2015)

Planetary citizenship, as a Brazilian alternative to Western global citizenship, and similarly the notion of buen vivir explored earlier, could allow for these different solutions which trace back to indigenous traditions to be sought and presented to the world as equally valid and desirable.

In summary, the national context for internationalisation and global citizenship in Brazil analysed above emphasised the following unique characteristics: the scale and diversity of Brazilian HEIs; internationalisation traditionally understood and implemented in Brazil as mobility, mainly of scholars, where other aspects of the process are a fairly new development; HE system which is highly controlled by the government; internationalisation in the Global South should be embedded more in the local context and societies and not try to fit into the Western dimensions; for both internationalisation and global citizenship to be embraced, they should be

conceptualised in a way that takes into account the regional and local heritages, which can translate them for the benefit on the local HEIs and emphasise the region's uniqueness and equal contributions to the world. Within this context, PUC-Rio is also situated as a university with a unique Catholic and Jesuit heritage and traditions of education, which lean it towards internationalisation and embracing a certain, Jesuit, understanding of global citizenship, as is analysed below.

7.5 PUC-Rio in the Brazilian higher education system

7.5.1 The University

The Pontifical Catholic University in Rio de Janeiro was established in 1940 and in 1947 it became Pontifical and thus confirming a special relationship to the Vatican and the Pope. In the Catholic tradition, pontifical universities are the ones that are established or approved directly by the Holy See and offer academic studies and degrees in ecclesiastical faculties (Theology, Philosophy and the Canon Law). The university was established by the Jesuits and was the country's first private and not-for-profit higher education institution. Its relationship with the Catholic Church is conferred through "the supervision of the Society of Jesus and [...] the supreme authority of the Cardinal Archbishop of Rio de Janeiro as its Grand Chancellor" (PUC-Rio website). Despite its denomination, PUC-Rio accepts students and staff from all backgrounds and religions. Currently, PUC-Rio hosts four main departments: Centre for Theology and Human Sciences (including Art and Design, Education, Psychology, Languages, Philosophy and Theology), Centre for Science and Technology (Engineering, Physics, Chemistry, Mathematics, and Computer Science), Centre for Social Sciences (Business and Administration, Economics, Law, International Relations, Politics, Sociology, Geography, History, Journalism) and Centre for Biology and Medical Sciences.

7.5.2 PUC-Rio location and campus

PUC-Rio is located in a leafy district of Gavea to the south of the city centre, near affluent Leblon, Ipanema and the Botanical Garden. The small campus is very green with a number of tropical plants and a small river (Rainha) running through it. A new

underground station is being built just outside the main entrance to the campus to ease the connection with the rest of Rio. This is especially important because PUC-Rio is a commuter campus and there is no student or staff accommodation on or around it. Therefore, links to the other parts of town are of significant importance.

In the centre of campus there is a modern church and the only signposting on campus that I noticed was directing people to it. There are three main big buildings on campus hosting departments, library, laboratories, offices and coffee shops. Even though the campus is small and compact, a visitor might find it difficult to navigate as there is no visible signposting on campus and no maps indicating where things can be found.

7.5.3 Who are the students?

Walking around campus one can hear and see predominantly Brazilian students. According to statistics published on PUC-Rio's website, there were about 12,518 undergraduate and 2,566 graduate students studying there in 2016, including international students. Their number in 2015 was 1841. There were 537 PUC-Rio students studying abroad. Main destinations included France, USA, Portugal, Spain, Germany, England, Italy, Mexico, Australia and Canada, whereas the majority of international students came to PUC-Rio from USA, France, Portugal, Spain, Germany, China, Norway, Mexico, Canada, England (PUC-Rio website

PUC-Rio, as a private institution, appeals to a population that can pay tuition fees and therefore is considered an elite university. However, it is also a pioneer of affirmative action in Brazil. Since 1994, actions have been taken to sponsor students from poor and black backgrounds into the university (*Ação Afirmativa na PUC-Rio: a inserção de alunos pobres e negros*).

In the sections below, I analyse how internationalisation and global citizenship are first presented in official documents and interpreted by staff to then draw conclusions about the relationships between both phenomena at PUC-Rio.

7.6 Presentations of internationalisation at PUC-Rio

PUC-Rio has developed a reputation for having advanced internationalisation activities (Bruna, 2018, de Brito Meyer, 2012). Having analysed available official resources, it seems that even though there is not a specific internationalisation strategy, it is nevertheless embedded into the mission, vision and operations of this university in line with the Jesuit vision for HE. As in previous case studies, I applied the method of thematic analysis to scrutinise these texts and develop an understanding of the themes defining internationalisation, which I present below.

7.6.1 Mission

The official mission of the university explicitly articulates that research, teaching and learning are directed by Catholic and Christian ethics of solidarity and human respect. The ambition of PUC-Rio is to develop each student in “two main perspectives: the philosophical and the theological” that will act “in accordance with the needs of the society and with the ever changing world around us” (PUC-Rio website). Internationalisation is directly mentioned and defined as culture and knowledge exchange in the globalised world: “internationalisation of teaching and exchange between cultures and knowledges are the ideas chosen by PUC-Rio in today’s globalised world” (PUC-Rio website; own translation). (“A internacionalização do ensino e o intercâmbio entre culturas e saberes são propostas acolhidas pela PUC-Rio diante de um mundo globalizado.”) In addition, the university commits to “Exchange and cooperation with educational, scientific and cultural institutions, national and international, with the intention to impart universality of meaning to its mission” (PUC-Rio website; own translation). It is evident here that the Jesuit notion of universality, as described above, encapsulates the approach to internationalisation as cooperation and knowledge exchange with institutions abroad. In other words, PUC-Rio’s mission for internationalisation is (Catholic) value driven, collaborative and contributory.

7.6.2 Internationalisation activities at International Cooperation Central Coordination Office (CCCI) and Institute of International Relations (IRI)

The importance of internationalisation for PUC-Rio is exemplified in the management structure and focus on international activities situated in the various offices. The International Cooperation Central Coordination Office (CCCI) directly reports to the vice-rector for academic affairs and coordinates student and staff mobility, dual degrees, short course and Portuguese language courses for international students. This office was instrumental in making PUC-Rio an internationally recognised Brazilian university. Under the direction of Dr Rosa Marina de Brito Meyer and with the support of the university's "internationally minded president" (De Brito Meyer, 2012: 18) Fr. Jesus Hortal S. J. and Provost, Dr Paulo Fernando Carneiro de Andrade, for over 10 years, PUC-Rio was the only representative of Brazilian HEIs to participate in international HE conferences and fora, like NAFSA and EAIE. PUC-Rio was also the first university in Brazil that was approached by some US universities (U of Texas at Austin, U of Arizona, U of California Education Abroad Program, Brown University) to either offer tailor-made Portuguese for Foreigners courses or to exchange undergraduate students.

Apart from coordinating student exchanges as part of international partnership agreements, CCCI also assisted with founding a number of foreign sponsored chairs, including Antonio Vieira High Studies Chair in Portuguese Studies funded by Instituto Camões (Portugal) in 1998, High Studies Chair in American Studies funded by the Fulbright Commission on 2003 or the Confucius Institute funded by the Hanban (China) in 2011 (de Brito Meyer, 2012: 19-20).

From 2000 onwards, internationalisation efforts at PUC-Rio have entered a different period, referred to by Dr de Brito Meyer as the "professional moment" (de Brito Meyer, 2012: 20). It is characterised by a more strategic approach to internationalisation that resulted in establishing double degrees mainly with European universities (in Germany, France, Italy, Spain but also with USA and Peru), teaching some modules in English, offering scholarships for PUC-Rio students to study abroad and professionalising CCCI and wider university staff. The latter refers to

developing staff knowledge of English by attending language courses abroad, mainly in the US, and attending conferences and workshops.

The CCCI office launched the English version of the website in 2012 in anticipation for a comprehensive PUC-Rio International Agenda (which has not been launched at the time of writing). It is addressed to the international audience of students, partner universities and other organisations. It provides an introduction to the institution, explaining its values, and focusing on certain international activities, like exchanges, full-degree studies, double-degree studies, Portuguese for Foreigners courses, Brazilian seminars – two-week summer schools in English aimed at introducing Brazil to the international audience. The English version of the website is heavily focussed on presenting PUC-Rio as one of the best universities in the world by showcasing its high position in various international rankings, like Times Higher Education and QS: “Best of the Year”, 3rd in Brazil in the BRICS 2016 ranking and 4th for academic reputation among BRICS in 2016 respectively.

Another centre where a lot of international activities take place is the Institute of International Relations (IRI). Forming part of the Centre for Social Science, it was created in 1979 and is one of the first in the country to provide education and analysis of international relations. Due to its nature, the department has natural and traditional links with the wider world: there are lecturers and visiting professors from the USA, the UK, Chile, Sweden, international external examiners and participation in international projects. The Institute is also the seat of the Center for Studies and Research of the BRICS countries (or BRICS Policy Center – BPC), which is a recognised university affiliated think tank. The areas of research include: international politics and multilateral agenda, international security and conflict resolution, international cooperation for development, trade and investments, climate change and environmental agenda, among others. The Centre received the accolade of being the first in Latin America and outside of the US and UK think tank and among the top 10 in the world according to “Global Go To Think Tank Index Report” in 2015 (McGann, 2016).

The following official documents: the mission, introductory word from the rector and the referential starting point (Marco Referencial) refer to internationalisation in various places presenting it as a process of cooperation with the wider world. The emphasis is on knowledge exchange, scientific contributions and staff and students mobility; PUC-Rio is presenting itself as an internationally recognised centre of excellence (rankings) that is a worthy partner in such collaborations. The lack of specific documents relating to internationalisation allow for implicit inferring of how it should be implemented. This ambiguity in interpretations is echoed in the perceptions on internationalisation among the interviewed staff.

7.7 Perceptions of internationalisation

I visited PUC-Rio in May and June 2016 when I interviewed seven participants. All of them were academics who held senior administrative positions and were involved in internationalisation activities.

7.7.1 Is PUC-Rio internationalised?

In the eyes of the academic and departmental director, PUC-Rio is an internationalised university “in the Brazilian context”. What it means is that internationalisation is “uneven” (academic and departmental international coordinator 2), where some parts of the university are more internationalised than others, like in the case of the law department where the academic and departmental international coordinator admitted that “it is harder to internationalise for us in law”. The former international director expressed a view that a university campus where all signs are only in Portuguese cannot claim to be internationalised, even if there are about a thousand international students each year (see Appendix F). However, PUC-Rio “will not be an international university but is in the process of becoming internationalised” (former international director), especially because there is ambition for further internationalisation. This is particularly visible where “the first topic at directorial meetings is where PUC-Rio is in international rankings”, which was observed by the academic and departmental director. Also, the presence of ever-growing numbers of international exchange students on campus is another element

of PUC-Rio's internationalisation. Their substantial percentage on campus (10%) is a unique feature of this university in the Brazilian context.

7.7.2 Real partnerships

Internationalisation at PUC-Rio is understood as having "more solid academic relations with partners" and moving away from having "500 MOUs signed where 50% are not active" (senior international director). The interviewees referred to the fact that, because PUC-Rio is recognised abroad as the internationalised university in Brazil, "everybody wants to talk to us" (senior international director) but the focus is now on establishing more meaningful relationships. Departmental international coordinators enumerated such links and their activity is validated by joint research projects or exchanges of students. For example, overcoming obstacles to internationalising law, as mentioned earlier, the Law Department leads on international projects on social violence and governance together with Paris West University Nanterre La Defense. As part of it, there is an academic exchange, a joint book and seminars. The department is also active within the Jesuit universities network and Iberian law schools according to the academic and departmental international coordinator.

7.7.3 The language issue

After analysing data, it can be inferred that internationalisation at PUC-Rio is also understood in terms of the usage of the English language. This refers to the provision of programmes of study in English as well as publications in English, which are crucial for securing positions in international rankings. Offering courses in a language other than Portuguese was seen as a controversial move and "it took three years to get permission to teach in English" (former international director). As a result, the numbers of international students increased and now more departments are considering offering programmes in English (e.g. Postgraduate Law).

'The language issue' has been referred to as one of the obstacles for further internationalisation. This refers to the inability of some academics to communicate

in English proficiently enough to publish internationally. However, there are voices calling for all “professors must study abroad” (academic and departmental director 2) and following the “good tradition of sending graduate students abroad” (senior international director), implying the need for good foreign language skills and international mind-set.

Speaking English is also an important aspect for PUC-Rio students. In the International Relations Department it was claimed that “all students speak English”. The importance of English as a global medium of influence can be exemplified by a Master student from IRI who wanted to have her dissertation evaluated by a foreign examiner and therefore wrote it in English (according to an academic and departmental international coordinator).

7.7.4 Administration of internationalisation

The focus on internationalisation has been consolidated by an introduction of the institutional international coordinator and a network of departmental international coordinators. These officials lead internationalisation activities, which mainly include developing meaningful partnerships leading to joint research projects. The CCCI coordinates these efforts from a strategic perspective, because internationalisation of PUC-Rio is understood to be of strategic importance. This office’s prerogative is to “mediate the interest of university and departments” (senior international director) in order to internationalise “more evenly” (academic and departmental international coordinator 2).

7.7.5 Narrative of importance of internationalisation

Internationalisation has been seen as very important by all interviewees for a number of reasons:

- a) “Internationalisation is important for university –it is one its 3 pillars: teaching, research and internationalisation” (senior international director).
- b) Internationalisation is one of the criteria CAPES uses when ranking HEIs in Brazil. Therefore, internationalisation is important for PUC-Rio and “for all” other universities in Brazil. (senior international director)

- c) Internationalised PUC-Rio is important for its students and their families who see themselves as elites, global citizens. PUC-Rio plays a role in internationalising the mind-set of many people, which is of importance to the region and beyond (academic and departmental international coordinator 2)
- d) It is important for the region of Rio de Janeiro and the whole country because it is “a portal for demystifying the wrong image of Rio” (former senior international director). That is why Brazilian HEIs exhibit abroad and their booth at the NAFSA conference is sponsored not by the Ministry of Education but by the Ministry of Tourism (former senior international director).
- e) “Internationalisation is a priority” (academic and departmental director 2) especially in technical sciences because of the structure and availability of research funding. “A disciplinary perspective provides a stimulus for internationalisation” (academic and departmental director 2). “STEM areas drove internationalisation before establishment of internationalisation” (former senior international director)
- f) It is important because internationalised HEIs are promoting a positive image of Brazil abroad. PUC-Rio has a good legacy in this area because “PUC was the first Brazilian university to attend NAFSA and the only one for 10 years”, where the first institutional international coordinator of PUC-Rio became “the face of Brazil at EAIE and NAFSA” (former senior international director)
- g) “There is an overall understanding that internationalisation is important to maintain a leadership level in Brazil” (former senior international director), which relates to prestige and recruitment of best students and staff as well as securing funding: “(...) before that [Science without Borders – MK], it was only PUC-Rio in Brazil to offer exchange opportunities – one of its selling points” (academic and departmental director).

The perception of internationalisation importance among staff is related to the availability of scientific funding, familiarising and demystifying Brazilian HE and Rio de Janeiro to the rest of the world, and promoting a more global mind-set.

7.7.6 The impact of the Brazilian and Latin American context on PUC-Rio’s internationalisation

Even though there is interest in active pursuit of internationalisation at PUC-Rio, the process faces a number of challenges that are specific to the operational context rather than institutional aspirations. Internationalisation can be significantly hindered by Brazil’s economic position in the world, i.e. weak currency and unavailability of resources caused by economic turmoil, or uncertain political situation (e.g. the impeachment of President Dilma Rousseff during my data collection). Another element here would be “the language issue”, where Portuguese

is not a very widely spoken language around the world or even in the closest vicinity of Latin America. This weaker and peripheral political status of Brazil means that an ability to communicate in another language, mainly English and Spanish, becomes a necessity, a means for and a symbol of internationalisation. In addition, being one of the BRICS countries with emerging economies and of regional influence opens up certain opportunities, but also contributes to the perception that Brazil “is not seen as a less developed country and therefore funding opportunities are smaller” (academic and departmental international coordinator 2). Because of that, policies of international organisations, foundations and governments do not include Brazil as a recipient of funding for research and other projects.

In the initial stages of opening up the Brazilian HE to the wider world, the internationalisation approach at PUC-Rio was very much to learn from others and mirror their behaviours and structures (like opening of a dedicated study abroad office or offering Portuguese for Foreigners programmes) (former senior international director). A former senior international director recalls that teaching in English “was seen as submitting to US imperialism” and that it was very difficult to place international students in communications modules because their Portuguese was not perfect. The latter has changed and now Communications receives the biggest numbers of exchange students. This is because Latin America is considered by the Global North as “a classic market” (academic and departmental director) for student recruitment or for exporting educational services, including the so called service learning or experiential learning programmes.

This resistance to internationalisation has been driven by some “older generation of professors” (academic and departmental international coordinator 2). The first generation were the founders of the university, who have recently retired, the second generation joined in the 80s and the third one in the early 2000s. As one academic and departmental director noticed, there are many differences between them. It is true though that “Brazil has a good tradition of sending graduate students abroad” (senior international director), who then return with more international mind-set and connections, but it is not true for all older academics.

However, a more cautious approach in directing internationalisation efforts can be noticed across the institution now. There was the realisation that when there are approaches from the USA, Europe or China, there are usually economic interests behind them:

“European institutions are coming and courting us all the time”
(academic and departmental director).

“they [foreign institutions – MK] come to sell something and rarely ask what we can contribute to that” (academic and departmental director).

There is a more critical approach to internationalisation, which is moving away from “a way of creating markets for products” (academic and departmental director) to creating “a more balanced international cooperation” (senior international director). “Now partnerships are more about reciprocity, more genuine in some cases – this is positive” says an academic departmental director.

There is different dimension to this as well and it has to do with “a classic tension: privileging a certain knowledge from one part of the world – economic and epistemological” (academic and departmental director). One academic recalled how it was very difficult for her to teach theory when she was at an American institution because “the expectation was the she will know and talk about Latin America and Brazil”, a local context and not theory (academic and departmental international coordinator). Although “internationalisation can be a threat” “PUC-Rio is more positive about it” because “reciprocity is in discourse more” (academic and departmental director). PUC-Rio is trying to “move away from the model that internationalisation means in Europe and North America” because “knowledge from South America is contesting the one from Europe” (academic and departmental director).

7.8 Reflections on internationalisation at PUC-Rio

In summary, the perceptions on internationalisation among PUC-Rio’s staff vary from embracing the Western-style to advocating a different, Brazilian approach. Framing internationalisation in neoliberal terms by using different numbers (students,

partnerships, positions in rankings) is accompanied by a more thoughtful approach based on the principle of more equality in relationships with other institutions (i.e. not only a receiver of internationalisation) and the value of contributions (an equal contributor and provider). This strong emphasis on values is also clearly visible in the presentations and perceptions on global citizenship, as presented in the following sections of this chapter.

The table below shows the presentations and perceptions on internationalisation and their alignment with the three conceptual lenses. It indicates that the understanding of internationalisation at PUC-Rio is more aligned with neoliberal and liberal conceptualisations of the term. The former is visible in the importance placed on appearing in international rankings (i.e. prestige seeking), in the use of the English language (i.e. competition for resources and prestige) and in the attempts at professionalisation of staff working on international activities. The latter manifests itself in focussing on exchanging people and knowledge, which is guided by values of respectful cooperation. Critical approaches to internationalisation emerged in the staff perceptions on the process rather than in the official documents that were analysed. They oscillate around resistance to exploitative nature of internationalisation like unequal partnerships and exploitative marketisation tactics.

Table 22: Summary of presentations and perceptions on internationalisation at PUC-Rio with alignment to three lenses

	Presentations (official documents)	Perceptions (interviews)	Alignment with lenses
Neoliberal lens	<p>listing of PUC-Rio’s position in various international rankings as a measure of quality and level of internationalisation</p>	<p>Position in international rankings of big importance (analysis at senior management meetings)</p> <p>Articulated importance of teaching in English to make PUC-Rio an attractive destination for incoming students</p> <p>Emphasis on acquiring English language skills by academic staff to publish internationally</p> <p>Internationalisation is one of the criteria for funding and prestige in Brazil</p> <p>Attending international conferences and workshops for professionalisation of staff involved in internationalisation</p>	<p>Strong references to prestige seeking</p> <p>Loose reference to competition</p>
Liberal lens	<p>culture and knowledge exchange in the globalised world</p> <p>the intention to impart universality of meaning to its mission</p> <p>value driven, collaborative and contributory</p> <p>international partnership agreements, dual degrees, student exchanges, international chairs and research centres (BRICS, NIMA, etc.),</p> <p>References to values that underlay all activities of the</p>	<p>Sending graduate students abroad to develop good English language skills and a global mind-set to then instill it at PUC-Rio</p> <p>Focus on delivery of service to incoming international students (mainly exchange)</p> <p>Internationalisation as a means to demystify the “wrong” image of Rio and Brazil</p>	<p>Strong references to cooperation</p> <p>Strong references to cosmopolitan values and capabilities</p>

	university, including internationalisation: cooperation, respect, openness, dialogue		
Critical lens		<p>Resistance to teaching in English, which was seen as submitting to neocolonial practices of imposing Western standards</p> <p>Resistance to exploitative internationalisation treating Latin America as a market</p> <p>Seeking reciprocity and deep partnerships based on equality and equity</p>	<p>Strong references to resistance to exploitation</p> <p>Focus on equitable partnerships</p>

After analysing the presentations and perceptions on internationalisation at PUC-Rio, I will now analyse how global citizenship is present in the official documents and how it is interpreted by interviewees.

7.9 Presentations of global citizenship

References to global citizenship that are analysed in this section are present in the mission of the university and the message from its president; they are then further explained in the institutional referential framework, which sets the direction for PUC-Rio's activities, like the social action, Christian education and environmental agenda. After applying thematic analysis, themes that emerged with regard to global citizenship at PUC-Rio are included in the tables below.

7.9.1 Mission and Message from the President plus a Referential Framework

Although not explicitly stated, there are references to the concept of global citizenship in the institutional mission (History and Mission as on the website) and Message from the President, Fr. Josafá Carlos de Siqueira, S.J. The table below presents relevant fragments from both documents and their analysis. The text below is directly quoted from the institution's English website.

Table 23: PUC-Rio analysis of references to GC in the Message from the President and History and Mission

Quoted elements from the Message from the President	Analysis and interpretation of themes
<p>The first value constitutes in the integration between academic and community life. Keeping the education and research seriousness, PUC-Rio is the place where the anthropology of encounter allows the presence of other values that make part of human life.</p>	<p>Emphasis is put on integrating different perspectives into education and research.</p>
<p>The second value refers to the openness towards the interdisciplinary and inter-faculty dialogue.</p>	<p>Interdisciplinarity, openness and dialogue are integral institutional values.</p>
<p>The third value concerns the integration between science and faith. (...) This experience of union between immanence and transcendence reflects the desire of a new cosmovision where the search for the truth may contemplate not only scientific mediations necessary to the human accomplishment, but also deeper issues of faith in the human being and world last and definitive destiny.</p>	<p>Education is based on the union of science and faith, which is the basis of a new cosmovision with deep faith in the human beings and what they are able to achieve.</p>
<p>The fourth value regards the privilege to study at a campus where [it – MK] is possible to see and to contemplate nature symbolic elements, integrated with academic areas.</p>	<p>Education is occurring in symbiosis with the natural world.</p>
Quoted elements from the History and Mission	Analysis
<p>The referential starting-point of PUC-Rio is the complete development of the human being in two main perspectives: the philosophical and the theological.</p>	<p>Education is about a complete development of a human being, which integrates the philosophical and the theological.</p>
<p>PUC-Rio is, above all, a community of people, teachers, students and staff members united by a common interest in seeking the truth and acting in accordance with the needs of the society and with the ever changing world around us.</p>	<p>Education is seeking the truth, addressing the needs of the society and the changing, i.e. globalising world.</p> <p>Education occurs in a supportive environment.</p>

The commitments to a vision for education and university that are based on Christian values of community of science and faith, the supremacy of a human being, openness to other perspectives and education touching all aspects of mind and heart/soul are further explored in a Referential Starting Point – “Marco Referencial”, which serves as a set of guidelines for the whole university community. The table below presents relevant quotes from this document with an analysis. The Referential Framework is only available in Portuguese, so the quoted text is in my own translation.

Table 24: PUC-Rio analysis of references to GC in the Referential Starting Point

Quotes from the Referential Starting Point	Analysis and interpretation of themes
<p>PUC-Rio is a public service institution, based on Christian-humanistic tradition of the Catholic church</p>	<p>Education is rooted in Christian and humanistic traditions of the Catholic church.</p> <p>University is to serve the public.</p>
<p>The promotion of culture, on the intellectual, aesthetic, moral and spiritual levels, committed to Christian values and which provides an instrument for the realization of the integral vocation of the human person.</p>	<p>Education is based on cultural, intellectual, aesthetic, moral and spiritual Christian values, which are needed for a complete development of a human being.</p>
<p>The development of teaching and deepening of research and research, to create and disseminate a vision of the Universe and of the human being aware of the necessary unity that must govern the multiplicity of knowledge;</p>	<p>Education is based on multidisciplinary and diversity of knowledges and approaches.</p> <p>Education implies the necessity for dialogue, tolerance and acceptance of other points of view.</p>
<p>The formation of competent individuals with the sense of responsibility and participation</p>	<p>Education should result in developing responsibility and participatory attitudes.</p>
<p>an inclusion in the Brazilian reality, placing science at the service of the community and to direct its activities toward the creation of a better world based on justice and love</p>	<p>Education should prepare students to live in Brazil in the local context.</p> <p>Education should lead to the creation of a better, just and compassionate, world.</p>
<p>Exchange and cooperation with educational, scientific and cultural institutions, national and international, with the intention to impart universality of meaning to its mission</p>	<p>Education is based on cooperation and collaboration with others in and out of Brazil.</p>

<p>Apart from the common values of every university, PUC-Rio in particular is committed to cultivate human values and Christian ethics and confirms the supremacy of people over things, of spirit over matter, of ethics over technology, in a way where science and technology are at the service of a human being. It is recognised as a space where a dialogue between knowledge of the human reason and Christian faith are in a dialogue.</p>	<p>Education is based on common values (universalism) and Christian values in particular, where the dialogue between science and faith is encouraged, which results in scientific and technological advances being placed at people's service, who have priority in the world.</p>
<p>Commitment to personal development that would enable:</p> <ul style="list-style-type: none"> - leadership committed to the evangelisation of culture - readiness to serve, according to the evangelic spirit - integrity and professional competence constantly updated by continuous learning - ability to perceive the reality and sensibility toward the needs of others and the common good - commitment to create a more just and fraternal society 	<p>Education is about constant personal development, which results in agency (evangelisation), compassion (sensibility), integrity (science and faith, mind and spirit), social justice.</p>
<p>The University interacts with the society, as an open system, according to the expectations and needs of the region and current world. Therefore, it assumes as one of its core missions a constant commitment that its actions toward students, academic and administrative staff, in their research and outreach activities, contribute effectively to the transformation of the Brazilian society to construct a nation more just and free, to eradicate illiteracy, misery and social injustice. The university is conscious, thus, that its social responsibility should be exercised mainly through its activities of teaching and research, placing its academic potential in the service to the community.</p>	<p>Education should be transformative, i.e. enable the transformation of the Brazilian and wider society to build a just and free world.</p> <p>PUC-Rio has a social responsibility to provide education that would eradicate social injustice and serve the society.</p>

The vision of education at PUC-Rio is based on the Christian educational principles but there are parallels with global citizenship. These include: openness and dialogue with others who may have different perspectives, faith in the human abilities to work

for the betterment of local (i.e. Brazilian) society and the world, importance of the environment for human wellbeing, serving the public, education is more than just developing skills, it is about development of a complete human being, it is about instilling a sense of responsibility for others and the world and active participation (agency) to bring about the changes that are necessary for ensuring social justice, compassion, wellbeing and freedom. These latter values are further explored in the institutional documents on Social Action.

7.9.2 Social Action

One of the institutional commitments is to creating a more just world and reaching out to the poor and marginalised. It is fulfilled by PUC-Rio's affirmative action (Ação Afirmativa), which is also referred to as "social action" or, in the UK context, as widening participation. This university was the first one in Brazil to introduce such a model of community outreach about twenty years ago (or since 1994). Social action is a priority at PUC-Rio, which is demonstrated in having the senior position of Vice-President Community.

PUC-Rio's affirmative action is officially explained as:

The social action promoted by PUC-Rio is seen by communities as the only source of hope to improve its member's quality of life. All efforts are educational, for the citizens that benefit from them and for the students involved with the work. It creates new understanding of the world while fusing humanitarian and professional principles. (PUC-Rio website, own translation)

The programme is addressed to marginalised communities in Rio de Janeiro, especially for people living in *favelas*. The beneficiaries are either from low income families or are vulnerable adolescents. It is worth noting here that while the university is itself located in an affluent area of the city, it is also in close proximity of a Rocinha (little farm) – the largest *favela* within the city of Rio de Janeiro.

One of the tools for the affirmative action are scholarships to attend the university: "beneficiaries of the program are students, employees and their dependents, interns, athletes, seminarians, religious personnel and members of the choir of PUC-Rio.

More than 4,200 students receive partial or integral scholarships” (website) to travel to and from university and have a meal on campus (FESP – The PUC-Rio Solidarity Emergency Fund). Apart from the monetary help, there are numerous volunteering opportunities in the community programmes, where PUC-Rio students provide teaching, training or counselling for those that need these services. Some examples of social action activities include: UNICOM – student volunteering opportunities, NOAP – the Group for Psycho-pedagogical Guidance and Counselling – workshops in schools, and NEAM – the Group of Studies and Action on Minors – research related to vulnerable children and adolescents. Social Action is an institutional commitment that derives from the unique Catholic and Jesuit principles of Christian charity and responsibility, which resonate with global citizenship. Apart from the official university commitment to these principles, they are also instilled in the Christian Education courses at PUC-Rio.

7.9.3 Christian Education

One of the distinct features of undergraduate education at PUC-Rio is a mandatory course on Christian education, which is taken within the first year of any degree programme.

CRE – Cultura Religiosa, a department within the Faculty of Theology, coordinates the delivery of Christian education in four stages through the following four mandatory courses:

Stage 1 - A Human Being and the Religious Phenomenon (O Humano e o Fenom Religioso), CRE1100, worth 4 credits, which aims to “awake an interest in a reflection into a human being and religious phenomenon in its various expressions”

Stage 2 – Group of Optional Courses in Christianity (Grupo de Optative de Cristianismo), CRE0700, 4 credits, which aims to “identify the core of the Christian message, through an open and critical dialogue with the challenges facing the current world and different cultures and religions”

Stage 3 – Christian Ethics (Etica Crista), CRE1141, 4 credits, aiming at “development of an ethical dimension of a human activity, in the light of Christian interpretation, by nurturing in students a commitment to building more just and supportive social and planetary relations”

Stage 4 – Professional Ethics (Eticas Profissionais), aiming at “development of an ethical commitment toward executing appropriate activities and professional engagements”. (source of all quotations: website; own translation)

These courses aim at developing a critical approach and critical thinking based on “scientific and ideological pluralisms and challenges facing globalised society, multicultural and multi-religious, marked with social injustices and serious environmental problems” (source: website; own translation).

The Christian education series, in essence, cover many aspects associated with educating for global citizenship, like critical thinking, ethics, appreciation for pluralism and multiculturalism, fight for social justice and environmental sustainability. These elements make the Christian education model homogenous with certain aspects of global citizenship. Among them, socioenvironmental sustainability is of particular interest to this case study because it features as an institutional strategic priority.

7.9.4 Environmental Agenda

PUC-Rio’s environmental agenda was launched in 2009 and aims to make the university campus fully environmentally sustainable where “the quality of socioenvironmental life in the college campus, [is-MK] based on humanitarian, scientific and ethical principles” (PUC-Rio Environmental Agenda, 2009: 5). What is interesting is that the impetus to launch this agenda was given by the 2007 Global Colloquy of University Rectors under the auspices of the United Nations. PUC-Rio’s president was one of only three university representatives from Latin America present at that meeting. As a result, the first Environmental Agenda was launched in 2009 and then replaced by the new Socioenvironmental Agenda in 2015. The latter

was also a result of a publication of Pope Francis' Encyclical Letter "Laudato Si of The Holy Father Francis on the Care for Our Common Home" in May 2015. As a result, the Environmental Agenda is a strategic institutional commitment that is referred to in the mission and message from the university's president, which is coordinated by NIMA: The Interdisciplinary Nucleus for the Environment.

NIMA – Interdisciplinary Centre for the Environment (Nucleo Interdisciplinar de Meio Ambiente) was established in 1999 by father Josafá Carlos de Siqueira, S.J. to bring together various departments and build interdisciplinary cooperation to address socio-environmental questions. Therefore, the mission of the Centre stipulates:

"To turn PUC-Rio into a national and international reference in Environment, contributing through science and education for (sic!) the sustainable development, seeking to establish the interaction between the University and the society to meet the needs of the Society."
(website)

NIMA is one of the departments that stands out in its international pursuits and this visibility is confirmed by a website in English that introduces a very dynamic centre involved in many activities. These include "developing projects in partnership with schools, companies, municipalities and institutions both national and foreign" in order to "establish interaction between the University and the society" as it is written in the University statute. This focus on inter-relation between the society and the environment is derived from Christian environmental ethics, which aims to "transform[ing] the anthropocentric culture, believing in the possibility of creating new scenarios from the communion between the human beings and the environment." (PUC-Rio Environmental Agenda website).

The Socioenvironmental Agenda recognises the fact that the environmental crisis is both "a global and local reality that must be faced by all of us who inhabit the planet Earth" (PUC-Rio President's introductory message, website). The environmental agenda is aimed at developing a sense of critical responsibility for global, or "planetary" socioenvironmental responsibility by a new *ethos* through "changes of habits and construction process of new habits" (PUC-Rio Environmental Agenda website). There is also a recognition of how local knowledge is important for tackling

a global issue: “The power and testimony of local actions are extremely important to illuminate and enrich global proposals of planetary sustainability (...)” (PUC-Rio Environmental Agenda website).

NIMA, as a centre tasked with leading the sustainability agenda, is therefore purposefully interdisciplinary in its approaches to research, which is important in times when there are “academic difficulties in summarizing and synthesizing convergent and divergent aspects from the various scientific knowledges.” (PUC-Rio Environmental Agenda website).

The environmental agenda has been renamed as the Socioenvironmental Agenda to reflect the interdependence between environmental and social causes and outcomes of changes, and addresses “the global desire of a planet more balanced ecologically and socially fairer and solidary” (PUC-Rio Environmental Agenda website).

7.9.5 Summary

In summary, global citizenship as a term is not explicitly mentioned in any official documents at PUC-Rio, however some aspects resonate with institutional commitments. These relate to the model of Christian education that emphasises a holistic approach to human development that encompasses knowledge, skills and values, especially those of openness, dialogue, collaboration, respect, responsibility and community participation for greater social and socioenvironmental justice. This is furthermore embedded in mandatory curricular implementations for all undergraduates. Such a Christian-related interpretation of global citizenship that emanates from official documents is now juxtaposed against staff perceptions.

7.10 Perceptions of global citizenship

Many of the interviewed staff were very critical about the term and concept of global citizenship. This critical approach was a result of confusion, criticism and opposition against Western conceptualisations of the term, which are the main themes that emerged after thematically analysing the interviews.

7.10.1 Confusion

When asked what global citizenship means, my interviewees expressed confusion. An academic departmental director talked about a “conceptual dilemma” where “Everybody assumes that everybody is talking about the same thing, nobody clarifies these things; in some cases, it is genuine confusion”, and an academic and departmental international coordinator talked about “being confused” about the meaning of it. There were genuine concerns revealed, like:

“A lot of the discourse around citizenship is to mask problems and not deal with them directly. You have to be very careful about citizenship as a goal for education. I’m not saying we should throw it out and get rid of it, what I’m saying is that we should be very careful about what we mean by citizenship”

“[we do not talk about global citizenship – MK], not in the European-American way – when you think about it that way it is not what we are doing here (fostering GC). It’s very critical and very much directed at talking about citizenship in building responsibility” (academic and departmental international coordinator)

These concerns are embedded in a unique Brazilian context, where “GC presents a conceptual dilemma” because “there is a lot of hype about citizenship (...) but historically it has always been to impose the identity of others on certain groups” (departmental director). A departmental international coordinator admitted that “I don’t think it appeals to Brazilian institutions that much”.

The imposition of identity argument is perhaps most noticeable in the necessity to learn English: “When people say about learning English as a gateway to citizenship basically it means it is a gateway to a dominant culture and a good position in the world market” (departmental director), so belonging to a global economic elite. Instead, he continues, “citizenship is not the question of being capacitated or educated to enter the world market”.

7.10.2 Criticising and opposing

Further insights into this statement reveal that global citizenship is perceived as a concept or aspiration imposed by the Western/Northern world in a patronising tone, which leads to not only critiquing it but criticising and opposing:

“I have very strong reservations of this objective teaching of citizenship; once again, it’s very laudable when looking at it from the surface ... it all sounds very nice but what’s behind this, that’s what I always ask. Once again we have to admit that what’s behind it is a certain economic [interest – MK].

and

What does [global – MK] citizenship mean – does it mean adopting the ideology, the worldview and the language of the dominant group, does it mean being allowed to use your own language, your own culture within that context as well as the culture of the dominant group” (academic departmental director).

The interpretation of global citizenship in terms of creating global economic elite, who can speak the global language, i.e. English, is seen as the Global North imposing its “cultural tools” necessary for global citizenship. It is perceived as patronising and results in opposition:

“The drive has always been for Latin Americans to go out there and learn and we are a bit more critical about that recently; there hasn’t been much effort from the other side to learn about other regions; it is very (...) patronising – Latin Americans have been trying to do it recently – it is very nice to learn from you but we also have a lot to teach you, and things are changing- we have been getting some very nice receptions in different places.” (academic and departmental international coordinator)

Another factor that contributes to the opposition against global citizenship is the fact that “In the curriculum there are many Brazilian topics - a lot about global affairs doesn't appeal to Brazilian universities” (academic and departmental international coordinator) and that “[we are – MK] faced with nationalistic perspective in the classroom – ‘our environment’” (academic and departmental international

coordinator 2). Fostering global citizenship can therefore be interpreted as opposing “Brazilianism” and imposing foreign cultural and economic imperialism.

7.10.3 Global citizenship and Christian education

Instead, elements from the global citizenship discourse emerge in my interviewees’ answers in different places. It is as if there are shared principles between global citizenship discourses with Christian theology and specifically Jesuit (Ignatian) pedagogy, as I indicated in the introduction to the chapter.

A global citizen at PUC-Rio can be understood to be a person “educated with a wide scope”, a person with choices and conditions, aware of global diversity, tolerant of cultural diversity, aware of global challenges (senior international director). It is someone who can live in a multi-ethnic and multicultural society that can be found on their doorstep in Brazil and the wider world, and, likewise, a person that “may not be affected by other culture”, meaning not appreciating the various immigrants’ influence on the creation of the Brazilian culture. It is a person with developed capacities (departmental director) and a choice (senior international director) and someone who can “contribute to citizenship and not being confined to it” (academic and departmental international coordinator).

The idea of a citizen with these attributes and capacities perhaps stems from the very uniqueness of PUC-Rio’s identity and traditions of Ignatian pedagogy. Even though not mentioned directly when talking about global citizenship, my interviewees confirmed that the Catholic appellation of PUC-Rio does not constrain their freedom of expression or pursuits. A departmental director said he was interested in working there because of its strong reputation of being “very good” in scientific terms; a former senior international director admitted that there is more freedom of expression at PUC-Rio than elsewhere and especially at public federal universities.

The pluralism of opinions and freedom of expression is paired with another ethos of Catholic and Christian religious education – that of social responsibility. PUC-Rio’s affirmative actions, as described earlier, are especially important in a “country with

many social problems, where less than 10% of population has higher education, where people cannot afford to send kids to school”, and where “our goal, our mission is to provide more opportunities for students” (senior international director). There is a recognition that PUC-Rio is an elite institution but also diverse and one with a mission for social responsibility, environmental sustainability (“All professors know that there is a main theme - sustainable campus - they cannot build more buildings” senior international director) and interdisciplinary approach to research and teaching, visible in the centres and compulsory religious education about ethics (senior international director). Building solidarity and experiencing communality with others are the foundations of Christian education and global citizenship, as described in the previous section, as is the concern for an environmentally sustainable and socially equitable and responsible world. The model of Christian, Catholic and Jesuit education at PUC-Rio bears many elements of global citizenship but the full examination of the connections and disconnections between the two is not the purpose of this paper and renders a separate study.

7.11 Reflections on global citizenship at PUC-Rio

Even though global citizenship is not a term used in discourse around internationalisation and education at PUC-Rio, there are many references to its various aspects in both official documents and staff interpretations. I summarised them in the table below and applied the three lenses to see where there are alignments.

Table 25: Summary of presentations and perceptions on GC at PUC-Rio with alignments to three lenses

Conceptual lenses	Presentations (documents)	Perceptions (interviews)	Alignments with lenses
Neoliberal	Nil	Nil	Nil
Liberal	Multi- and interdisciplinarity, openness and dialogue cultural, intellectual, aesthetic, moral and	global diversity, tolerant of cultural diversity, aware of global challenges global citizenship allows for multiple	Strong references to cosmopolitanism & Valuing diversity

	<p>spiritual Christian values</p> <p>constant personal development, which results in agency (evangelisation), compassion (sensitivity), integrity (science and faith, mind and spirit), social justice.</p>	<p>citizenships and affiliations</p> <p>freedom of expression and scientific pursuits</p>	<p>&</p> <p>Dialogue</p>
Critical	<p>Education should be transformative, i.e. enable the transformation of the Brazilian and wider society to build a just and free world.</p> <p>Responsibility and participatory attitudes</p> <p>PUC-Rio has a social responsibility to provide education that would eradicate social injustice and serve the society (through its social action and education).</p> <p>Developing critical thinking in students and critical approaches to world challenges, like social injustice and environmental problems (through Christian education)</p> <p>Challenging the Global North knowledges and contributing locally-derived knowledge to address socioenvironmental injustice</p>	<p>Citizenship means building a sense of responsibility and not imposing other ideologies and identity</p> <p>Global citizenship perceived as an imposed concept that excludes and belittles Latin America</p> <p>Global citizenship seen as a threat to Brazilianism</p> <p>Does being a global citizen draw away from appreciating own cultural diversity typical to the Brazilian context?</p> <p>For global citizenship, there is an interconnection between social justice and environmental sustainability</p> <p>The imposed definition of global citizenship relates to building a global elite that can speak English to enter the world market</p>	<p>Strong references to responsibility</p> <p>&</p> <p>Socio-environmental justice</p> <p>&</p> <p>Critical thinking</p> <p>&</p> <p>Participation/engagement (activism)</p> <p>No to exploitation, marginalisation and neo-colonialism – ecology of knowledges</p> <p>Critiquing the GC concept</p>

When looking at the table above, there are an important finding stands out: there are many liberal and critical alignments but there are no neoliberal ones. This is significant in many respects: firstly, it confirms that the neoliberal conceptualisation of the term is not embraced in the specific PUC-Rio context, and secondly, that the alternative to neoliberal approaches to internationalisation are a unique feature of the conceptualisation of GC at PUC-Rio. This is underpinned by both the Catholic heritage that emphasises the cosmopolitan as well as ethical and activist positions, and the Latin American context, which strengthens the critical, anti-oppressive stances.

7.12 The complexity of relationships between internationalisation and graduate GC attributes at PUC-Rio

The relationships between internationalisation and graduate GC attributes at PUC-Rio are influenced more heavily by liberal and critical than neoliberal interpretations of both phenomena. It transpired from the analysis that the latter was present in the internationalisation ambitions for global prestige that align with the principles of internationalisation as competition. However, the employability agenda that aligns with GC as a Global Worker was not present in either presentations or perceptions on internationalisation and GC.

The liberal and critical lenses have revealed many more alignments between internationalisation and graduate GC attributes. Internationalisation is presented more as cooperation with others based on values of respect and openness. This aligns with graduate GC attributes of fostering dialogue, respecting diversity, freedom and the universality of meaning, so those aiming for global harmony. They are linked to the principles of Catholic, and especially Ignatian, pedagogy based on Christian ethics, liberal education and cosmopolitan values (Trinidad, 2017, Bruna, 2018). As a consequence, these global skills are much more aligned with the concept of Global Cosmopolitan than Global Worker, which is represented by an arrow between these two concepts in the relationships model below.

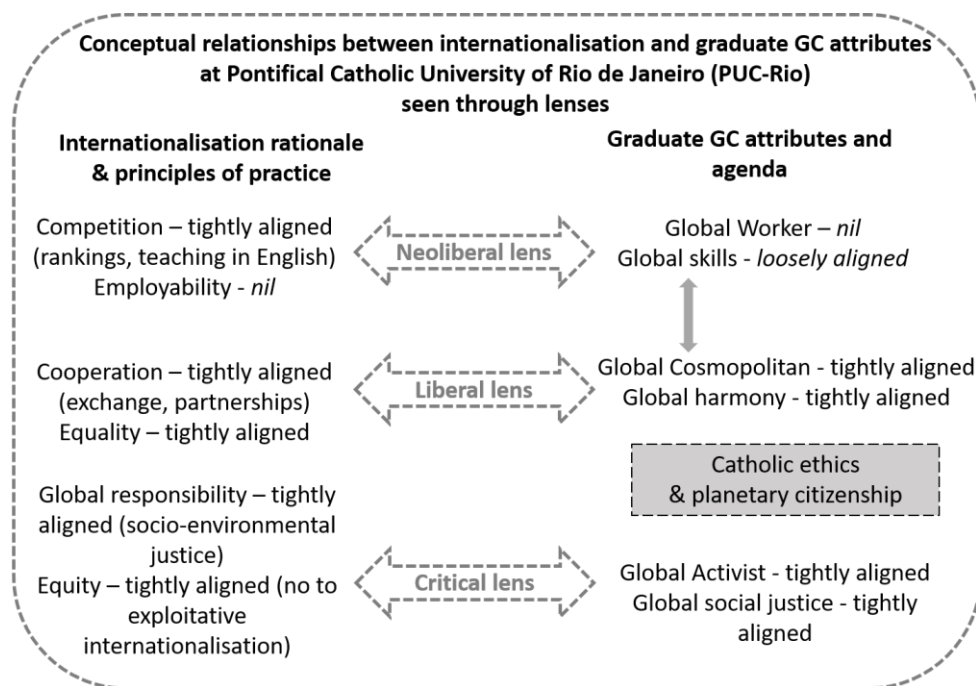
Under the critical lens, the vision of internationalisation is aligned with the principles of responsibility, equality and equity. This is visible in the opposition to practices of educational markets, i.e. treating Latin America as a market, and instead looking for ways of equal and equitable collaborations, like in the case of the environmental agenda and working together to solve socio-environmental problems. Social and environmental justice addressed through applying critical thinking based on local knowledge are attributes of a critical GC that emanate from the presentations and perceptions at PUC-Rio. This approach aligns with the principles of *buen vivir* (Walsh, 2010, Chassagne, 2018, Brown & McCowan, 2018) and planetary citizenship (Moraes & Freire, 2017) contributing to the unique contextual particularities influencing the relationships between internationalisation and graduate GC attributes at PUC-Rio.

The analysis in this chapter revealed that there is a disconnection between how internationalisation is presented in official documents and how certain aspects of it are interpreted by staff. The former aligns much more with the liberal and critical whereas the latter with neoliberal approaches. This was visible in the references to positions in rankings, i.e. looking for international recognition and prestige, which emanated from staff interviews. This observation is also significant because, to a certain extent, the drive for neoliberal internationalisation comes from the grassroots rather than strategy; it is therefore more accidental than intentional. On the other hand, because there are connections between liberal and critical approaches to internationalisation and graduate GC attributes in official documents and staff perceptions, these relationships are more intentional, i.e. strategy driven.

In addition, the vision for education, based on Ignatian principles, which results in more liberal and critical GC attributes, is driving the internationalisation agenda at PUC-Rio to a greater extent than the other way around. The neoliberal internationalisation principles are influencing the formulation of graduate GC attributes to a much lesser extent.

In conclusion, the relationships between internationalisation and graduate GC attributes at PUC-Rio are tightly aligned to liberal and critical interpretations of both phenomena and loosely aligned to neoliberal ones. In addition, what makes them unique to PUC-Rio is the distinctiveness of the operating context. There are two major components of this unique context: Christian ethics and approaching GC as planetary citizenship (Moraes & Freire, 2017), which is specific to the Brazilian and Latin American environment. The relationships model below had been adjusted to represent it.

Figure 14: Conceptual relationships between internationalisation and graduate GC attributes at PUC-Rio seen through three lenses



Chapter 8 University of the Arts, London case study

8.1 Introduction to the chapter

This chapter looks at the University of the Arts London (UAL) in the United Kingdom in search of answers to the question: What do the relationships between internationalisation and global citizenship look like in practice? As previously, the analysis is conducted in a systematic way in four parts:

Part one introduces the University of the Arts London and situates it in global, national, regional and local contexts relating to internationalisation of HE and GC.

Part two looks at internationalisation at UAL through its presentations in the official institutional strategy, management structure and the initiative of a community of practice, and then at the perceptions of staff. I interviewed 5 staff at senior management level from across the institution who have been involved in various internationalisation initiatives.

In part three I look at the institutional discourse around global citizenship. I start by analysing the strategy in terms of stated graduate GC attributes and then look further at other initiatives that speak to GC principles, like Central Saint Martin's Public or Conscientious Communicators, etc. This is then complemented by staff's perceptions on GC, which provide an invaluable commentary on the official rhetoric.

In part four, I engage in discussion on the nature of the relationships between internationalisation and graduate GC attributes at UAL based on analysed data. I apply the conceptual lenses tool to illuminate conceptual connections and disconnections to then come to conclusions about the character of the studied relationships.

8.2 Situating UAL in the global, regional, national and local contexts for internationalisation and GC

8.2.1 Global context for HE internationalisation and GC relevant to UAL

The global context for internationalisation of HE in the United Kingdom is determined to a great extent by its position as the second in the world most popular destination for international students and the implications of this fact. According to the OECD 2016 Education at a Glance report, international students comprised 12.5% of all enrolled at UK HEIs. UK HE attracts these enrolments because of its reputation for good quality education confirmed by high positions in international university rankings, teaching in English and very widespread education marketing activities backed by the UK government (more below).

8.2.2 National and regional contexts for HE internationalisation and GC relevant to UAL

UK public universities are regulated by the government that also sets internationalisation goals for the sector where the underlying approach is to see HEIs as profit generating entities. The 2013 Education Strategy: Global Growth and Prosperity was then substituted by 2019 International Education Strategy: Global Potential, Global Growth and both of them were prepared as part of either industrial or international trade strategy for the country. The documents set financial targets for HEIs to achieve, with the most recent one to be 35 billion pounds and hosting 600,000 international students per year. HE is seen as an import-export activity and apart from the increase in inward numbers, the strategy also acknowledges the exporting contributions in terms of TNE (Transnational Education, i.e. delivering UK degrees abroad): “The latest data for 2016 estimates its export value including TNE activity at over £14 billion” (International Education Strategy, 2019: 33).

The launch of the 2019 strategy coincided with the government’s announcement of a reintroduction of the Post-Study Work Visa for international students. This was seen by the sector as a significant move toward facilitating the achievement of the strategy goals, especially after many years of actively lobbying the government to change its

tactics in this respect. Since 2012 international student numbers have been included in the net migration target and stricter measures for visa issuance and compliance were introduced, which were seen as an unwelcomed intervention into the sector that was hindering the recruitment efforts and creating a certain image abroad that the UK was not welcoming.

The economic and developmental benefits of HE internationalisation are also reinforced by endorsing student mobility (e.g. exchanges) and setting a target of doubling the percentage of students taking part in such activities by 2020. The inter-degree mobility experience is thought to be supporting a graduate attribute of creating “a new generation of globally mobile, culturally agile citizens who can succeed in an increasingly globalised world” (International Education Strategy, 2019: 24) and who will also become ambassadors for the UK and British HEIs.

The table below based on the Universities UK 2019 International Facts and Figures report shows some statistics, which help to draw a wider picture of the scale of some internationalisation activities in the UK:

Table 26: Universities UK 2019 International Facts and Figures statistics

International students in the UK	19.6% of the total student population 14% of all undergraduates 35.8% of all postgraduates
International research collaborations	55.2% of all UK publications are the product of international research collaborations
Transnational education (TNE)	693,695 students are studying for a UK degree overseas
International staff	20% of all staff at UK universities are international
Outward student mobility	7.8% of undergraduate students study work or volunteer overseas as part of their degree

Against the relatively high numbers of incoming full-degree students every year is the number of 307,700 UK students that participated in Erasmus mobility programmes between 1987-2017 (International Facts and Figures, Higher Education May 2017 by Universities UK). This constitutes a rather small percentage of all UK students and, together with incoming full-degree students, proves that the UK is a receiving destination. The strategy and institutional efforts are bringing results in this import situation.

Up until 23rd June 2016, when the UK voted to leave the European Union, the policies and programmes of the EU played a role in internationalising British HE. This was mainly in terms of participation in the Erasmus+ programme for student and staff mobility and various research schemes. It is important to mention that I started working on my research before 2016 however I conducted data collection at UAL in 2017, when there was considerable uncertainty about the future relationship with the EU and the ability to continue accessing the pan-European HE projects and programmes. This is particularly important when considering that 143,000 students came from the EU countries to pursue higher education in the UK in 2018/19 in comparison to 343,000 from elsewhere (Hubble & Bolton, 2020: 3).

The governmental approach to HE internationalisation described above is further complemented by the sector's own approaches. They are represented by a number of organisations and associations aimed at supporting UK HEIs at institutional, research and teaching and learning levels. The British Council (BC) is a governmental agency tasked with cultural and educational responsibilities and representation around the world. Its higher education unit works to promote and facilitate internationalisation of UK HE by providing training, gathering intelligence, supporting exchange and promoting UK HE abroad. The organisation also organises annual Going Global conferences, which shape discussions of the future of global higher education. The BC runs a governmental backed marketing programme aiming at helping UK universities to recruit students overseas and achieve their targets. Universities UK is an organisation that collectively represents UK HEIs and lobbies the government to create favourable policies to enable HE to grow and develop internationally. In addition, UKCISA (UK Council for International Student Affairs), an independent

membership organisation, has been shaping debates and practice about international students in the UK since 1968. It, too, lobbies the government about the visa situation and much of its practices in the last few years have been centred on immigration advice and training. Advance Higher Education is an organisation that provides training and leads debates about teaching quality and enhancing student learning experience, including internationalisation of the curriculum. It developed and published an influential Framework for internationalising HE as part of its series of Essential Frameworks for Enhancing Student Success, which interconnects the internationalisation of teaching, learning and research with a view to “promoting a high quality, equitable and global learning experience [which – MK] can help prepare graduates to live in and contribute responsibly to a globally interconnected society” (Advance HE Internationalisation Framework, 2016: 2). This reference to global citizenship and how the debates about it are shaped in the UK are further explored in the relevant section below.

8.2.3 Local context – London as a global city, London as a creative city

UAL is located in London and the different colleges are dispersed across its boroughs. The significance of the London location for UAL lies in its recognition as a global city that provides global opportunities and a creative city, where the creative economy thrives (McCarney, 2005).

London features prominently in many indexes and rankings of world global cities confirming that it scores highly in many criteria. For example, in the 2016 A. T. Kearney Global Cities Index, London was reported to have taken over from New York as the most global city in the world because it did better in two of the five dimensions of the index: cultural exchange and business activity (Newswire, 2016).

According to a publication by the Greater London Authority in March 2017, the Gross Value Added (GVA) of the creative industries “was estimated at £42.0 billion, accounting for 11.1 per cent of total GVA in London, and for just under half (47.4 per cent) of the UK total for the sector.” (Rocks, 2017: 2).

8.2.4 Global citizenship in UK HE

The government strategy mentioned above talks about “a new generation of globally mobile, culturally agile citizens who can succeed in an increasingly globalised world” (International Education Strategy, 2019: 24) in relation to strengthening the UK’s business, academic, political and diplomatic ties with the rest of the world. This is to be achieved through internationalisation and specifically through student mobility and exchanges. These attributes of an internationalised HE fall under the neoliberal and liberal interpretations of GC. The government strategy endorses the Universities UK Pledge to double the numbers of students going abroad during the course of their studies. This pledge expands the basic statements about graduate global attributes and includes references to global citizenship:

“But going abroad is not just about degree and employability statistics. International placements help students develop important soft skills that are in demand by employers. These include intercultural awareness, self-confidence, communication skills, adaptability, problem-solving, decisiveness, and language skills. The global skills, networks and intercultural understanding that students develop while abroad can help promote global citizenship and international cooperation in the longer term.” (Go International Pledge Form)

In the Universities UK Pledge, graduate attributes of students who go abroad as part of their degree are promoted as a set of global skills, which help with succeeding in education (“Students who go abroad are 19% more likely to gain a 1st in their degree compared to those who don’t” - Pledge) and employment (“students who go abroad are 20% less likely to be out of work, 10% more likely to be in graduate jobs, 7% higher average wage earners compared to those who don’t” – Pledge). They are very neoliberal, employability driven incentives, however achieving a sense of global citizenship is also mentioned. While not defined, one can imply that the GC understanding here would be more in line with the neoliberal and liberal interpretations of a Global Worker and Global Cosmopolitan respectively.

Global citizenship is more of a domain for each individual university to pursue as there are no guidelines from the government or sector organisations. And so, different universities approach the GC agenda in different ways introducing modules,

degree programmes, extra-curricular programmes (UCL) or certificate programmes (e.g. Sheffield Hallam). The rest of this chapter will present a yet another approach to GC in an in-depth case study of UAL.

In the past, the Higher Education Academy (HEA) supported research into GC in HE, which facilitated discussions about practical implementations at British HEIs, e.g. Teaching Global Citizenship: a case study in applied linguistics in 2012. However, the HEA, which was transformed into Advance HE, has always supported Education for Sustainable Development (ESD) more than GC. In fact, ESD has been a much more recognised and embraced theme and strategic priority for UK universities than GC. However, universities themselves have been working on developing frameworks to define and institutionalise approaches to GC, like for example linking it with Education for Sustainable Development at Bournemouth University (Shiel, 2009) or embedding global perspectives into the curriculum at Leeds Beckett University (Caruana et. al, 2011). In more recent years, the Sustainable Development Goals (SDGs) are becoming more influential on universities' discussions and approaches to themes like internationalisation and GC.

8.3 Introducing the University of the Arts London

8.3.1 UAL structure

The University of the Arts London (UAL) was created in 2004 as a consortium of independent creative arts colleges called the London Institute in 1984-2004. These entities joined forces for administrative purposes after the Education Reform Act in 1988. UAL currently consists of the following specialist colleges:

CCW - Consortium of three small fine arts colleges: Chelsea College of Art, Camberwell College of Art and Wimbledon College of Art. Wimbledon is home to fine arts like painting but also theatre design (costume, set, etc). Chelsea offers fine arts degrees and textile design, while Camberwell is focussed on traditional fine arts: sculpture, painting, drawing, print making, etc.

LCC – is home to journalism, advertising, PR and publishing, photography, film, television and sound, graphic communication, illustration and visual communication, animation, games, design management, branded spaces and interactive and information design.

LCF – London College of Fashion, the biggest college in terms of student numbers, specialises in fashion design: clothing, jewellery, shoe making, textiles and the business of fashion.

CSM – Central St. Martin’s College of Arts and Design where one can study drama and performance, ceramics and textiles, jewellery and design, culture and enterprise, art, graphic communication design and spatial design.

UAL has built on the wealth of experience and recognition in the sector of creative arts that colleges brought with them but the challenge was to establish its own identity as one institution.

This is visible in terms of internationalisation activities and structure where there is the institution-wide effort to coordinate them. The strategy and international relations are coordinated by the central International Relations Unit, international student experience is coordinated by the central Language Centre but then each individual college has appointed officers and separate offices that are responsible for coordinating international activities locally.

8.3.2 UAL’s unique focus of creative industries

UAL is not a multi-disciplinary university but rather a specialist institution focusing on a multitude of creative arts and industries. It is not a traditional art academy, but rather a contemporary creative ‘Bauhaus’ for professionals ready to work in creative industries. This disciplinary focus has a substantial impact on the university’s internationalisation and GC education approaches, because of some characteristics of arts education and arguments for the arts being global. These characteristics include the questioning of the status quo, active engagement with the audience, influencing and challenging opinions through art, finding solutions to problems

through design, and shaping social sensitivity by creatively commenting on the state of the world and society. The special connection between the arts, culture and internationalisation has the potential for developing global citizenship, as Nash observes “it is in culture, (...), that global citizenship must be created if it is to become a reality rather than a normative ideal” (Nash, 2008: 168).

8.3.3 The importance of the London location on UAL’s identity

UAL colleges are dispersed across the city of London, reflecting each location’s characteristics:

- London College of Communication is located just outside central London in the Elephant and Castle area, which is currently undergoing extensive modernisation and gentrification.
- London College of Fashion is located across different sites within central London with its flagship building right on Oxford Street, the main fashion retail street in London. In 2021 the college will move to a new site in Stratford, east London.
- Central Saint Martin’s moved to a new site in regenerated King’s Cross area in 2011. Currently, the area around King’s Cross station is a concentration of creative and innovative industries and is a successful example of regenerating a derelict space.
- Chelsea College of Art has Tate Britain Gallery (exhibiting British art until 1900s) as its neighbour and is spread across different buildings including a former Royal Army Medical College, which is a listed building.
- Camberwell College of Art, in comparison, is placed in a less affluent neighbourhood in south London, with studios of alternative artists and independent shops.
- Wimbledon College of Art is located in a leafy affluent borough of Wimbledon in south-west London. One of its buildings containing studios has been awarded the BREEAM (sustainability assessment method) “outstanding” building.

London, as a centre for the arts, design and artists, has been influencing cultural debates and fostering freedom of artistic expression for centuries. The diversity of population and vibrancy of London are represented in the student and staff cohorts and active engagement in internationalisation activities and fostering global citizenship perspectives.

8.3.4 Student population

UAL has one of the highest numbers of international students amongst its ranks in the UK. According to the Parliamentary Briefing Paper published on 4th March 2020 based on the HESA statistics, there were 9,695 international students studying at UAL in 2018-19, which constituted 51% of the entire cohort. This places UAL in the 6th position in the UK in terms of the proportion of international students behind the London Business School, London College of Art, LSE, Imperial College, and the London School of Hygiene and Tropical Medicine (Hubble & Bolton, 2020: 12). This comparison indicates that specialist UK HEIs are most popular and attractive to international students, which has an implication for UAL as a university that is perceived abroad as a leader in its field.

8.3.5 The European Union and Brexit

According to UAL's website, 15% of the international student population come from EU countries (around 3000 students) and about 16% of staff (source: website). UAL is also an active participant in the EU programmes, especially Erasmus+. Due to the practical nature of UAL's degrees, there have been more work placements, i.e. Erasmus traineeships, than study exchanges in 2017-18: 160 and 60 respectively (HESA Statistics 2014-18). UAL also actively participates and promotes staff mobility for teaching and training as part of the Erasmus+ programme in Europe; in 2017-18 there were 9 and 44 individual staff mobilities respectively (HESA Statistics 2014-18). UAL has also been organising international staff weeks for partners from across Europe (and beyond) under the auspices of Erasmus+ and I participated in two of them in 2016 and 2018.

I conducted my data collection after the Brexit referendum in 2016, so this issue was an important contextual factor in the interviews, especially in light of the information on student numbers from the EU. However, Brexit proved to be an issue that affected UAL in not only practical but also ideological terms. Jeremy Till, the head of Central St. Martin's, said at a conference for UAL international partners on 19th March 2018 that I attended that "Brexit means existential crisis for CSM students". UAL, similarly to many other UK universities, has publicly expressed its disappointment with the

result of the referendum and has reassured its commitment to collaborate in Europe and to welcome students and staff from the EU. The official UAL's response to the triggering of Article 50 published on 29th March 2017 on its website states:

“Rooted in Britain, we value our place within the European cultural environment. We look outwards to the world and welcome others, believing that knowledge and scholarship are borderless. We will continue to stress the importance of creative education to policymakers and politicians as the Brexit negotiations continue over the next two years. (...) Above all, UAL is committed to its students and staff wherever they come from.”

While Brexit poses challenges to UAL, it also provides a new impetus for further internationalisation by strengthening partnerships with Europe and developing more international collaborations for research and practice in creative arts.

8.4 Presentations of internationalisation at UAL

In the second part of this chapter I look at the issue of internationalisation: firstly, how it is presented in the official documents, like institutional strategy, how it is managed and how internationalisation is discussed by the International Student Experience Community of Practice (ISECoP); secondly, I present and discuss findings from my interviews with five staff from across the different colleges and central offices: two academics and 3 professional staff at more senior management levels. I also supplement these findings with my field notes from three conferences that I attended at the time around data collection in 2016-2017: two international partner conferences in 2016 and 2018 and one internal conference on the internationalisation of the curriculum at the LCC on 6th July 2017.

8.4.1 UAL's Strategy 2015-22

The university Strategy 2015-22 is global in its focus. It defines UAL's ambitions for being a source of influence in the creative and cultural economy of the United Kingdom, Europe and beyond. It delineates the trajectory UAL is set to undertake to become a global university - an institution with a global impact in its areas of expertise. It recognises UAL's unique location in the global city of London and

emphasises its interconnectedness with the city to create global influence. The strategy sets goals for the institution in sections: Who We Are, Our Values, Our Behaviours and Our Four Strategic Areas: Transformative Education, World Leading Research and Enterprise, Communication and Collaboration and An Inspirational Environment. The detailed analysis of this document with special focus on references to internationalisation is presented below in the table and summarised thereafter. I adopted a thematic analysis method to analyse the data and what the table presents are interpretations and definitions of the identified themes relating to internationalisation.

Table 27: UAL Strategy analysis of references to internationalisation

Quote from the Strategy	Analysis and interpretation
<p style="text-align: center;">Who We Are</p> <p>“UAL is one of the world’s most renowned institutions for education in arts, design, fashion and communication. Our critical mass and reputation allow us to influence the creative and cultural economy in the UK, Europe and beyond”</p>	<p>Internationalisation is important because it reinforces UAL’s global reputation. It is instrumental in ensuring the university’s further influence at home and in the world in its areas of expertise.</p>
<p>“Our staff and students are immersed in the cultural life of London, and connected into the city’s national and global networks”</p>	<p>Internationalisation is perpetuated by UAL’s location in a global city, with its networks and infrastructure.</p>
<p>“We actively influence global cultural debates through the diversity and international reach of our staff, students and alumni”</p>	<p>UAL’s internationalisation feeds from the diversity of staff, students and alumni. The main aim of internationalisation is to exert global influence in the areas of expertise, which specifically relates to culture.</p>
<p>Strategic area 1: transformative education: “placing diversity and inclusivity at the core of our recruitment and education for staff and students”</p>	<p>Internationalisation is about responsible recruitment of staff and students, i.e. inclusive of diversity</p>
<p>Strategic area 2: World-leading research and enterprise “continue to generate world-leading research which is original, rigorous and reaches a wide audience”</p>	<p>Internationalisation is seen as developing and sharing innovative research also in collaboration with researchers and institutions abroad</p>

“increase the number and range of our research collaborations, both with other disciplines and with our peer institutions across the world”	
“maximise available income from research grants, both nationally and internationally”	Internationalisation should help with capitalising on international sources of funding for research
Strategic Area 3: Communication and Collaboration “strengthening relationships with other universities and institutions that have world-class reputations in our areas of expertise”	Internationalisation is about strong partnerships with other institutions of a similar standing. i.e. globally renowned for their expertise in the creative arts
“building resilient partnerships at every scale from local communities to international networks (...)”	Internationalisation is about resilient partnerships with communities and international networks.
“increased investment in international exchanges of staff and students and other academic collaborations across the world, coordinated by UAL’s new International Relations Unit”	Internationalisation is a stated strategic commitment to more exchanges of staff and students and other forms of academic collaborations. Internationalisation requires an investment.

The document also includes some key performance indicators, which comprise academic partnerships and staff and student mobility for internationalisation.

The strategy places internationalisation at its core, making it a natural component of the institution’s development. There are various approaches to internationalisation, which are visible in the document: from recognising its impact on teaching and learning, to developing partnerships with institutions abroad and actively engaging in the global research debates. It clearly states the ambition for the institution to lead and shape in these global cultural debates, which will strengthen UAL’s global position and bring in money to fund further development – this is encompassed in the word enterprise, which is used a few times throughout the document. Academic enterprise relates to developing networks and projects that would generate income, like project and research grants or the delivery of programmes through partnerships.

Here, the emerging approach to internationalisation is one which must ensure financial sustainability of any such ventures.

To safeguard UAL's global position, the strategy sets goals for partnering with institutions worldwide with similar standing. Here, again, the approach to internationalisation is neoliberal, where it is seen as a process that enhances global positioning and profit generation.

The other recognised core of internationalisation lies in collaboration, partnerships and networks, which are mentioned a few times in the strategy text. This relates to a more liberal approach of recognising and utilising global universal cultures and networks to perpetuate closer links with others. The diversity of staff and students ("our critical mass") as well as a unique location in a global city are seen here as unique strengths and sources of internationalisation.

The strategy mentions a goal of building resilient partnerships with communities and international networks, it does not however define what this resilience should entail. In my analytical tool the concept of resilience in internationalisation has been classified under the critical lens, however here in the UAL strategy, which has many neoliberal and liberal undertones, resilient partnerships could relate to those that do not require further investment (in terms of money and staff resources). I revisit this argument later in the chapter.

8.4.2 The management of internationalisation

The management of internationalisation at UAL is shared between central and college based offices. The strategy indicated that the International Relations Unit coordinates all internationalisation activities and liaises with relevant colleges. There are however no publicly available documents that describe this relationship, so more information is available in the section below on perceptions of internationalisation.

8.4.3 The UAL discussions on internationalisation at International Student Experience Community of Practice (ISECoP)

While internationalisation is embedded into the UAL's strategy, there are institutional voices that provide interpretation on what this may mean in practice. Of particular relevance is the International Student Experience Community of Practice (ISECoP) group. I included the ISECoP in the section on presentations because the group provides an official voice about internationalisation, which is published on the UAL endorsed blog site: <https://internationalexperience.myblog.arts.ac.uk/>. It is a forum of people from across the different colleges and central services that meet once a term to discuss practical issues pertaining to implementing internationalisation.

“The ISECoP is an informal forum to promote effective communication and collaboration around maximising the International Student Experience. The first meeting of the group took place in February 2013 and the first seminar in May 2013. Participants have been from all colleges and both areas of central services. The group is open to anyone at UAL who is interested in this aspect of activity.” (UAL Community of Practice Blog).

Some of the topics discussed include: ‘Differences in Academic Culture Internationally’ 17 May 2017, ‘Student Wellbeing’ 2 March 2017, ‘Volunteering in the Community’ 3 November 2016, ‘Friends in the Country’ 16 May 2016, ‘COIL (Collaborative Online International Learning) and Online Learning and Teaching’ 7 March 2016, ‘Global Citizenship within the UAL Context’ May 2014, ‘Intercultural Competencies for Staff and Students’ February 2014, etc. The group discusses a wide selection of topics related not only to international students at UAL and to further internationalisation issues that affect the student and staff community. This forum has a particular focus on aspects of internationalisation and was established by staff committed to internationalisation as a result of the 2012 UAL Communities of Practice call and fund “foster[ing] a culture of inclusivity both across the university and within the creative sector” (The UAL Communities of Practice fund communication 18 March 2012 - 1:16pm).

8.5 Perceptions of internationalisation

The section below presents staff commentary on internationalisation at UAL, which were gathered during interviews with 5 staff members across central services and some colleges and which were supplemented by my field notes from some ISECoP meetings and an internal conference I attended in 2016 and 2017. The discussion below is organised in the following themes that emerged from the analysis of interview data: the importance of internationalisation, is UAL an internationalised institution, the relevance of finances, the impact on the curriculum, the institutional buy in, the management and the value of the process.

8.5.1 Internationalisation is crucial

My interviewees agreed that internationalisation is a crucial dimension of the UAL overall strategy; that, in fact, for UAL to prosper and develop, it must internationalise in a specific, strategic, i.e. thought-out and pragmatic, way. This quote from a senior international college manager captures this sentiment very well:

“There is a momentum building within the institution - we are seeing the value of internationalisation. There is a culture change – we try to change hearts and minds. It [i.e. internationalisation – MK] is a thing you just do – like quality or health and safety.”

Internationalisation has many different drivers. Academics have been driving and implementing internationalisation for a long time “but not shouting about it” (senior universitywide internationalisation director). Academic backing and buy in into internationalisation make it happen – they are the core people that implement it on a daily basis in their classroom and research: “Internationalisation comes from academics – we can’t make it happen for them. There is a growing understanding of that” (senior college international manager). Presently, the push to internationalise comes strongly from top management of the university and this is a relatively new phenomenon. It introduces a different dynamic to the process by giving it the highest backing and forming a structure of goals, plans and targets to achieve. It also confirms the institutional commitment to internationalisation and gives it a high status. Finally, thanks to this, the International Relations Unit was created in 2012 in order to

centralise and formalise all international activities. It grew from a realisation that a centralised and structured approach to internationalisation will make the process more efficient but also more controlled and managed:

“there was a realisation in 2012 that the university was missing an opportunity, there was lack of impact and efficiency, and a need for information sharing and governance framework” (senior universitywide internationalisation director).

This unit is also undertaking a task of “demonstrating the value of internationalisation” by engaging and spearheading various initiatives for that purpose in order to “develop a culture where everyone will be committed to it” (senior universitywide international director).

8.5.2 Is UAL internationalised?

While there was consensus among my interviewees that internationalisation is crucial for UAL, there was not a straightforward agreement as to whether the university is internationalised:

Is UAL an internationalised university? Yes, it actively thrives on it and benefits from internationalisation (academic)

UAL claims to be internationalised. It's not yet internationalised but is on the road to that. It has a large proportion of international students, 35% from outside the EU and 15% from EU. (senior college international director)

UAL is an international university – we are one of the largest recruiters of international students - 49%. UAL community is international (senior universitywide international director)

UAL aspires to be an internationalised university (senior international students director)

These differences of opinion could be explained by an observation of a senior college international director, confirming that each college is in a different position when it comes to internationalisation. For example, CSM has already well-established

research collaborations; LCF has more international industry related partnerships, like international placements and internships for students; LCC has been rapidly developing its international activities because traditionally it served more local community and has a well-developed widening participation outreach programme. Now, since internationalisation is an integral part of the overall university strategy, each college will need to embed internationalisation into its planning and operations.

8.5.3 Internationalisation at home

A senior international college manager commented that “internationalisation at home featured highly in the new strategy. It is a critical part”, and it exemplifies sentiments expressed by many of my interviewees. An academic observed that the fact that there is such a high percentage of international students at UAL is highly visible in classrooms and studios, and the contribution of these students to the process of internationalisation is appreciated. My interviewees pointed out that the goal for UAL is not to increase the numbers of international students but rather to diversify the cohorts, so that the university is not relying on large groups of students coming from a small number of certain countries, mainly China. This has not been beneficial for anyone: local and international students and staff and the interviewees were stressing that there was a realisation of this fact across the institution.

We don't want to recruit more international students but want to diversify and internationalise students. That's why internationalisation at home is very important.

We want to offer international experience for all the students and we are quite down the road.” (senior universitywide international director)

Another factor mentioned by my interviewees for giving internationalisation at home such a prominent place is also because of the “commitment to offer an international experience to all students” (senior international universitywide director). Even though 50% of students come from outside of the UK, only 3% of students currently participate in international mobility. The ambition is to increase it to 6% of student population over the next few years, even though not all students want or can travel (senior universitywide international director).

8.5.4 Internationalisation and revenue

There was a recognition among the interviewees that internationalisation is also crucial for bringing in revenue to the institution through international student recruitment but also EU funding for various projects: “Recruitment is critical to UAL – it finances us” (senior college international director). That is why building a strong UAL brand is so important because “we are aware we have to play that game” (academic). However, while there is the realisation of the importance of activities generating revenue, many interviewees see this as only one of many aspects of internationalisation:

Bringing money to university is internationalisation for wrong reasons
(academic)

Internationalisation as recruitment of international students – I disagree
with that, this is only one aspect. (senior college academic manager)

8.5.5 Internationalisation of the curriculum

The fact that “a lot of the international students come to London to have a British and London experience” (senior international universitywide director) provides rationales for internationalisation at home and the internationalisation of the curriculum. The IoC, however, has not been fully explored nor understood yet, as the Pro-Vice Chancellor for International, Natalie Brett, announced at a staff development conference on 9th July 2017 that “we have talked about it [internationalisation of curriculum] for a long time; now we are starting to understand what it may mean”.

The senior international students’ director admitted that working on including students (50% international) in the co-creation of curricula and learning is one of the challenges and ways to approach the IoC. Other challenges were raised and discussed at the International Student Experience Community of Practice (ISECoP) meeting on 14th May 2014 that I attended. Participants talked about adjusting admissions criteria to UAL to reflect the variety of different educational, aesthetic and cultural backgrounds of 50% of its students. This situation poses questions about assessing

entry portfolios, which is a challenge brought upon the institution by internationalisation.

Analysing data from interviews, it can be observed that the diversity of student population poses both an opportunity and a challenge for the IoC. International students and home students from various ethnic and cultural backgrounds create unique opportunities for rich and challenging cultural debates and learning opportunities, as my academic interviewee noticed:

What students bring in are different stories, how they see things (...) they are international in their stories (academic)

On the other hand, the curriculum must be agile enough to challenge pre-conceptions (senior college academic manager) and to engage students (senior international students manager). By doing so, the IoC would also enhance student attainment, which at UAL is defined as obtaining 1st or 2.1 on the UG degree. At a staff development conference on 6th July 2017 that I attended, there was a discussion about significant gaps in attainment among different ethnicities. In order to bridge those gaps, the Associate Dean of Progression, Attainment and Support at the LCC called for decolonising and liberating the curriculum by its internationalisation. In this way, an internationalised curriculum would help with successful learning by including a balance of mirrors – more familiar aspects (like artists, works of art, practice techniques from around the world) and windows – the unfamiliar.

8.5.6 Internationalisation buy in

My interviewees agreed that internationalisation at UAL is something that is widely expected by staff and students alike. Active engagement in international activities and programmes creates an expectation that “UAL is inclusive, open and liberal” (senior international students’ director). Staff participation in Erasmus programmes increased by 400% (senior universitywide international director), and this contributes to the changes of approaches to teaching and learning.

Students expect to study at an international university in global London. However, a senior college academic manager noticed that “for London students -

internationalisation is a part of experience and life, they see the value” (senior college academic manager) but for international students the reasons for studying are different. They come over to experience studying in a British institution (senior universitywide international director). There are similar sentiments among some staff, especially individuals who came to London from other places. In these cases, the scale of internationalisation at UAL can prove overwhelming and cause resistance (senior college academic manager). There is an understanding that more needs to be done to explain and demonstrate the value of internationalisation to both cohorts (senior universitywide international director). There are some unjustified presumptions that international students receive much better service because they pay more money (senior college academic manager). However, there is more and more research carried out to assess the needs of international students and the best ways to address them. The attainment, language barriers, different education backgrounds and learning traditions pose additional challenges to international students.

8.5.7 The management of internationalisation

The UAL Strategy 2015-22 alluded to the fact that some international activities will be coordinated by the International Relations Unit, which is a central university entity that rose from “a realisation in 2012 that the university was missing an opportunity, that internationalisation lacked impact and efficiency, and that there was a need for information sharing and governance framework” (senior universitywide international director). Internationalisation has been occurring organically at colleges but after articulating that it is a strategic priority, there was a need for central coordination. Another change that came about with the strategy was a more strategic approach to internationalisation activities, like partnerships, where what was valued more was “strength and depth and not multiplicity of links” (senior universitywide international director). That is why a management structure – a strategy implementation group was created for info-sharing and collaboration “in order to avoid rouge partnerships”.

8.5.8 The value of internationalisation

Internationalisation is very important at UAL in the views of my interviewees and “UAL wants to be seen as embracing internationalisation and global citizenship” (senior college academic manager). But internationalisation at UAL has two facets: one that follows the line to create a globally networked creative professional (senior universitywide international director) and one that is more radical in its approach: “Internationalisation that engages with current issues and [does – MK] not hide behind closed doors” (senior college academic manager). In this understanding, internationalisation provides a “forum for work that students do” and “opening up channels to tell these stories”, because students are “international in their stories” (academic). Internationalisation of the curriculum will “bring in ideas about global citizenship or ‘the global professional’” (senior college international manager) and “It creates a globally networked creative student - internationalisation has this goal at the heart of it” (senior universitywide international director).

8.6 Reflections and conclusions on internationalisation at UAL

The sections above included analyses of the official presentations of internationalisation in the UAL’s Strategy 2015-22 and then interviewed staff perceptions. I summarised them in the table below and categorised them as neoliberal, liberal and critical based on how they aligned with the conceptualisations in the analytical tool of lenses. In this way, it is clearly visible that neoliberal and liberal interpretations of internationalisation are more prevalent in the official discourse and in staff commentaries.

Table 28: Summary of presentations and perceptions on internationalisation at UAL with alignment to three lenses

	Presentations (strategy)	Perceptions (interviews)	Alignment to lenses
Neoliberal lens	UAL to be a global leader in creative arts, to have a global position in order to generate profit and enhance the enterprise	Building a global brand is important because it perpetuates revenue generation	Strong references to competition, revenue generating, building

	<p>Internationalisation is a strategic priority and therefore must be managed by a central office</p> <p>UAL to engage in partnerships with institutions of similar standing to strengthen its international position. These partnerships must be resilient, i.e. working to UAL's advantage and not requiring additional investments</p> <p>Internationalisation enables UAL to not only take part but also lead in global cultural debates</p>	<p>Internationalisation is essential for further development and prosperity of UAL</p> <p>It is a strategic priority and is pushed by top management</p>	<p>institutional prestige and brand and assuming a global leader position</p>
Liberal lens	<p>The diversity of staff and students is an institutional strength</p> <p>Internationalisation should enable more students and staff to be mobile</p>	<p>Internationalisation is a culture change at UAL</p> <p>Internationalisation just for the money is wrong; it is much more than that</p> <p>UAL student diversity and provenance are driving IoC and internationalisation at home</p> <p>Internationalisation must be about the diversification of student population to further enhance IoC and I@H</p> <p>Internationalisation brings a recognised value to people who are already international, e.g. Londoners</p>	<p>Strong references to diversity and its value</p> <p>Some references to student and staff mobility</p> <p>IoC and I@H underpinned by diversity</p>
Critical lens		<p>Internationalisation of the curriculum is bringing in student voices and their heritages because they are international in their stories</p>	<p>Loose references to the decolonisation of the curriculum</p>

		IoC should be about decolonising and liberating the curriculum	
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The alignments to neoliberal interpretations can be seen in the focus on revenue generation through internationalisation, prestige seeking and brand building. The liberal lens reveals that internationalisation is seen as enabling mobility for staff and students and is enforcing and facilitating the IoC and deeper internationalisation at home. The latter is also a key alignment to the conceptualisation of critical internationalisation in the drive to decolonise the curriculum, which gives it a different focus than the liberal approach to embed it with multicultural and global dimensions. Alignments to other aspects of liberal and critical conceptualisations have not appeared in the analysis.

There are two significant observations that make the interpretations of internationalisation unique to UAL. Firstly, delving deeper into the analysis in the table, an interesting connection can be drawn between the neoliberal practice of revenue generation and other internationalisation activities that align with liberal and critical lenses, like the IoC. It is visible in staff perceptions where the neoliberal strategic goal of income generation is seen as almost an inevitable trade-off that finances other internationalisation undertakings, like international projects that are described more in the next section. In addition, the IoC and the IaH practices are more imperative because of the diversity of staff and students. In this way internationalisation, in its liberal and critical interpretations, is a strategic priority for UAL that responds to the diversity of the institution and the environment where UAL operates.

There is an interesting shift in aligning internationalisation to neoliberal and liberal approaches. Where student recruitment is usually attributed to neoliberal drivers, in the UAL case it is much more aligned to the liberal ones. This is because the underlying principle of this activity is not only financial gain but rather the diversification of the student population. The emphasis on the latter has been coming across strongly in the perceptions of staff, academics and management, in order to

create a more diverse classroom/studio environment for the benefit of students and the institution.

The strategy and staff perceptions refer quite frequently to the IoC and principles of transformative and innovative education. In the next section, I look at the graduate GC attributes that emanate from the official documents and then juxtapose them against staff perceptions.

8.7 Presentations of global citizenship

In part three of this chapter, I analyse how global citizenship is approached in official presentations and perceptions of staff at UAL. I first look at the UAL Strategy 2015-22 and search for references to graduate GC attributes and wider themes related to GC that are mentioned there, like diversity, interdisciplinarity, criticality, social justice and environmental sustainability. After that, I present five initiatives from across the different colleges, which are concerned with GC themes. I look for further explanations as to how themes related to GC are present at UAL and how this is reflected in graduate GC attributes. The official representations are then supplemented and commented on by interviewed staff and concluded in the reflections and discussion section, where I apply the tool of lenses to understand approaches to graduate GC attributes at UAL.

8.7.1 UAL Strategy 2015-22

The strategy document makes several implied references to global citizenship in the following principles: respecting diversity, sustainability, social justice, responsibility and engagement with communities via creative processes. The table below provides a detailed analysis of the strategy based on themes that emerged from applying the thematic analysis method.

Table 29: UAL Strategy analysis of references to GC

Quotes from the strategy	Analysis and interpretation
“we uphold the values of social justice and environmental stewardship through our teaching and research, as well as in the way we live, work and conduct our operations”	Education, research and operations should be conducted according to the principles of social justice and environmental sustainability.
“we respect our students’ and staff’s individual voices and collective endeavours, celebrating the breadth of backgrounds and cultures represented at UAL”	Respect for diversity, different opinions and backgrounds is at the core of institutional values.
“we equip graduates to face the future with confidence and responsibility”	Graduate attributes include instilling responsibility and confidence to face the future
“we place the challenges and opportunities of the creative and cultural sectors at the centre of our teaching, so that our students are well prepared for successful careers and can realise their full potential”	Graduate attributes include being prepared for a successful career in the creative and cultural sectors. Addressing industry challenges should be at the core of the curriculum.
“we place creativity at the heart of positive social change”	Education is about using creativity for positive social change.
“we celebrate the diversity of approaches across our subject areas. We actively seek to cross the boundaries between them and other areas of knowledge”	Education is about diversity of approaches, criticality and interdisciplinarity.
Strategic Area 1: transformative education: “putting curiosity, making, critical questioning and rigour at the heart of our curriculum” “using teaching methods based on best creative practices, and expanding the use of work-based and research-informed learning to ensure that our students are thoroughly equipped for their future careers”	Education is about preparing for future careers. Employability is the desired outcome of education at UAL, therefore the curriculum must be responsive to the sector challenges and include techniques that will give graduates a competitive advantage. Education must enhance curiosity and critical questioning.
Strategic area 4: An Inspirational Environment “ensuring that our new and existing buildings enable students and staff to showcase their creative practice, increase	Education is about public engagement and collaboration with local communities.

public engagement and build new collaborations with local communities”	
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The strategy sets aspirations for what kind of creative education should be delivered at UAL and with what end goal. Graduate employability seems to be the underlying principle driving educational delivery and references to it appear in a few places throughout the text calling for an education that is responsive to the challenges of the creative and cultural industries.

There are no references in the strategy to global citizenship and the graduate GC attributes are more implied than explicitly stated. Some principles driving GC are however mentioned and further analysis and interpretations by staff should shed more light on approaches to GC at UAL. The graduate GC attributes alluded to in the strategy include: respect for diversity and difference, striving for social justice and environmental sustainability, responsible approaches, confidence in facing the future, using creativity for positive social change, being able to use interdisciplinary approaches, critical thinking and questioning, being able to engage with communities.

8.7.2 UAL engagement with global citizenship through projects and programmes

UAL’s Strategy 2015-22 document sets a general direction for what modern creative education should look like at this institution. One of the important factors emanating from the strategy is that arts and creative practice should respond to social needs and address issues of social justice, social change and environmental sustainability. These are also core issues of concern for global citizenship. While the strategy does not refer to them as graduate GC attributes, some of the projects of UAL staff and students provide commentary on the approaches to global citizenship. This is why I include them here as official sources of information for how GC is present and presented at UAL at an institutional level, as they informed my data collection in 2016/17 and analysis. The abundance of projects related to fostering GC may imply that staff seem to have relative autonomy in exploring ways in which they could address the issues of concern for GC in the most practical way. Therefore, the

graduate GC attributes, while not explicitly mentioned in the strategy, are perhaps becoming outcomes of individual practices.

8.7.2.1 Central Saint Martin's Public

CSM Public is an umbrella initiative that incorporates a variety of projects where students, academics, non-profit and government organisations collaborate to address issues of social concern. According to Jeremy Till, the Head of Central St. Martin's, "(...) CSM Public highlights how creative collaboration can be a potent tool for community resilience and social cohesion; a process that, crucially, benefits all who participate" (UAL CSM Public).

Some of the recent projects include Prison Cell Furniture for the Future where students from BA Product Design work with Design Against Crime Research Centre or Overcrowded Housing, where MA Industrial Design students work with Camden Council, the Public Collaboration Lab and local authority housing residents to design furniture that would alleviate the overcrowding.

CSM Public also publishes a newspaper and runs a Story Garden in Somers Town (near the college) to channel engagement with the local diverse community. This initiative is an example of how the curriculum for employability is embedded with GC principles of addressing social challenges to create solutions for better lives.

8.7.2.2 Socially Responsive Design Hub

Socially Responsive Design Hub research group at CSM is led by Professor Adam Thorpe and it aims to explore and promote the principles of this approach. According to Thorpe and Gamman (2011), socially responsive design "in pursuit of achievement of societal goals (...) does not locate the designer solely as a facilitator but rather as a co-actor within a co-design process – sometimes leading as an expert and sometimes not." (Thorpe & Gamman, 2011: 219). Therefore, "a socially responsive designer [is – MK] one who is acting to effectuate societal change with available collaborators and resources, and settling for the best that can be achieved in a particular context" (Thorpe & Gamman, 2011: 227).

The Socially Responsive Design Hub at UAL is part of DESIS: Design for Social Innovation towards Sustainability, which is a “network of Design Labs based in design schools and in other design-oriented universities and operating with local, regional and global partners to promote and support social change towards sustainability.” (DESIS website). This initiative speaks to GC principles of finding design solutions to address social and sustainability issues to improve people’s lives.

8.7.2.3 *Conscientious Communicators*

The London College of Communication is the location of another initiative responding to GC principles called the Conscientious Communicators Research Hub (CC), which was established in 2011 as “a community of staff, students and researchers who put ethical and sustainable considerations at the heart of their practice.” (UAL website Conscientious Communicators). The underlying principles for the group of journalists, film makers, photographers and designers is delivering communication with social responsibility, to explore how sustainability can be embedded in communication practice and curriculum. The CC develops curricular resources and runs a series of events in connection with the local community, like the Green Week.

8.7.2.4 *Better Lives*

Better Lives is a campaign at the London College of Fashion, which aims to use “fashion, as a discipline, to drive change, build a sustainable future and improve the way we live. Through a wide agenda, which includes; social responsibility, environmental sustainability, awareness-raising and collaboration, we encourage dialogue between staff, students and our wider community to develop an understanding of how we can use fashion to create better lives for all.” (UAL website Better Lives).

One of the aims of this campaign is to include fashion sustainability in the curriculum. Students work with local and wider communities to educate about social responsibility and environmental sustainability through fashion and to help with social change among these communities. One project includes fashion education in prisons.

8.7.2.5 *Shades of Noir*

Shades of Noir is a programme created in 2009 by Aisha Richards. Its main objectives are curriculum design, pedagogies of social justice through representation, cultural currency and accessible knowledge:

Additionally, it has created physical safe spaces that offer opportunities to have critical and interdisciplinary discussions that confront some of the items that we see and do that can sometimes be challenging. This is a program that creates opportunities for marginalised groups and their need for safe spaces to articulate self-determination and liberate the struggles from oppressive structures both in education and society. (UAL Shades of Noir website)

These are some of the initiatives undertaken across UAL at the different colleges that speak to the GC principles, ranging from research groups to curricular interventions. What they all have in common are the principles upon which they were established and they are based on social justice and socio-environmental sustainability. They are aimed at addressing the challenges posed by social and environmental injustices in the local communities and using creative thinking to engage with them and design thinking to address them. This links to the strategy, which talks about the values of social justice and environmental stewardship but does not call it GC principles. At this point, I want to bring in the voices of people from UAL whom I interviewed and their perceptions on global citizenship at UAL and the graduate GC attributes.

8.8 Perceptions of global citizenship at UAL

In the section below, I present a discussion of themes that emerged from the analysis of interviews' data. As a reminder, I asked five staff members at UAL about their perceptions on GC, which are presented under the following themes: resistance to the term GC, perceptions on the GC attributes and how they can be developed.

8.8.1 Resistance to the term global citizenship

According to my interviewees, global citizenship is not a term that is used in discourse at UAL:

Global citizenship is not a phrase I would think of using. (academic)

GC is not recognised as a term. (senior universitywide international director)

Is GC used in discourse at UAL? I haven't heard it for a while (...); you can hear more about internationalisation now. (senior international students director)

This is because "Internationalisation is a much broader concept, GC is more specific about individual students" (senior international students director) and therefore, as the senior universitywide international director admitted, developing global citizen attributes is more of a tacit than stated expectation for students at UAL.

8.8.2 Who is a global citizen?

There are other terms that are used in discussions on graduate attributes of UAL students. They include "the global professional" (senior college international director) or the "globally networked creative student" (senior universitywide international director). These two terms clearly link the attributes to employability and further define that the scope of future professional careers is global. What is also important to notice is that these attributes are defined in relation to internationalisation, so they are treated as educational outcomes of internationalisation.

The interviewees defined further the graduate GC attributes as:

Global citizenship – what does it mean? (...) enabling students to work in globalised industries; having soft skills - international competences, adaptability to changing contexts, language, being transversal, knowing how to access networks. (senior universitywide international director)

What does GC mean? Employability perspective and social responsibility perspective too; having an awareness of the world, intercultural skills. (senior international students director)

A global citizen is also someone who implements "priorities at UAL - public engagement and social change locally and further afield" (senior college academic manager).

8.8.3 How can GC attributes be developed?

The senior college academic manager noticed that there is an expectation that students will develop global citizen qualities as a result of their education at UAL. However, the global citizenship agenda is not as easy for young people to identify with or to articulate, because “they don’t have the life experience to articulate GC” (senior international students’ director). This is where the internationalisation of the curriculum and internationalisation at home come in place. Thanks to the exposure to a very diverse and international student population and inclusive pedagogies that build on this diversity GC attributes can be developed. That is where “some staff do it [promote GC – MK] in the curriculum through communication and good inclusive pedagogy, awareness raising of own cultural identity” (senior college academic manager). For example, the interviewed academic explained how he creates studio spaces for students to allow agile learning and breaking up hierarchies to enable informal learning from interactions with people. Such teaching practice is part of the learning experience and “opens up channels to tell (...) stories. What students bring in are different stories, how they see things, [how they are – MK] international in their stories. True education really is offering something different than YouTube”. This is because “any Art and Design has the opportunity to challenge pre-conceptions” (senior college academic manager), which also creates a conducive environment to foster GC through awareness of differences, awareness of the world, intercultural skills, awareness of one’s own cultural identity.

8.9 Reflections and discussion on graduate GC attributes at UAL

The presentations and perceptions on global citizenship at UAL described above are now put in a table below to see how they align to the conceptualisations under the three lenses: neoliberal, liberal and critical.

Table 30: Summary of presentations and perceptions on GC at UAL seen through three lenses

Conceptual lenses	Presentations (documents)	Perceptions (interviews)	Alignment to lenses
Neoliberal lens	Confidence in facing the future	The global professional The scope of future creative careers is global	Loose references to global employability agenda
Liberal lens	Respect for diversity and difference Critical thinking Creative practice leading to “optimistic futures for us all” Engaging with the public and collaborations with local communities	Globally networked creative individual who has got intercultural skills and global awareness to access global creative networks and who is using own cultural identity in creative practice	Strong references to cosmopolitanism (including critical and rooted cosmopolitanism) & Valuing diversity
Critical lens	Striving for social change and environmental sustainability Upholding responsibility Using creativity for positive social change Engaging interdisciplinary approaches to solving problems Critical questioning Socially responsible practice Social impact and social change as main objectives of design practice Ethical practice/communication Commitment to sustainability driving design, e.g. in fashion	Holds social responsibility at heart of creative process Creative practice must implement social change and public engagement Embracing that art and creation challenge pre-conceptions	Strong references to responsibility & Social justice & Sustainability & Criticality & Change

The table above shows that liberal and critical approaches to graduate GC attributes are prevalent in both official documents and staff interpretations. It is important to point out, however, that the documents do not reference these attributes as those

of global citizens specifically but rather as attributes of UAL graduates in general. However, the statements from documents that I selected clearly show synergies with GC principles and therefore can be treated as graduate GC attributes.

The terms used to describe the desired graduate profile at UAL, i.e. the global professional or globally networked creative individual/professional, clearly link to the neoliberal concept of a Global Worker, which I explored in chapter 2. They support the employability agenda, which is referenced to a great extent in the university strategy. However, I argue that they do not tightly align only to the neoliberal lens because the employability agenda is underscored by more liberal and critical principles. I explore this connection/disconnection more below.

8.10 The complexity of relationships between internationalisation and graduate GC attributes at UAL

The aim of this chapter is to seek answers to this research question: What do the relationships between internationalisation and global citizenship look like in practice at the University of the Arts London? I first looked at the global, regional and national contexts for internationalisation and GC that influence UAL and this analysis brought to the surface two very important factors: the location in the global city of London and the importance of the connections with the EU in terms of policies, programmes but also, more broadly speaking, networks. I then introduced UAL and highlighted some unique particularities that influence approaches to internationalisation and GC, which include: the institution's unique focus on the creative arts, the diversity of the student population (50% of international students), and the mutually dependent and beneficial relationship with the global city of London. With this background, I then turned to look at the university strategy 2015-22 and analysed it in terms of references to internationalisation and GC, which was then supplemented by other official voices about the two phenomena emerging from the community of practice activities and creative projects. After that, I presented interviewed staff's perceptions and interpretations of the two phenomena. At the end of each section, I discussed how internationalisation and graduate GC attributes were presented in official discourse and staff voices. I applied the analytical tool of lenses to highlight where

there were connections and to see what the motivations behind the two processes were. I now look at the two phenomena together to discuss what makes the relationships between them unique to UAL.

My research on UAL confirmed that internationalisation and graduate GC attributes are embedded in the institutional practice. UAL is an entrepreneurial university and a competitive institution, which is confirmed in activities like searching for income from recruiting vast cohorts of international students and applying for grants. However, the underlying reasons for this entrepreneurship and competitiveness are also aligned with more liberal rationales: increasing diversity in order to enrich educational experiences and foster greater creativity. It is not focussed on improving international rankings but rather on strengthening reputation through collaborations.

The IoC and internationalisation at home are very important for the institution where 50% of its student population is from outside the UK. The connection between these practices of internationalisation and graduate GC attributes is particularly strong and aligns with the liberal and critical lenses. The underlying rationale is the respect for diversity but also building on this diversity to challenge pre-conceptions and to create socially engaging and responsive art or other forms of creative practice. In this sense, the 'Global Activist' from the conceptual framework becomes a global artist/creative practitioner led by the principles of global social justice, environmental sustainability and engaging with the communities to challenge the status quo or to develop creative solutions to real problems. The scope of this work is global, just like art is global or the immediate community is global where students, many of whom are international, train and practise. In summary, there is a strong connection between IoC and I@H and graduate GC attributes unveiled by the critical lens.

When it comes to the liberal and neoliberal lenses, what emerged from my analysis is that sometimes the boundaries between them are more blurred because of a unique approach to what internationalisation stands for at UAL and its focus on the creative arts. This is particularly visible when we look at employability, which, according to the conceptual framework from chapter 2, is one of the rationales for

neoliberal internationalisation that links to graduate GC attributes in the concept of a Global Worker. However, what internationalisation at UAL is aiming to achieve in terms of graduate attributes is a 'globally networked creative professional', which is a concept that I think sits somewhere between the Global Worker, the Global Cosmopolitan and also the Global Activist. The clue here is in the word "creative", which is set to cross boundaries, "challenge pre-conceptions" (senior college academic manager), "create more optimistic futures for us all" (CSM Public), lead to a "positive social change" (strategy), etc. The global skills of such an individual encompass the ability to network with others across the globe, to use one's own 'globality' in the creative practice but also to treat the globe as both the source of inspiration and the audience for one's work.

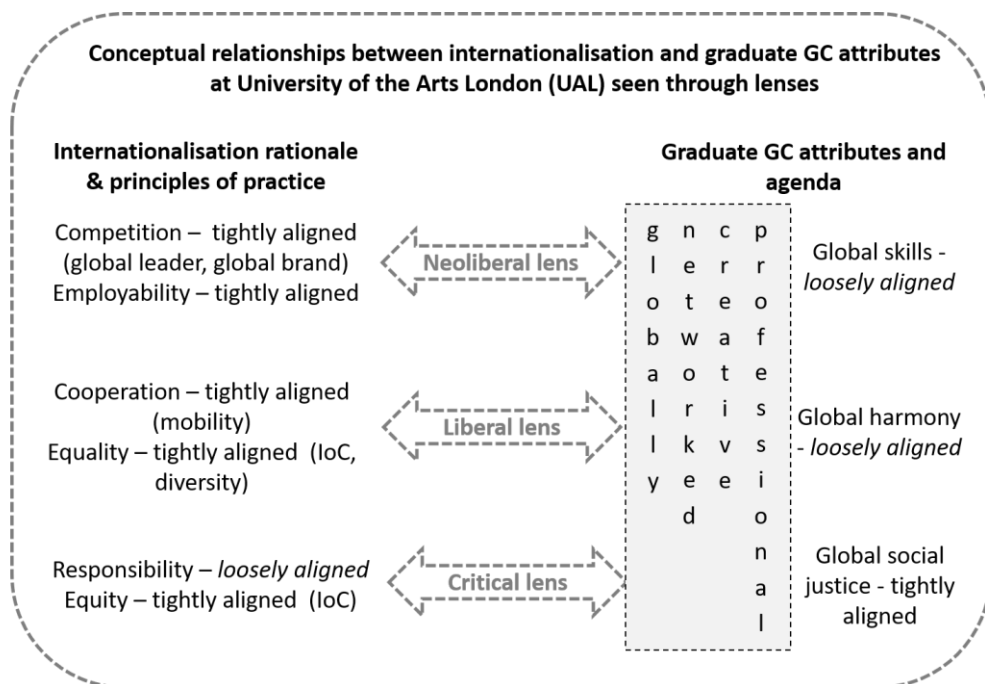
Another unique aspect of the relationships between internationalisation and graduate GC attributes at UAL is embedded in the understanding of cooperation and partnerships. What is implied from the analysis, is that cooperation must bring benefits that extend beyond purely educational ones. Instead, it must lead to creating networks. These networks would be advantageous to students and graduates, as they would help them become networked creative professionals. The institution would also benefit because these networks would help UAL in building "resilient partnerships" (Strategy, 2015-22), i.e. ones that would perpetuate themselves through the networks' dynamics.

In the case of UAL, it appears that the desire to develop a globally networked creative professional is driving approaches to internationalisation. This is visible in the focus on bringing in diverse cohorts of students or setting up partnerships with a view to enhance networks. In that way, the relationship between GC and internationalisation is intentional, i.e. it is driven by strategy.

As in previous chapters, I adapt the conceptual tool of lenses in the figure below to capture the relationships between internationalisation and graduate GC attributes at UAL, which I have just described. The most visible unique feature in the model is that the graduate GC attributes are encapsulated in the concept of the globally networked creative professional. It runs across the different lenses because it includes the Global

Worker, Global Cosmopolitan and Global Activist and so it exemplifies that graduate GC attributes are tightly aligned with these concepts. When it comes to internationalisation, the neoliberal and liberal approaches are tightly aligned to the concepts from the conceptual framework. The uniqueness of the relationships between internationalisation and GC at UAL is also influenced by UAL’s focus on the arts and creative arts, and its mutually beneficial and perpetuating relationship with its location in the global city of London.

Figure 15: Conceptual relationships between internationalisation and graduate GC attributes at UAL seen through three lenses



Chapter 9 Findings and discussion

9.1 Introduction to the chapter

In this chapter I discuss empirical findings from four case studies to provide answers to research question 2: What do the relationships between internationalisation and global citizenship look like in practice in the four case study institutions? This is done in the following sub-sections:

Part one provides a summary of findings from case universities about their internationalisation. It includes an analysis of findings from the application of the tool of lenses and unveils significant conclusions with regards to the strength and location of alignments with the neoliberal, liberal and critical approaches. It is confirmed that internationalisation is a process that means different things to different people (Haigh, 2014) and that many approaches coexist within each institution. This sub-section also discusses how neoliberal approaches to internationalisation have been institutionalised, how liberal ones result in the drive to enhance the quality of education and critical ones are leading to the strengthening of each institution's identity and distinctiveness.

Part two summarises the findings about GC in researched universities. I discuss the significance of the fact that the term GC is not mentioned in institutional strategies, yet some graduate GC attributes are. I explore the significance of the socio-cultural context to the definition and popularity of the concept. I draw attention to the fact that specific educational focus can lead to facilitating GC practices, like in the case of UAL. I also explore how issues of concern to GC sometimes drive internationalisation agendas, e.g. environmental sustainability at UCI.

Part three looks at the relationships between internationalisation and graduate GC attributes that stemmed from the case studies. I look at the models from each researched university to identify similarities and areas where the model does not fit the findings and requires modifications.

In part four I discuss the factors that influence the relationships between internationalisation and GC in researched case studies, which are: context, institutional particularities, people and the third space for creative approaches.

Finally, in part five I introduce modifications to the conceptual framework on the relationships between internationalisation and GC in HE based on the findings and discussions in this chapter.

9.2 Neoliberal, liberal and critical approaches to internationalisation at case universities – summary of findings

In the section below, I summarise findings from the four case universities about their approaches to internationalisation, which I look at through the three lenses: neoliberal, liberal and critical. My aim in doing so is not to provide a comparative analysis but rather to draw a holistic picture of the different approaches within each case, which will then help me articulate the relationships between internationalisation and GC.

9.2.1 The strength of alignment to neoliberal, liberal and critical approaches in presentations and perceptions on internationalisation

The application of the analytical tool of three lenses revealed how varied approaches to internationalisation can be represented differently in official documents and in interviewed staff's perceptions. These differences are demonstrated in relevant tables in case study chapters, where I juxtaposed the presentations and perceptions on internationalisation under each lens and analysed where the alignments and tensions lay (chapters 5.6, 6.5, 7.8, 8.6). Based on evidence from case study chapters, the presentations and perceptions on internationalisation were either 'tightly aligned' or 'loosely aligned' to the neoliberal, liberal or critical approaches. The methodology for assigning to these categories is discussed in chapter 4.5.2.1. These conclusions are now put together in table 31 below to reveal some interesting findings.

Table 31: Summary of alignments of presentations and perceptions of internationalisation to neoliberal, liberal and critical lenses at four cases

Lens	Presentations/ perceptions	UW	UCI	PUC-Rio	UAL
Neoliberal	Presentations	Tightly aligned	Tightly aligned	Loosely aligned	Tightly aligned
	Perceptions	Loosely aligned	Tightly aligned	Tightly aligned	Tightly aligned
Liberal	Presentations	Tightly aligned	Tightly aligned	Tightly aligned	Loosely aligned
	Perceptions	Tightly aligned	Loosely aligned	Loosely aligned	Tightly aligned
Critical	Presentations	Loosely aligned	Tightly aligned	Nil	Nil
	Perceptions	Loosely aligned	Tightly aligned	Tightly aligned	Tightly aligned

This table provides a very interesting comparison that leads me to the following conclusion: my findings are consistent with what was emerging from the literature review in chapter 2 that the different approaches appear in each institution concurrently (Delanty, 2003, Stier 2004, Haigh, 2014), however, there are two distinct contributions to this argument that my research is introducing. The first one is a way of categorising the different approaches as neoliberal, liberal and critical (which I argued for before). The second one is showing that the strength or location in which they appear vary greatly by institution.

The neoliberal approaches to internationalisation usually emanate more from institutional strategies than staff perceptions. They are quite strong in the cases of UAL, UW and UCI but less so at PUC-Rio. The liberal approaches are strong in official documents at UW, UCI and PUC-Rio but less so at UAL. Finally, critical approaches are least represented in institutional strategies with no mention at UAL and PUC-Rio, weak mention at UW and stronger, in comparison to the other three, at UCI.

Staff perceptions of their institution's internationalisation do not always correspond in strength and weight with the official presentations (Turner & Robson, 2008). This is particularly visible under the neoliberal lens at UW and PUC-Rio, liberal lens at UAL and PUC-Rio and critical lens at UAL and PUC-Rio. This is an interesting observation in line with what Haigh (2014) referred to as different tribes who "speak in different languages" (Haigh, 2014: 7) and are pursuing different goals for internationalisation. They are "founded in fundamental differences between the world views of the constituents involved" (Beck & Cowan, 1996, Wilber, 2000, 2006 referenced in Haigh, 2014:7), are "underpinned by deeply personal and ideological commitment" (Robson 2011: 625) and where they are "manifested as an unconscious frame of reference for the individual" (Stier, 2004: 85).

The comparison table above also highlights many institutional differences in approaches to internationalisation and reveals where there may be conflicts/tensions between an official pursuit and individual motivations for internationalisation. This is in line with what Robson and Turner (2007) argued when they said that

The rhetoric in most universities suggests a desire for transformative internationalisation, though actual institutional engagement varies across the continuum, with gaps between how institutions talk about international engagement and what their policies and practices actually deliver (Turner & Robson, 2007 referenced in Robson 2011: 625)

These differences are particularly visible at UW and PUC-Rio with neoliberal approaches to internationalisation, at UAL and PUC-Rio with liberal and critical approaches. There seems to be more consistency on internationalisation between strategies and perceptions at UCI and UAL under the neoliberal lens, at UW and under liberal lens and UW and UCI under critical lens.

The analytical tool of three lenses shows that there are often unclear messages about internationalisation coming from institutions. It reveals where the differences between institutional strategy and staff opinions lie and this indicates where there are tensions alongside ideological lines within an institution. And so, at UW it seems clear that the university adopts more of a liberal than critical approach to

internationalisation as there is more consistency between presentations and perceptions but what causes confusion are the neoliberal interpretations. This is confirmed by data analysis in chapter 5. At UCI, there is more consistency in approaches between presentations and perceptions and what appears is that both neoliberal and critical interpretations are prominent. At UAL, it seems there is a consensus between presentations and perceptions in terms of neoliberal approaches but there is more confusion with regards to liberal and critical ones. PUC-Rio is the outlier here because there seem to be many differences in approaches to internationalisation between presentations and staff perceptions under all three lenses.

This long and quite technical description of table 26 above is important to understand the following implications of the findings. As was indicated previously, internationalisation is a varied process that can mean different things to different people within one university (Haigh, 2014, Stier, 2004). However, what my research has shown and is contributing to the knowledge base on the subject, is that this diversity of opinions motivated by different rationales causes tensions and confusion and that this interplay between all these factors captures the unique institutional approach towards the implementation of internationalisation.

In addition to these, the analysis of empirical data from the four cases by using the tool of lenses has also resulted in other significant findings that are relevant to the investigation of the relationships between internationalisation and GC in HE. I discuss them in the sub-sections below: the institutionalisation of neoliberal internationalisation, enhancing education as a rationale for liberal internationalisation and strengthening of institutional identity as a rationale for critical internationalisation.

9.2.2 Institutionalisation of neoliberal internationalisation

Looking at internationalisation through the neoliberal lens has highlighted how it has become institutionalised at case universities. In chapter 2.3 I explored in detail what neoliberal internationalisation entails, so here I only highlight some prominent examples from the case studies, like the commercialisation trend that is leading

certain international activities, including the recruitment of international students (PUC-Rio) or building a globally recognisable brand (e.g. UCI or UAL). It is also visible in the managerialism and professionalisation of internationalisation activities and staff. This is apparent in international activities that are strategically coordinated by people from top management of each university (e.g. Pro-Vice Chancellor for International at UAL) and by dedicated offices, like Office of Global Engagement at UCI, International Relations Unit at UAL, Central Coordination of International Cooperation office at PUC-Rio and Office of Coordination of the Bologna Process at UW. This institutionalisation of neoliberal internationalisation is usually underpinned by a governmental strategy, albeit with variable mechanisms of enforcing it. As I described in the case studies, the UK strategy sets numerical targets on profits generated through certain aspects of internationalisation (chapter 8.2.2), the US to advance the country's economic competitiveness (in addition to other priorities, like strengthening geopolitical significance, national security and enhancing social cohesion) (chapter 6.2.1), the Brazilian strategy was set up to increase the competitiveness of HEIs on the national level (chapter 7.4.2). The Polish document sees internationalisation as a process for quality enhancement of teaching, learning and research (chapter 5.3.2) and in that way increasing competitiveness.

This institutionalisation of neoliberal internationalisation is also a relatively new development. As I indicated in the case studies, many internationalisation activities have been established before any institutional strategies brought them to light as priorities. These initiatives tend to fall under the liberal interpretations of internationalisation stemming from the liberal education principles and include student and staff mobility, research cooperation, developing cross-cultural awareness. What the institutionalisation process in recent years has changed was that these activities were not only sanctioned as the status quo of internationalisation but also, in many cases, the universities' strategies set up targets to achieve more in each of these areas. Also, the desired results of student mobility, e.g. achieving cross-cultural awareness, for example, are often used as necessary elements to enhance employability, which supports neoliberal agendas for university internationalisation.

9.2.3 Liberal internationalisation expands education

The case studies have confirmed that internationalisation influences teaching and learning, enhances the need for global perspectives and also provides justification for global learning outcomes gathered under one umbrella of IoC (Leask, 2009, Bourn, McKenzie & Shiel, 2006, Blum & Bourn, 2013).

The internationalisation of education emerges in different facets at each case. At UW it is viewed as an organisational effort aiming to enhance the quality of education by reformulating learning outcomes aligned with the national framework of qualifications (chapter 5.5.2). At UAL the focus is on expanding the curriculum and making it more relevant to the diverse UAL student population (chapter 8.5.5). Internationalisation of education at UCI and PUC-Rio is visible in commitments to developing cross-cultural awareness through mobility programmes (chapter 6.6.2 and chapter 7.6.2).

In addition, the internationalisation of education is also a reaction to changing student demographics, which is becoming more ethnically, culturally and nationally diverse. Such changes ignite movements to internationalise the curriculum, examine entry criteria and ways to measure attainment, which was highlighted in the UAL case study. At UW and PUC-Rio on the other hand, internationalisation of education is demonstrable more in the creation of programmes of study in foreign languages, mainly in English, but also in French and Spanish at UW.

Internationalisation of education contributes to changes in pedagogical practices thanks to encouraging academic staff mobility or administrative and support staff training on how to manage internationalisation (UAL & UW). The PUC-Rio case study highlighted the fact that many staff have previous international experience by studying abroad for their Masters or Doctorates. Updating and adapting didactic solutions can also be stimulated by students, who are demanding a more practically orientated education, which emerged from the UW case (chapter 5.8.2).

Finally, the case studies have confirmed statements from the literature that internationalisation of education is profoundly influenced by the employability

agenda forged by national and international governmental policies and neoliberal discourses in public debates (McCowan, 2015). Internationalisation is therefore viewed as a process that helps to build global competence and develop global skills in students and graduates, i.e. the future workforce.

9.2.4 Critical internationalisation can strengthen institutional distinctiveness

One of the observations that emerged from looking at internationalisation in the case studies through the critical lens was that it helps to strengthen the distinctiveness of an institution. This may seem like contradicting what was found in the literature review about isomorphism of internationalisation and difficulties with universities' stratification (Van Der Wende, 2017). However, the tool of lenses allowed me to see deeper and beyond this argument, which can be true but mainly under the neoliberal and liberal lenses in line with an argument that "culture, diversity, context and difference challenge neoliberal marketization processes" (Robson, 2011: 261). It is the critical lens, which reveals that internationalisation can be indeed a way to differentiate one institution from another. This appears to be particularly relevant at UW, PUC-Rio and UAL. At UW, the location in Poland, the historical ties and education traditions ("we project more to the East than to the West") underlay the realisation that "we don't have anything to be ashamed of" in the world of internationalised HE because you "cannot compare apples and pears" and that is why the university is "internationalised as much as it is possible" (chapter 5.5 and 5.6). PUC-Rio's affiliation to the Catholic church and Jesuit education ethos, as well as its location in Latin America at the geopolitical semi-periphery in a non-English speaking country demand that internationalisation should focus on being more balanced and equitable. That is why "Now partnerships are more about reciprocity, more genuine in some cases – this is positive" (chapter 7.7.7). At UAL, the disciplinary focus on arts and creative arts brings in an opportunity to internationalise the curriculum by decolonising, liberating and bringing in the heritages of the very diverse student population, which was revealed under the critical lens (chapter 8.6).

The critical approaches also allow institutions to resist using international rankings as tools for measuring the progress of internationalisation or geopolitical positioning

(Hazelkorn, 2017). This is not to say that rankings are disregarded altogether but rather that adopting a critical stance towards internationalisation allows institutions to strengthen their distinctiveness and identity in ways that escape any ranking comparison metrics. This became apparent quite strongly at UW (“we can’t compare apples and pears”) and at UAL, where rankings are not useful because of the university’s subject-specific focus that makes it incompatible with many ranking methodologies. Instead, institutional excellence and international recognition are pursued through other routes, like building partnerships within a designated region (UW) or with similar specialist institutions (UAL).

The critical approach also allows universities to internationalise by resistance to exploitation. This observation is especially true in the case of PUC-Rio, where data reveal strong voices against treating Latin America as a market to export/import educational services (Andreotti, Thiago & Stein, 2018). Critical internationalisation here is visible in pursuing partnerships and relationships around the world that are based on principles of true collaboration, where all parties are equal.

The issue of exploitation is related to the case of English as the language of internationalisation. And while there is a strong synergy between proficiency in English and neoliberal and liberal approaches in becoming more employable or globally competent, the critical ones highlight how the use of English as a Global Language (EGL) (Guilherme, 2009) of today’s HE has neo-colonial, imperialistic and exploitative undertones. I explore this theme in more detail in the next chapter but here it should suffice to say that critical internationalisation brings this issue to the surface in the cases of UW and PUC-Rio. Comments like “you cannot only publish in English because you lose the Polish readers; publishing in English is “scientific neo-colonialism” by a UW academic and “it took three years to get permission to teach in English” by a former PUC-Rio international director attest to this observation but also to the fact that English is a very powerful tool and measure for internationalisation in countries where it is not the first language.

9.3 Neoliberal, liberal and critical approaches to GC at case universities – summary of findings

After highlighting the significant findings on internationalisation, I now move on to the discussion of GC in the case studies. As a reminder, the conceptual framework from chapter 2 identified that global citizenship in HE is frequently represented in terms of graduate GC attributes. In fact, the cases confirmed that GC can be mainly associated with the desired outcome of higher education, as is demonstrated in the selection of quotes below:

“Social role of the university is to promote global citizenship” (UW, senior international director 1)

“GC is the reason why there is internationalisation of HE - to understand the others” (UW senior academic universitywide director)

“Global citizenship - What does it mean? To be globally networked creative individual (...) enabling students to work in globalised industries” (UAL senior universitywide international director)

“[Global citizenship is – MK] taking responsibility to learn about global issues, understanding of different perspectives and needs” (UCI senior international administrative director)

“Cultural adjustment (...) [Global citizen - MK] is aware of the global diversity, can live and cope, tolerant of cultural diversity” (PUC-Rio senior international director)

In this section, I look at the comparison of approaches to graduate GC attributes from case studies to draw more generalizable conclusions that GC is often the hidden desirable outcome of higher education, that educational focus and socio-cultural contexts often determine approaches to GC and that, in fact, GC can drive some internationalisation agenda items.

9.3.1 How aligned are neoliberal, liberal and critical approaches to graduate GC attributes in presentations and perceptions at case universities?

Similarly to internationalisation in the section above, I summarised the approaches to GC as a graduate attribute that emerged in my case studies after applying the analytical tool of three lenses: neoliberal, liberal and critical. I looked at the relevant summaries in each of the case chapters 5.9, 6.8, 7.11 and 8.9, and then attached a value of ‘tightly aligned’ and ‘loosely aligned’ to show under which lens the particular approaches to graduate GC attributes are more prevalent in the official presentations and staff’s perceptions. Thanks to this exercise summarised in the table below, some interesting observations and implications emerged.

Table 32: Summary of alignments of presentations and perceptions of GC to neoliberal, liberal and critical lenses at four cases

Lens	Presentations/ perceptions	UW	UCI	PUC-Rio	UAL
Neoliberal	Presentations	Tightly aligned	Tightly aligned	Nil	Loosely aligned
	Perceptions	Tightly aligned	Loosely aligned	Nil	Loosely aligned
Liberal	Presentations	Tightly aligned	Loosely aligned	Tightly aligned	Tightly aligned
	Perceptions	Tightly aligned	Loosely aligned	Tightly aligned	Tightly aligned
Critical	Presentations	Loosely aligned	Tightly aligned	Tightly aligned	Tightly aligned
	Perceptions	Loosely aligned	Tightly aligned	Tightly aligned	Tightly aligned

There seems to be consistency between the strength of presentations and interpretations in all cases under the liberal and critical lens but there is variation in two cases (UCI & PUC-Rio) when applying the neoliberal lens. This leads me to infer that the neoliberal approach to graduate GC attributes is not fully embraced by some institutions, whereas the liberal and critical are to a much bigger extent. This situation

can be caused by the fact, which was highlighted in all cases, that GC is a term that causes confusion and contestation (Lilley, Barker & Harris, 2017, Shultz, 2010, Pais & Costa, 2017), and the summary table above confirms that. However, what appears to be a very interesting observation from my research, and contrary to what the literature review has shown, is that there was more confusion caused by neoliberal interpretations of graduate GC attributes than the liberal and critical ones. This finding also confirms that GC is bringing to the surface the tensions that neoliberal approaches to education cause.

In terms of liberal approaches, they are perhaps the most prevalent across the cases referring to the most mainstream and traditional interpretations of liberal education, i.e. building cross-cultural awareness, valuing diversity, knowledge of global affairs, etc. A surprising outlier here is UCI – a university located in a country with strong traditions of liberal education. In this case, the liberal approaches have not been coming across as strongly as neoliberal and critical ones. The critical approaches to graduate GC attributes seem to be stronger in institutions located in countries with stronger traditions of civil society (USA and UK) or in institutions based on educational principles of public or community service (PUC-Rio).

In addition to the observations above, the data analysis from case studies has also resulted in other significant findings with implications for considering the relationships between internationalisation and GC in HE. I discuss them below in these four sub-sections: graduate GC attributes are not mentioned as a strategic priority, the importance of the socio-cultural contexts in interpreting the concept of GC, the impact of a specific educational focus on approaches to GC and GC as a principle that is driving internationalisation agendas.

9.3.2 Achieving graduate GC attributes is not mentioned as a strategic institutional objective

The analysis of data revealed that GC is hardly ever explicitly mentioned in the official institutional strategies as a goal to achieve. There are, however, many references to

GC and graduate GC attributes in those strategies but the relationship of the attributes actually mentioned in these documents to those of GC is usually implied and implicit. I uncovered these links in the case studies, so here I will only mention a few examples to illustrate this point.

At UW, the strategy mentions the necessity to cultivate certain global skills without explicitly calling them such: ability to collaborate with others, openness, dialogue, leading public debate, and global values including respecting differences, shaping civic attitudes and identities (chapter 5.7). At UCI, these skills are called “life skills” in the strategy and they are put in the context of “21st century literary proficiencies”: information, data, visual/image literacy, and global competencies (chapter 6.6.1). At PUC-Rio, it is the model of Christian education that emphasises a holistic approach to human development that encompasses knowledge, skills and values (chapter 7.9). And at UAL, there are a lot of references to how creativity is key to work on positive social change (chapter 8.7.1).

In some cases, there have been more explicit references to GC in official documents that sit outside the main university strategy: at UCI GC was mentioned in the Olive Tree Initiative or The Global Leadership Certificate Programme and at UAL in, for example, the Socially Responsive Design or Central Saint Martin’s Public. These documents usually described mission statements for educational initiatives rather than a strategic institutional direction; they were, therefore, complementing and explaining how the university ambition/strategy for education can be achieved in practice. This provided a valuable commentary but also confirmed that there are disconnections between an explicit institutional commitment and practical educational implementations delivered by individual staff.

9.3.3 Socio-cultural contexts impact the interpretations of GC

The case studies confirmed that there is much ambiguity when it comes to interpreting the meaning of global citizenship (Lilley et. al, 2017), which makes global citizenship a vulnerable term in a way that it can be too obscure to identify with. Significantly, none of the analysed university strategies included this exact term and many interviewees expressed confusion or discontent, some quite strong, when

asked about it: “Everybody assumes that everybody is talking about the same thing, nobody clarifies these things; in some cases it is genuine confusion” – PUC-Rio departmental director or “trendy phrase(s) that sounds good” - UCI senior international administrative director.

Sometimes this ambiguity of meaning stemmed from the fact that the term itself was proving culturally untranslatable or foreign. This was especially true in the cases of UW and PUC-Rio. In Poland, *obywatelstwo globalne* (global citizenship) is a new term traditionally associated with discourses around global education and the NGO sector and within HE it merely started to emerge but only in theoretical discussions (Kuleta-Hulboj, 2015). It does not appear in discussions about HE practice. In Brazil on the other hand, *cidadania global* (GC) has very strong connotations to neo-colonialism and hence is proving unpopular. Instead planetary citizenship is argued to be more culturally appropriate there (Moraes & Freire, 2017) as it is more related to traditional principles of Buen Vivir in Latin America because it synthesises indigenous traditions.

Even if there are no linguistic issues with translating the GC term to a local language, the cases revealed that in the two other researched universities global citizenship needed to be “translated” to make it relevant to the particular institution and its operating context. Globally networked creative professional and critically culturally conscious individual with hyphenated identity are the two graduate GC attributes that have a meaning in the two different contexts of UAL and UCI.

9.3.4 Specific educational focus could determine approaches to GC attributes

Since fostering GC is a goal usually found within educational practice (Horley et. al, 2018, Leask & Bridge, 2013, de Wit et al., 2015), what the data analysis highlighted is that specific educational focus could determine distinct approaches to GC attributes. This observation is particularly visible in the cases of PUC-Rio, UAL and UCI.

PUC-Rio’s educational approach is founded in the Christian and Catholic educational traditions of social responsibility, fight for social justice and a specific approach to environmental sustainability. These issues, which feature prominently in the

institutional documents and staff perceptions also align to graduate GC attributes, especially when it is looked at through a critical lens.

UAL, with its focus on arts and creative industries, relies on embedded criticality and questioning of the status quo as well as addressing social problems through creative practice. These principles align with GC attributes under liberal and critical lenses.

At UCI, GC infused themes are visible in certain educational initiatives, like the Olive Tree or cohesion activities, like the Cross-Cultural Centre or research commitments, like UCI Water. They, too, align with liberal and critical graduate GC attributes.

The conclusion I am drawing from these examples is that to understand what fostering GC means in a particular institution, one must look at the pedagogical practices (de Wit et al., 2015) like in the example of UCI. Institutional strategies do not always fully define this meaning. However, it is the educational traditions, on which these pedagogical practices are based (e.g. PUC-Rio) and the educational outcomes that these practices are set to achieve (e.g. UAL and creative practitioner) that determine which ideological and theoretical traditions they are based on (i.e. neoliberal, liberal or critical) and therefore, what graduate GC attributes they foster. A key finding from my research is therefore that the graduate GC attributes from institutional strategies acquire meaning only when implemented in educational practice by involved staff. Or, in other words, while internationalisation is usually a top-down approach visible in institutional strategies, the understanding and fostering of global citizenship is usually embedded in the bottom-up approaches that are rooted in educational practice.

9.3.5 Some internationalisation agenda items are driven by some GC principles

As was indicated in the previous chapters, there are examples of how some GC principles are driving some institutional internationalisation agendas. This was particularly visible in the case of UCI, where the environmental sustainability concerns were elevated to a strategic priority for the internationalisation of research (chapter 6.3.3 and 6.6.4) and at PUC-Rio, where, similarly, the socio-environmental sustainability agenda became a top priority for the whole university and connected it

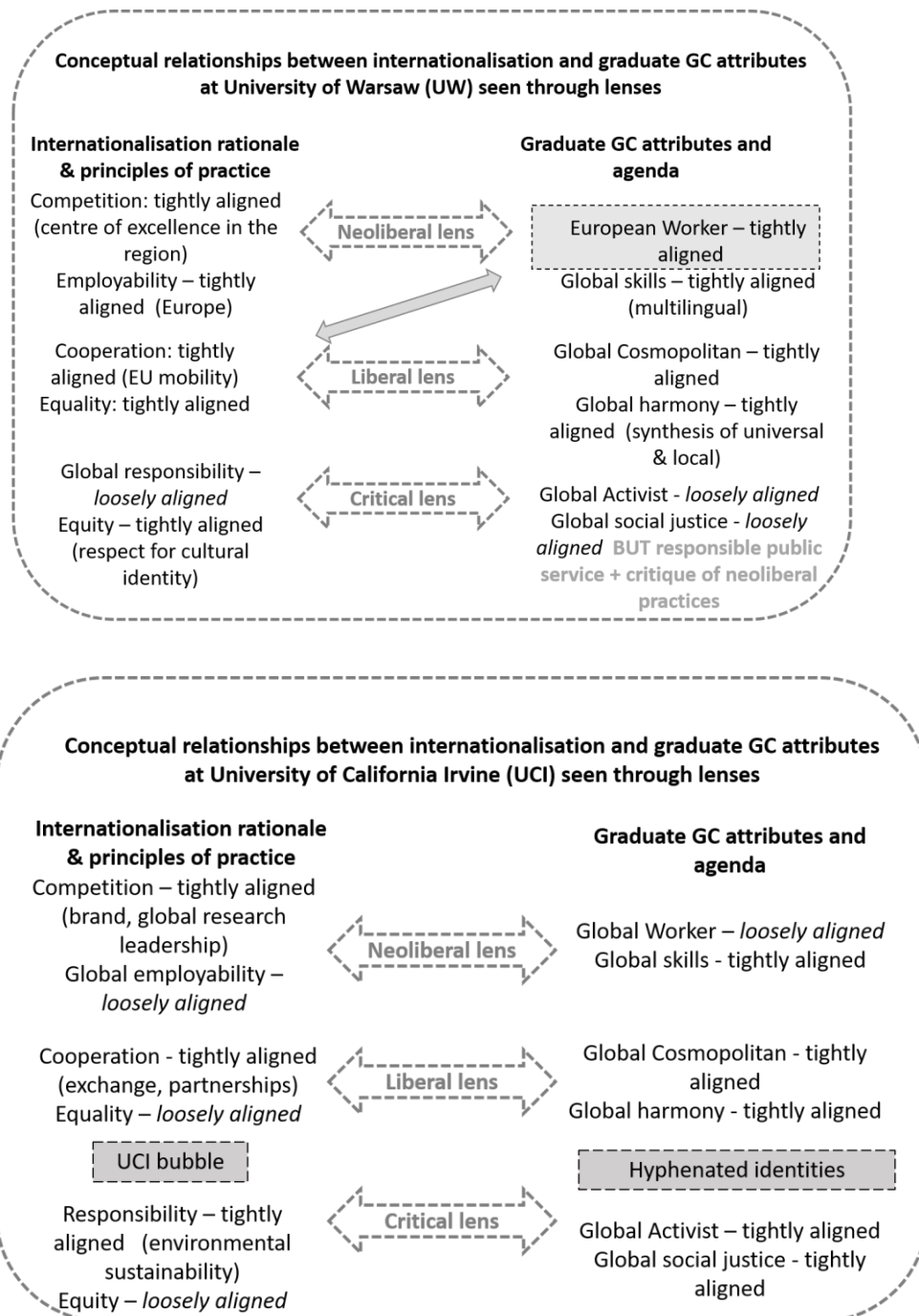
to the internationalisation of research activities (chapter 7.9.4 and NIMA). At UW, the aspiration to deliver education for the European citizenship is driving internationalisation by cooperation in order to enable student and staff mobility (chapter 5.5.2). At UAL, the concern for social justice and addressing pressing social problems by innovative design solutions is driving internationalisation of research and global cooperation on design projects (chapter 7.7).

These examples can lead to a generalizable observation that what often drives universities' internationalisation agendas are research and pedagogy. However, what underpins the internationalisation of research and pedagogy can often be principles and issues related to global citizenship, like socio-environmental sustainability, social justice or cross-cultural awareness, etc., which we saw in some case studies. In other words, GC and internationalisation often become rationales for each other and remain in mutually interdependent relationships as was indicated by other scholars (Yemini, 2015, Gacel-Avila, 2005). The next section summarises what these relationships look like in practice in the researched cases.

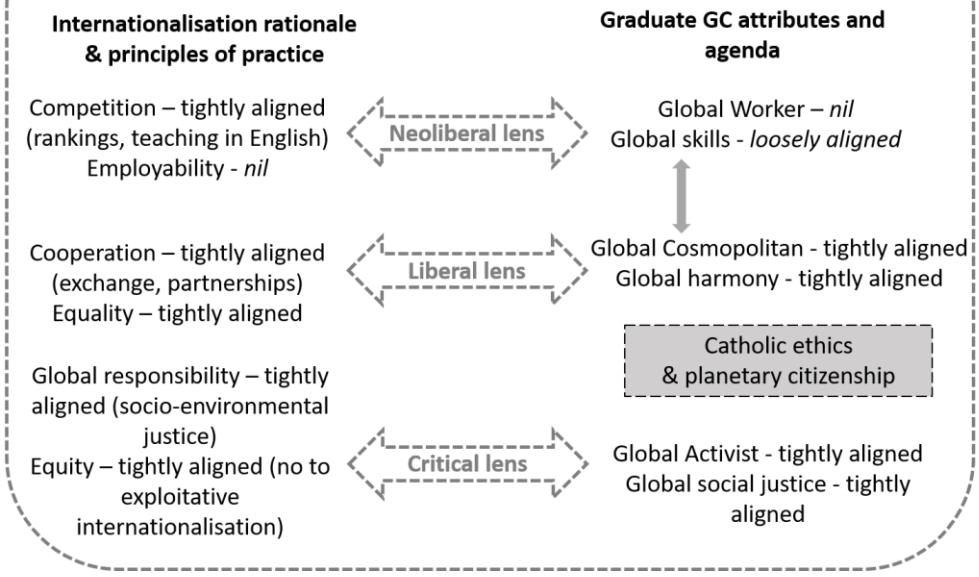
9.4 Institutional approaches to the relationships between internationalisation and graduate GC attributes at case universities

At the end of each case study chapter I applied the model of three lenses to illustrate how tightly or loosely aligned were the presentations and perceptions on internationalisation and GC to the conceptualisations of each lens. When looking at the four models together (figure 16 below), it becomes visible that in each case these relationships have been influenced by additional factors represented in grey boxes. They include: at UW – a strong focus on European influences, at UCI – the hyphenated identities in the UCI bubble, at PUC-Rio – the Catholic educational traditions and planetary citizenship, and at UAL - the strong collaborations and creative professional networks. These factors are characteristic to a unique operating context for each institution. They are institutional particularities embedded in the operating context that strongly influence the relationships between internationalisation and GC in each institution. This observation constitutes an important finding of my research.

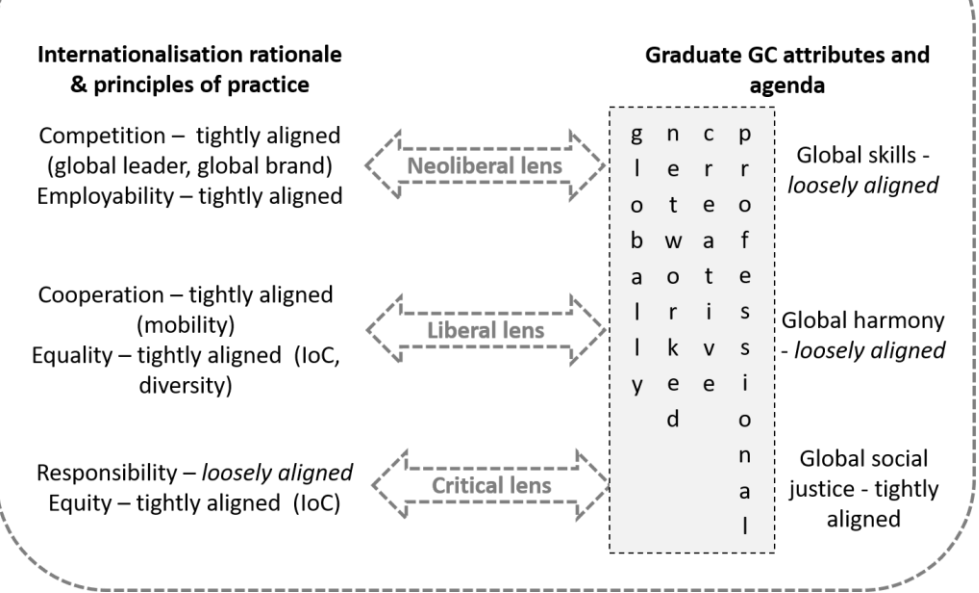
Figure 16: Summary of conceptual relationships between internationalisation and graduate GC attributes at University of Warsaw (UW), University of California Irvine (UCI), Pontifical Catholic University of Rio de Janeiro (PUC-Rio) and University of the Arts London (UAL)



Conceptual relationships between internationalisation and graduate GC attributes at Pontifical Catholic University of Rio de Janeiro (PUC-Rio) seen through lenses



Conceptual relationships between internationalisation and graduate GC attributes at University of the Arts London (UAL) seen through lenses



9.5 Factors influencing the relationships between internationalisation and GC at case universities

In addition to the institutional particularities factor described above, what emerged from my empirical data analysis in the four previous chapters is that there are other factors that influence the universities' internationalisation, approaches to graduate GC attributes and the relationships between them. In fact, it is these factors that make the relationships between studied phenomena unique to a particular institution. One of them is the operating context, which I referenced before in chapter 2. Here, I used the concept of a GloNaCal context (Marginson & Rhoades, 2002) to situate my chosen universities and explore what particular circumstances influence these institutions' internationalisation and approach to GC.

In the methodology chapter (4) I explored the importance of institutional particularities to my research strategy (Stake, 1995, Yin, 1994/2009), however the cases have demonstrated that they play a pivotal role in shaping the relationships between internationalisation and graduate GC attributes.

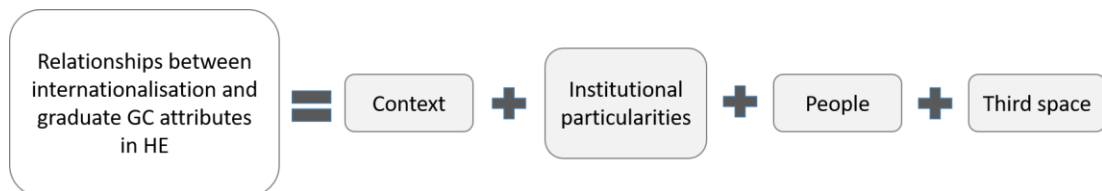
The literature review has also highlighted the importance of different individuals' ideological stances to understanding institutional approaches to internationalisation and graduate GC attributes (Beck & Cowan, 1996, Wilber, 2000, 2006 referenced in Haigh, 2014). What the case studies have confirmed is that people play a very important part in shaping the relationships between internationalisation and graduate GC attributes because of how they understand and implement both into the practice.

In addition to these three factors, i.e. institutional particularities, operating context and the importance of people, my research has unveiled another one. As it has been presented in the case studies, staff perceptions on internationalisation and GC sometimes are not aligned with official presentations. This lack of alignment was frequently visible under the neoliberal lens. And yet it is individual staff members that are crucial to fostering GC and practising education that leads to graduate GC attributes. Such an implementation of GC practices is possible to achieve in the third space – a conceptual place in each university where staff can use their innovative

approaches to practice internationalisation and to foster GC. In the third space staff can use their creativity to connect opportunities provided by the context and institutional particularities to create and shape the relationships between internationalisation and GC in their universities.

Therefore, based on my research, I argue that these following factors are key to influencing the relationships between internationalisation and graduate GC attributes: 1. Context in which an institution operates (global, regional, national and local); 2. Institutional particularities (e.g. disciplinary focus, educational traditions, etc.); 3. Staff who are implementing internationalisation and practicing education that fosters GC; 4. The third space that allows for a creative approach to addressing the challenges of internationalisation and implementing education that leads to graduate GC attributes. The identification of the four factors (as shown in the figure 17 below) that influence the relationships between internationalisation and graduate GC attributes constitutes a unique finding of this research and contribution to knowledge. I explore these factors more underneath.

Figure 17: Factors influencing the relationships between internationalisation and graduate GC attributes in HE



In chapter 4 (Methodology), I introduced the term normative environment in HE (Reysen & Katzarska-Miller, 2013) to help justify my methodological approach. As a quick reminder, normative environment, in the context of this research, is constituted by settings and people at each university that influence institutional approaches to internationalisation and GC or graduate GC attributes. These consist of a strategic direction, structures, core processes and resources, including people. I recall normative environment here to signal that the factors I identified in the case studies are complementary to the normative environment. They influence it but, more importantly for this thesis, they impact and frame the relationships between

internationalisation and graduate GC attributes. I summarise these factors in the section below.

9.5.1 Contextual particularities that influence the relationships between internationalisation and GC

As was identified in the literature review in chapter 2, the context in which HEIs operate has a significant influence on the processes of internationalisation (Rumbley, Altbach, Reisberg, 2012). Marginson and Rhoades (2002) introduced the term GloNaCal, where global refers to economic flows and universal scientific and intellectual values, national to governance and funding and local to a community level influences. However, while researching my case studies it became apparent that there was a substantiated need to add another dimension to the context in which universities operate – regional. Being situated in a specific region proved to have consequences for how internationalisation and GC were interpreted and implemented. For UW and UAL this was true with regards to the European Union, for PUC-Rio with regards for Latin America and for UCI with regards to North America and the state of California. I explore these inter-dependencies more below. However, here it is important to acknowledge that a modification to Marginson and Rhoades' term may be needed by adding the regional dimension. Therefore, I am introducing a new term: Glo(bal)Na(tional)Re(gional)(lo)Cal, which is more helpful in explaining the external factors influencing the relationships between internationalisation and graduate GC attributes in my cases. It is also important to acknowledge that such an approach to an operating context takes into account dimensions that are both above and under a national level. This is a significant finding of this research.

9.5.1.1 *Global and national influences*

The cases have shown that the global positioning of a university has a particular importance for the relationships between internationalisation and graduate GC attributes. This became particularly visible under the neoliberal and liberal lenses. A global brand recognition can have a direct impact on the numbers of international students or partnerships, which lead to mobility or involvement in international

projects and this, in turn, connects to the graduate GC attributes of a Global Worker or a Global Cosmopolitan.

An institutional attractiveness on a global scale can be portrayed and measured by the means of international rankings (UW and PUC-Rio) or through images of excellence and global leadership created by marketing tools (UCI and UAL). The first two HEIs use their English language websites to publish their positions in international rankings and benchmark themselves against other universities in their respective countries as more internationalised because they are appearing in these league tables. It is similarly true in terms of listing the numbers of international students and partnerships/collaborations on these webpages. Such a portrayal of internationalisation can mean not only that the institution is recognised as internationalised in the world but it can also serve as a tool to increase institutional competitiveness within a domestic HE market. In the other two cases, international rankings are not used or publicised in the same way. Instead, UAL and UCI use images and words to describe their global connections and global excellence, which is less quantifiable and more aspirational. This leads me to imply that these two universities may seem to be more globally attractive for various internationalisation activities, like student recruitment or partnerships.

One reason for this perceived global attractiveness could be the fact that both of them are located in English-speaking countries, which lends itself to bringing in another wider issue about the role of English and its influence on the relationships between internationalisation and graduate GC attributes. The cases of UW and PUC-Rio have clearly indicated that to be internationalised is to speak, publish and teach in English (chapter 4.5.4 and chapter 7.7.3). And while a significant measure of internationalisation for these universities is the inclusion in international rankings, the widespread use of English in these non-English contexts is also a confirmation of internationalisation in practice. Education in English is equally important for the graduate GC attributes of Global Worker and Global Cosmopolitan: “all students speak English” said PUC-Rio academic and departmental international coordinator and there is more evidence to this effect in chapter 7.3.7 and chapter 5.4.1. Significantly, however, multilingualism is not treated as a tool for internationalisation

at the other two cases – it is not mentioned in analysed strategies or educational practice. Instead, one interviewee expressed concern that linguistic education is actually being marginalised (chapter 6.7.3).

The global influences are also visible in homogenising the national context in terms of governmental policies regarding HE and its internationalisation. As the analyses of the case studies' national contexts have shown, there exist national plans, strategies or guidelines for HE in all countries and, more significantly, overall they are based on neoliberal interpretations of the purposes of internationalisation and graduate GC attributes. There usually are targets attached for either increasing income from international activities (e.g. UK) or exchange students (all cases) or becoming ambassadors or advocates for a particular country on a global scale.

9.5.1.2 Regional influences

As I have mentioned in the introduction to this section, the recognition of regions as important contexts for internationalisation and GC is one of the significant findings of this research. To clarify, a region in this thesis is a geographical area or cultural sphere with specific characteristics or circumstances that influence certain behaviours of HEIs. A region sits between the local/national and the international but may be different in each case. As I explained in chapter 4 (methodology) when discussing my approach to defining context, a region, alongside its geographical connotation, is also a set of political, economic, social, historical and cultural conditions (Bartlett & Vavrus, 2017). In the case of my research topic, these conditions influence approaches to internationalisation and global citizenship at my chosen universities. The regions identified in this thesis are: Europe for UW and UAL, North America/California for UCI and Latin America for PUC-Rio.

UW and Europe

Internationalisation of HE in Europe has specific dimensions, which make the process stand out from other case study regions. The term Europeanisation is often applied to describe a set of policies, rules and funding mechanisms that aim at creating the European Area of Higher Education (Valimaa, 2011). In terms of the relationships between internationalisation and graduate GC attributes, there is focus on enhancing

European employability to advance Europe's economic position in the world. This is achieved partly by a pan-European programme of student mobility for study and work and the creation of institutional partnerships to support this aim, as well as setting the graduate GC attributes in line with those of European citizenship. This is particularly visible at UW, where a number of changes and policies have been introduced to facilitate these processes on the institutional as well as national level. In summary, at UW, the European region has been having a profound impact on the institution and shaping the university's internationalisation for European citizenship agenda.

UAL and Europe

The European region influence on UAL presents itself in a slightly different way. The emphasis here is on belonging to a European community and drawing on its rich cultural and artistic traditions. As such, the internationalisation activities are focussed on developing partnerships for creative endeavours and facilitating student mobility for study and work. Unlike with UW, UAL's focus is more global than just European, so in this respect Europe is not the main point of reference. This situation is quite interesting because it makes UAL, and UK's HEIs, outliers within Europe, as they see and position themselves more as global than European. This positioning is perhaps becoming more prominent after Brexit especially after the UK government decision to leave the Erasmus programme and create a new Turing scheme with more global reach. However, as UAL's example is indicating, there is a desire to maintain a special relationship with Europe.

PUC-Rio and Latin America

The recognition of Latin America as a distinct region is significant in terms of my research topic. This is because of the history and traditions of the region's struggle against colonialism, neo-colonialism and market exploitation of the HE sector, which came across strongly in the PUC-Rio case study. Here, critical interpretations of internationalisation have been particularly vocal calling for equality and equity in partnerships and incorporating topics that should preserve the local, like socio-environmental justice and sustainability, into the internationalisation agenda. This is

also true in terms of global citizenship, which, as the case has indicated, is a foreign concept that needs to be adapted to the local circumstances and traditions, like that of Buen Vivir. This unique set of circumstances distinguishes Latin America as a region, which has specific influences over the relationships between internationalisation and GC and shifts it more toward critical interpretations, which the PUC-Rio case has shown.

UCI and North America/California

The region for UCI is North America/California. In this case, the reference to California as a region is a construction to help make the point for the importance of regional identity with some particular characteristics. While, as I indicated in chapter 6, the state of California offers some distinctive characteristics when it comes to HE, most notably its flagship University of California system, which is not duplicated to the same extent elsewhere, it does fall under a unique North American positioning when it comes to approaches to HE internationalisation. It is embedded in the much decentralised approach to education and federal structure of policies, as well as the history and legacy of multiculturalism and social relations. In terms of this regional influence on the relationships between internationalisation and GC, the UCI case study has shown that the unique diverse population of California, with its inherent references to other parts of the world, as well as the environmental problems in the state, so issues of concern for GC, are driving the internationalisation agenda for the benefit of the local “bubble”.

9.5.1.3 Local influences

What was emerging from all case studies is that the local context of the university has a major impact on how the institution is internationalising or engaging in fostering global citizenship. Whether it is a capital city (UW, UAL) or a major metropolitan area (UCI, PUC-Rio) creates certain opportunities for universities and facilitates access to global business (UCI, UW), arts and culture (UAL) or centres of politics (UW). These synergies are also strengthened because universities are often major employers in an area and draw business interest, help build a positive image

(e.g. PUC-Rio) and, through their affirmative action (and equivalent) help address local problems.

The impact of the locality on the relationships between internationalisation and graduate GC attributes is visible in the attractiveness of a particular location to international students or partners (HEIs or businesses), on the urgency of implementing IoC or I@H and on the addressing of the needs of the local community, which could have global roots or repercussions (e.g. UCI, UAL).

9.5.2 Institutional particularities that influence the relationships between internationalisation and GC at the four cases

In addition to the GloNaReCal operating contexts described above, the cases have shown that institutional particularities influence and shape the relationships between internationalisation and graduate GC attributes. These include: institutional history and educational traditions, subject specific focus, composition of the student population and geopolitical location.

An institutional history and educational tradition are an important feature of a university identity and, as the cases have demonstrated, they also have an impact on the relationships between internationalisation and graduate GC attributes. At PUC-Rio, the Catholic affiliation and the Jesuit education ethos are underlined by specific values, which influence the university's international activities that link to such attributes as socio-environmental consciousness and responsibility (chapter 7.12). The UW proudly refers to its roots as an educator of the elites for the Kingdom of Warsaw and the Polish state and still aspires to be "the best Polish university and a leading European one" (source: UW strategy in chapter 5.4.1). Therefore, the internationalisation efforts are directed towards implementing the European Union's policies and programmes and enhancing the idea of a European citizen, who is multilingual and can work and live anywhere in the EU. UCI, as a newer campus of the University of California, has been attracting large numbers of first generation college students, many of whom come from ethnic minorities and have hyphenated identities, which has an impact on international engagements in "important geographies" (chapter 5.7.4) and the fact that students do not want to leave the

bubble (chapter 6.4.4). UAL, which was created by a fusion of well-established independent art colleges, has retained their characteristics of offering innovative arts and creative education. Therefore, the internationalisation efforts are centred on ambitions to lead global creative debates in the UK and beyond (chapter 8.4.1) and developing global creative networks that would benefit their students.

The institutional history has an impact on university's educational traditions and directions and where the emphasis is placed in the graduate attributes. At UW, it is placed on foreign language training and developing cross-cultural competence as well as preparing for public service; at PUC-Rio on fostering individual and social responsibility; at UCI on being globally competent and at UAL - globally networked.

The UAL case study has also brought another observation that a **subject specific focus** of a university can help shape the relationships between internationalisation and graduate GC attributes. This focus allows for being more specific in what sort of graduate GC attributes are sought after because they are more tailored to the institutional niche. At UAL, they are about being a creative professional who is globally networked. That is why the internationalisation efforts should be centred on facilitating the creation of these global networks (chapter 8.10).

The **composition of the student population** has also an impact on the relationships between internationalisation and graduate GC attributes. In the case of UAL, the large number and the diversity of students result in a drive to internationalise the curriculum and diversify international recruitment (chapter 8.5.3 and 8.6). This, in turn, has an impact on the graduate GC attributes, like "we respect our students' and staff's individual voices and collective endeavours, celebrating the breadth of backgrounds and cultures represented at UAL" (chapter 8.7.1). At UW and PUC-Rio, the desire to host incoming international students and the necessity to accommodate them (e.g. Erasmus+ exchange students at UW) resulted in establishing dedicated modules and programmes for them in English. This is linked to the attribute of being multilingual, which is one of the objectives of internationalisation in education. Both incoming international students and those who want to study abroad necessitate dedicated resources to facilitate these activities. Hence in all studied universities

offices with such remits became a part of the internationalisation management matrix.

The **geopolitical location** of each university has a significant impact on the directions of internationalisation and the understanding of GC. Historic cultural links are being utilised and built upon to support further and deeper internationalisation. At UW it is about internationalising within Europe and projecting to the East (chapter 5.5.4), i.e. working within historic scientific connections and attracting heritage students from outside of the Eastern border. The understanding of global citizenship is influenced by the debates happening in Europe and further beyond, hence GC “appears in scientific discourse but not in applied contexts” as a UW academic pointed out (chapter 5.8.4).

At PUC-Rio international collaborations follow the pattern of cultural heritage and linguistic links and interests (i.e. Portugal and wider Iberian Peninsula) and traditional political spheres of influence (i.e. the USA). Similarly to UW, also here global citizenship is a term that is “imported” from the Global North and therefore, as one departmental international coordinator noticed, “I don’t think it appeals to Brazilian institutions that much” (chapter 7.10.1).

The UCI’s strategy mentions “important geographies” but they are not specified. In terms of geopolitical position, they could include areas that are related to the heritages of the ethnically diverse population in the UCI bubble, i.e. Mexico, Asia, and Europe. The other observation that came from this case study is the idea of a “bubble” or a “cultural cocoon”, which could be an obstacle to internationalisation. In terms of the understanding of GC, it is influenced by liberal and cosmopolitan interpretations, which are historically based in the US.

At UAL, the geopolitical position in a global and creative city of London affects the global ambitions for leading global creative debates. The interpretations of GC have more global scope, as expressed in the “globally networked” descriptor.

9.5.3 Staff views that influence the relationships between internationalisation and graduate GC attributes at case studies

As part of my methodology to facilitate finding answers to my research questions, I interviewed on average 6 people in each university. I wanted to get their insight into internationalisation and GC at their institutions. As I stressed in the case study chapters, these interviews were particularly important to give a commentary to the institutional strategies that I was analysing and to provide a more in-depth picture of each institutions' approaches to my researched topic. As I stated before, apart from settings, which I analysed above, it is people who are an important part of an institutional normative environment because they have an influence on how policies and processes are interpreted and applied. The case studies confirmed that this was indeed true and revealed how staff's approaches to internationalisation and GC not only shaped related activities but, and more importantly to my thesis, influenced the relationships between internationalisation and graduate GC attributes.

In the case studies chapters I included many quotes from staff that I interviewed, which provided explanation to their institutions' approaches to internationalisation and GC definitions and applications (chapters 5.5 and 5.8, 6.7 and 6.10, 7.4 and 7.7, 8.5 and 8.8). What emerged was that, similarly to universities' strategies, also staff had differing views and opinions about internationalisation and GC that fell under the three lenses. My interviewees were critically engaging in evaluating their institution's internationalisation strategy and practices by:

- acknowledging the pressures for neoliberal approaches (“we are aware we have to play that game [international recruitment – MK]” – UAL academic or “the neo-liberal discourse about the world is dominant” - UW academic),
- the value of liberal approaches (“social role of the university is to promote global citizenship” – UW senior international director 1 or “it is important to understand places looking out from home place, see the world from other perspectives” – UCI academic, senior international manager)
- and critical ones (“a classic tension: privileging a certain knowledge from one part of the world – economic and epistemological” – PUC-Rio academic and

departmental director, or “linguistic teaching opens up perspectives, you can’t teach compassion and intercultural competence – this comes from linguistic pedagogy” – UCI academic, senior international manager).

There are wider implications that can be identified. One of them is that staff have different experiences and ideological positionings that they bring to their roles and that emerge in their professional practice. Many of my interviewees have had personal international education experiences, which most likely influenced their very positive attitudes toward internationalisation and GC, and especially their liberal and critical approaches to the two phenomena.

Another significant finding from my research is that staff, especially academics, seem to have relative autonomy in shaping educational practices that support GC and internationalisation, which, in many cases, follows from their ideological positioning. Some examples include Conscientious Communicators at UAL, or the Olive Tree Initiative at UCI. They show that it was staff’s creativity in addressing pressing issues, like the Israeli-Palestinian conflict on campus at UCI, that brought together internationalisation and GC and shaped the dynamics of the relationships between them in practice. The ability to use creative approaches in implementing activities supporting internationalisation and GC is another important factor that influences the relationships between the two phenomena. I identified it as a third space that allows creative approaches, which I explore in more depth in the next section.

9.5.4 The third space and a creative approach to internationalisation and graduate GC attributes

This thesis is yet another voice in the vast and expanding literature attesting to the fact that there are many approaches to internationalisation and GC among universities across the world. What I am adding to this wealth of knowledge on the subject is my interpretation, based on my four case studies, of what factors influence the relationships between the two phenomena, and one of them is the existence of the third space. What the cases have shown me is that staff can exercise a creative approach to the relationships between internationalisation and GC in their own work,

educational practice and institutional direction when there is a conceptual place that allows for that.

The concept of a third space in HEIs was explored by Whitchurch (2012), who drew on works on communities of practice (Wenger, 1998), actor-network theory (Latour 2005) and social capital (Nahapiet and Ghoshal 1998, Putnam 2000). Third spaces, or in-between spaces, in an organisation include people who are drawn together because of a shared idea or a cross-university project (e.g. internationalisation). These “constellations of people and the common motive they share, offer degrees of freedom to explore new possibilities outside the constraints of established mode of working, which shape interactions in the various contexts from which people come” (McAlpine and Hopwood, 2009:159 in Whitchurch, 2012:21). A third space is a conceptual space that “offer[s-MK] degrees of freedom to explore new possibilities” (McAlpine and Hopwood, 2009:159 in Whitchurch, 2012: 21), which “enshrines an ongoing tension that is essential to ‘critical engagement’” (Whitchurch, 2012: 22) and is “a site of resistance to conventional understandings, norms and binaries” (Solomon et al., 2006:6 in Whitchurch, 2012:22).

This is especially true in a situation where there are many different approaches to internationalisation and GC and when staff are engaged in challenging the neoliberal and market-driven internationalisation agenda and practices or “symbolic internationalisation” (Bartell, 2003 cited in Robson, 2011: 625). Developing the concept of transformative internationalisation, where “international concerns have become explicitly embedded into routine ways of thinking and doing, in policy, management, staff and student recruitment, curriculum and programmes” (Robson, 2011: 265) and which “is underpinned by deeply personal and ideological commitment” (ibid.), I argue that it is the third space that allows for a creative approach that binds all these factors together to develop a unique relationship between internationalisation and GC in HE.

Creativity is connected to staff’s autonomy, which I mentioned above, but it deserves its own category because it captures an important dynamic that the tool of lenses has revealed: that of tensions and disconnections in the relationships between

internationalisation and GC. Creativity is required here to reconcile these in a way that still allows the neoliberal, liberal and critical approaches to coexist within each institution. It is also creativity that allows for an interplay between the other factors, i.e. context, institutional particularities and people, which creates a unique approach to the relationships between internationalisation and global citizenship. Those creative approaches are also necessary to bridge “gaps between how institutions talk about international engagement and what their policies and practices actually deliver” (Turner and Robson, 2007 referenced in Robson, 2011: 625). In the text below, I bring together examples from case studies that elaborate on this argument.

At UCI, the Olive Tree Initiative (chapter 5.6.3) or the Global Leadership Certificate Programme (chapter 5.6.2) are great examples of using staff’s initiative, autonomy and creativity to create international educational practices that fall under the more liberal and critical approaches and which exist alongside the neoliberal drive of the university to build a global brand.

At PUC-Rio, it was the drive to explain the benefits of internationalisation to some senior management that resulted in creating modules in English in the Communication department, which allowed more international students to join PUC-Rio (chapter 6.7.7).

At UW, there was a need to explain and demystify internationalisation and especially the Bologna process, so the Office of Coordination of the Bologna Process was established to address this issue (chapter 5.5.2). Also, what emerged from the interviews was that staff must be creative in seeking opportunities for training to enrich their pedagogical practice and in using the opportunities for that that the EU HE programmes have developed (chapter 5.5.3).

At UAL, Conscientious Communicators, Better Lives, Central Saint Martin’s Public, Socially Responsive Design are examples of how academics and students are working together to address social issues by using creative thinking (chapter 8.7.2). At this institution, the International Student Experience Community of Practice (ISECoP) is another interesting sign of creative approaches to challenges, where interested and engaged staff bring in their opinions and ideas to share with others on how to solve

issues or to learn about others' approaches to internationalisation and GC (chapter 8.4.3).

In this place it is important for me to emphasise that I could not find examples in the literature that connect "third spaces" in HE to internationalisation and GC. However, I argue that this conceptual connection is not only appealing but also crucial in explorations of the relationships between internationalisation and global citizenship because both phenomena lend themselves to be projects or ideas that do not fit into specific and separate categories of university life but instead tend to expand to many if not all spheres of HE activity. They also evoke various feelings from contestation to appreciation, which are founded in the different ideological, philosophical and other motivations. It is, therefore, the third space where "established and new participants [can – MK] explore and optimise the match between their personal epistemological beliefs and values and those that characterise an 'internationalised' institution" (Turner & Robson, 2008 referenced in Robson, 2011: 625).

Based on the cases, I argue that the existence of the third space and a creative approach are crucial in allowing universities to adapt to constant changes in the global, regional, national and local contexts that affect them and to navigate through their particularities to find ways to make internationalisation work for them. Furthermore, it is in the creative third space where, as this research highlighted, the commonalities and differences in ideological and paradigmatic approaches to internationalisation and GC can be reconciled and where the relationships between internationalisation and graduate GC attributes are shaped in practical implementations. It may be that not all parties involved, i.e. academics, senior management, and professional support staff, feel they have equal access or influence over university policies or directions, but they may be able to embed their views on internationalisation and GC in their professional practice. A creative third space can act as a platform to facilitate dialogue that leads to a consensus around what the relationships between internationalisation and global citizenship look like within an individual institution. It can also serve as a forum for exchanging differing opinions and ideas about this issue.

9.5.4.1 *The influence of student activities*

While the focus of this thesis is on analysing the institutional discourse around internationalisation and GC from the strategic and staff perspectives, it is important to acknowledge that student activities and identities also have an influence on both processes. UCI's Olive Tree Initiative exemplifies how the hyphenated identities of students have led to the development of this programme and why it responds more to the critical and liberal approaches to internationalisation and GC. At UAL, the diversity of the student population, and especially the different cultural, educational and creative heritages and sensitivities have impacted on approaches to internationalisation, decolonisation and liberation of the curriculum. There is no scope to provide a more in-depth analysis within this thesis, however, these two examples from the case studies show how students form an important part in conceptualising and implementing internationalisation and GC activities.

9.6 Modifications of the conceptual framework of relationships between internationalisation and GC in HE

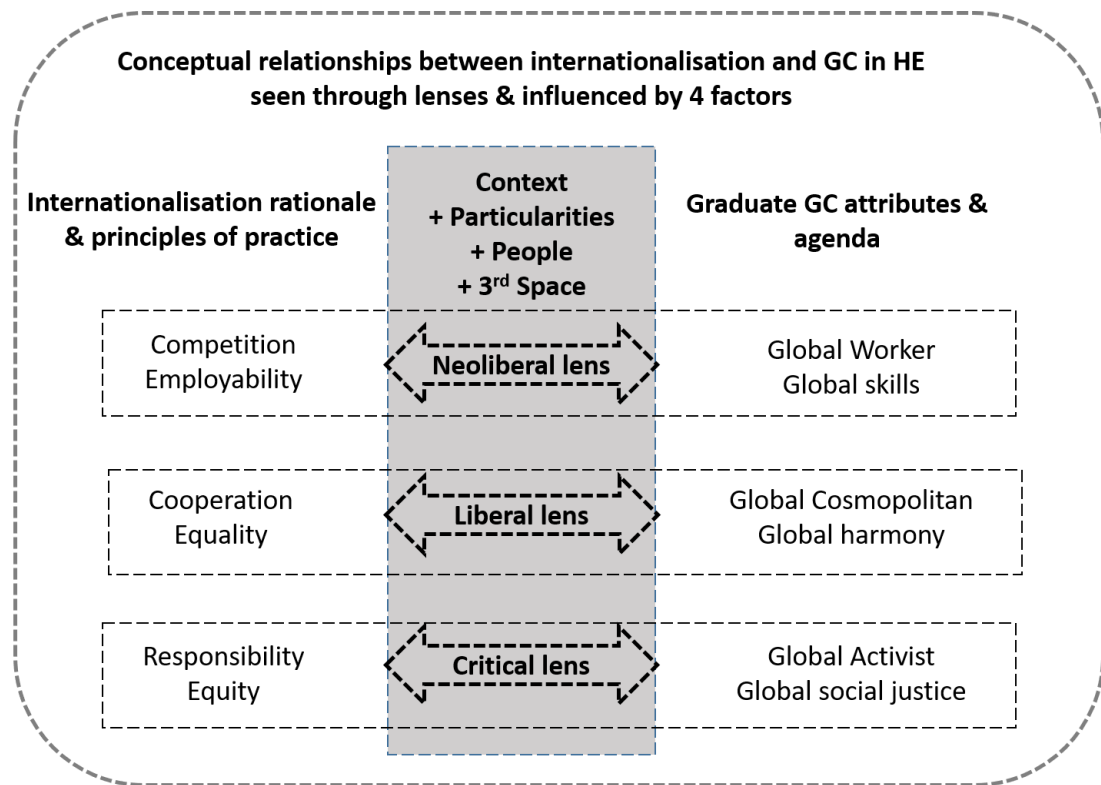
The analysis of factors influencing the relationships between internationalisation and GC in the section above leads me to the necessary modification of the conceptual model from chapter 3.7, which I also include here as a reminder.

Figure 18: Conceptual relationships between internationalisation and GC in HE seen through the neoliberal, liberal and critical lenses



That model was developed from my interpretation of the literature review and included the analytical tool of lenses to illuminate the connections in the conceptual relationships between internationalisation and graduate GC attributes. The model showed how internationalisation is enhancing the development of graduate GC attributes, and how they are different under the different lenses. This is because internationalisation creates an environment that is conducive to fostering certain GC practices and they have different focuses at different institutions. This is where the distinctive context, particularities, people and creativity in the third space influence the unique approaches to the relationships between internationalisation and GC. Therefore, as presented in the figure below, I have included these factors in a position that clearly shows that they influence the relationships between internationalisation and GC. This modification of the model is another unique contribution of my research to the wider wealth of knowledge on contemporary HEIs, their internationalisation and global citizenship in HE.

Figure 19: Model for conceptual relationships between internationalisation and GC in HE with influencing factors seen through three lenses



9.7 Conclusion - complexity of the relationships between internationalisation and global citizenship in higher education

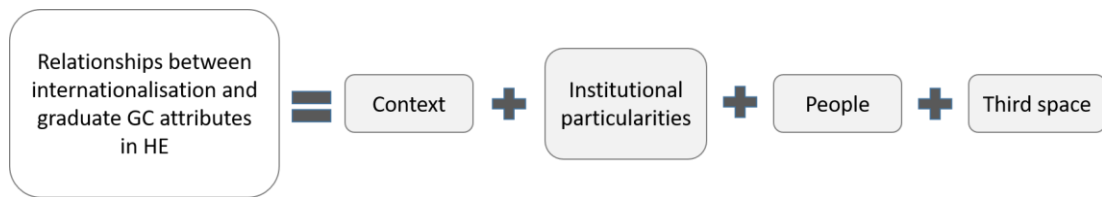
This chapter is serving as a summary and discussion of findings from the four case studies to answer research question 3: What do the relationships between internationalisation and global citizenship look like in practice? In order to do so, I looked at what the cases have demonstrated in terms of their approaches to internationalisation, graduate GC attributes and what influences the relationships between them. While in the case study chapters I looked at the individual factors shaping these relationships that were characteristic to my chosen institutions, in this chapter I looked at all of them holistically to distinguish certain patterns that capture the essence of the complexity of the relationships between internationalisation and GC.

One of the major findings and contributions to knowledge that this thesis submits is the innovative use of the three lenses approach. I have used it to develop a model to capture the dynamic relationships between internationalisation and graduate GC attributes and then contextualised it. In this chapter, thanks to the tool of lenses, the following significant findings have been illuminated.

Firstly, the analysis in this chapter strengthened the argument that presentations and perceptions on internationalisation and graduate GC attributes in the studied universities do not always align. This observation supports what Haigh (2014) and Stier (2004) argued that different people see internationalisation in different ways that are embedded in their varying viewpoints and ideological affiliations. In addition, my analysis revealed that there seemed to have been more consistency in alignment between presentations and perceptions on GC than on internationalisation. This can indicate that, perhaps surprisingly, there could be less consensus on what internationalisation should entail at each institution but there can be more common understanding of what graduate GC attributes should be fostered. And while this observation builds on what Lilley et. al (2017: 6) argued that “the inevitable ambiguity surrounding the global citizen term could be tolerated”, it explains how this ambiguity can be in fact useful for universities. It is because once we dissect the meaning of GC using the neoliberal, liberal and critical lenses, its alignments to internationalisation become much clearer.

Secondly, this thesis provides more evidence that internationalisation is enhancing the development of graduate GC attributes by creating an environment that is conducive to fostering GC. This observation builds on Reysen and Katzarska-Miller’s (2013) research on normative environment. However, what this thesis contributes is the identification of factors that influence the practicality of the relationships between internationalisation and graduate GC attributes, which form part of the normative environment. These factors are: different context, institutional particularities, people and the third space that allows them to use their creative approaches to implementing internationalisation and GC. This is shown in Figure 20 below.

Figure 20: Factors influencing the relationships between internationalisation and graduate GC attributes in HE



While the influence of these factors on internationalisation has been explored in the academic literature before (chapter 2.3 and 2.4), what this thesis contributes to academic debates is the detailed look into how these factors interplay within selected institutions to connect internationalisation and graduate GC attributes on a practical level. What strongly emerged from the cases is that, apart from the contextual and institutional particularities, it is the people placed in conceptual creative spaces, i.e. the third space, that universities allow and create, that have a major influence on the creations, interpretations and implementations of international practices that lead to fostering the various approaches to GC that concurrently exist within each HEIs.

The result of these two major findings from this chapter is an answer to the research question 3. The relationships between internationalisation and GC in my studied institutions are determined by the interplay between the context, institutional particularities, people and the third space. The interplay between these four factors captures the dynamic nature of the relationships between internationalisation and GC in universities. It is the application of the tool of lenses that allows for recognition of the mechanics of this interplay that are grounded in the conceptual foundations of the neoliberal, liberal and critical approaches to internationalisation and graduate GC attributes.

Chapter 10 Conclusions

10.1 Introduction to the chapter

The purpose of this research project was to explore the relationships between two important phenomena that shape contemporary higher education: internationalisation and global citizenship. To do this, I first reviewed the relevant literature to find out *what are the conceptualisations of internationalisation, global citizenship and the relationships between them in contemporary higher education?* (i.e. research question 2), which was covered in chapters 2 and 3. Then, I sought answers in empirical study to question 3: *What do the relationships between internationalisation and global citizenship look like in practice in four diverse case study institutions?*, which was covered in chapters 5, 6, 7, 8 and 9.

As my doctoral project comes to an end in this chapter, I also reflect here on the significance of my research for the scholarship and practice of internationalisation and GC in HE. I acknowledge the contribution that this thesis makes through an exploration of these two phenomena in the distinct empirical contexts. I argue for the usefulness of the analytical tool of three lenses and the importance of the model for assessing the relationships between internationalisation activities and graduate GC attributes. I conclude with an autobiographical reflection on my doctoral journey and the impact it has had on me as a researcher, a HE practitioner and a global citizen, and point out where further research could be undertaken.

10.2 What are the relationships between internationalisation and GC in contemporary HE?

The first step in exploring this overarching research question for my thesis: *what are the relationships between internationalisation and global citizenship in HE*, was to search the literature in order to build a conceptual framework that would direct further empirical explorations. This was done in chapters 2 and 3, where I discussed internationalisation and GC in the context of HE globalisation. As a result, I created

two conceptual frameworks for IHE and GC in HE (chapters 2.3.4 and 2.4.5), which I then linked to the analytical tool of three lenses (neoliberal, liberal and critical) to examine the relationships between internationalisation and GC in my selected case studies.

The literature has provided many examples of various connections and tensions between the different conceptualisations of internationalisation and GC. The connections mainly occur in the areas of educational practice, like the IoC, especially when it is linked to the internationalisation of the institution in the form of cooperation (e.g. partnerships for mobility). However, it was only after applying the analytical tool of lenses that these connections have become more tangible and relationships have emerged more clearly. For example, under the neoliberal lens internationalisation based on competition connected to enhancing global employability of students, or under the critical lens internationalisation based on values of equal cooperation and rejection of exploitation relates to developing globally responsible GC.

The literature review has offered an abundance of interpretations of global citizenship and that is why using the metaphor of a floating signifier (Mannion et al., 2011) was useful in distinguishing the underlying interpretations of this term. However, the purpose of this thesis is to look for GC's connections and disconnections with internationalisation in HE. These became more apparent when the understanding of what GC means in HE was narrowed down to graduate GC attributes (Jorgenson & Shultz, 2012, Shiel, 2013).

Through my reading of the literature, I argue that the conceptual foundations of GC represented in graduate GC attributes link to those of internationalisation therefore establishing a mutual relationship between the two. It becomes visible when the tool of conceptual lenses is applied and these connections are highlighted. Here lies this thesis' unique contribution to the conceptualisations of internationalisation and GC in HE. This research explains how, conceptually and practically, internationalisation is not only "a process of encouraging the integration of multicultural, multilingual, and global dimensions within the education system, with the aim of instilling in

learners a sense of global citizenship” (Yemini, 2015: 21). It shows that fostering GC can act as a rationale for internationalisation. This is because, as the neoliberal, liberal and critical lenses illuminate, different graduate GC attributes result in fostering different approaches to internationalisation and this is possible because GC, as a floating signifier, attaches different meanings.

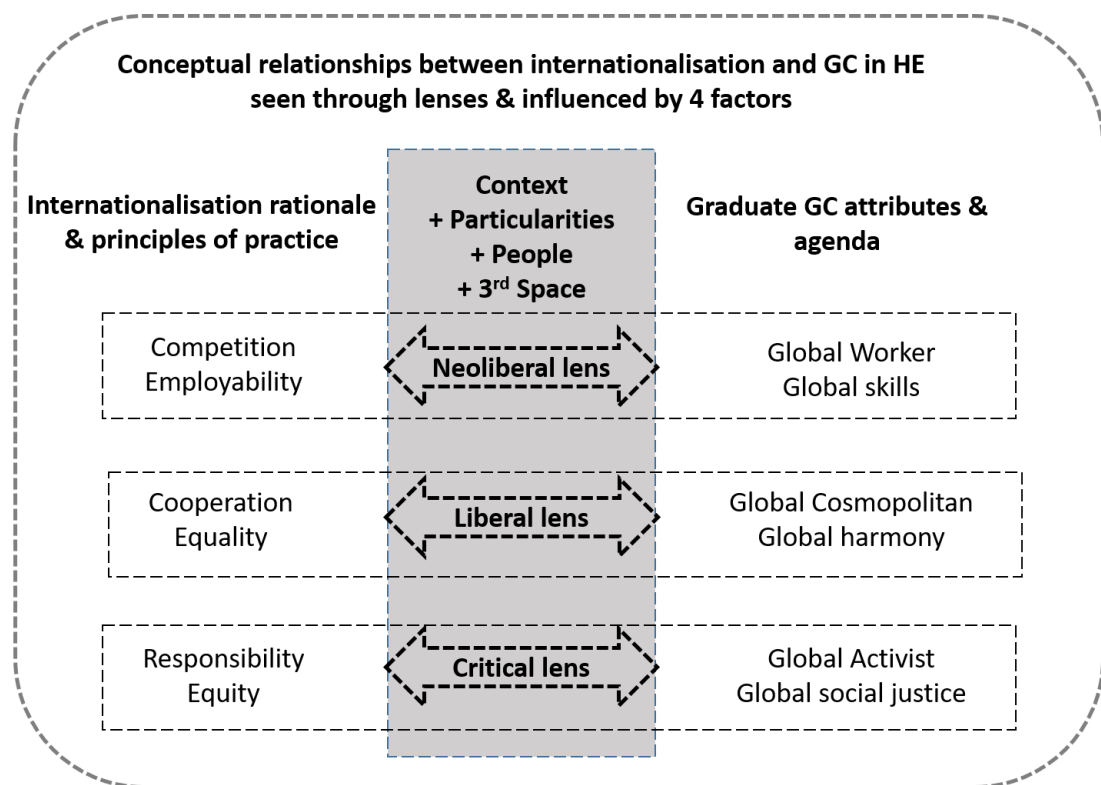
In my empirical research I was looking at how this theory derived from my literature interpretations is actually applied in practice in the four case studies. As I argued in chapter 9, I concluded that there are at least four factors that significantly influence the studied relationships. In my case studies they were: the operating context (Marginson & Rhoades, 2002, Marginson & Sawir, 2005), institutional particularities, staff’s views (Haigh, 2014, Stier, 2004) and the third space (Whitchurch, 2012) that allows creative approaches to the implementation of internationalisation and fostering graduate GC attributes. These factors have been explored in the literature to different extents and mainly separately. However, it is in this thesis that they have been brought together to reveal an important interdependence between internationalisation and GC in HE. This key finding of my research is further strengthened by empirical explorations of four different contexts in case study chapters, where the dynamics of the relationships between the two phenomena are analysed.

As a result of my analysis, I propose some modifications to the original conceptual model of relationships and include the implications of findings from my empirical studies. In other words, this amended model builds on what the literature offers but, through the unique focus of my research, it goes deeper into explaining the intricacies of the complexity in the conceptual relationships between internationalisation and GC at HEIs. In essence, it takes into account the variables that make it unique to each institution. These variables are however based on a general principle that emerged from my findings: that internationalisation is more of a top-down process, which is usually embedded in institutional strategies and policies, whereas GC is often visible more in the bottom-up approaches and is rooted in practice. This principle has been referred to in the numerous studies on internationalisation (Altbach & Knight, 2007, Knight, 2008, de Wit et al., 2015) and GC in HE (Shiel, 2006, 2013, Leask, 2009, Bourn

& Blum 2013) but it is this thesis that has highlighted it as a result of empirical explorations.

The figure below represents this modified conceptual model, which, at the same time, provides a simplified, high level answer to the overarching research question of what are the relationships between internationalisation and GC in contemporary HEIs.

Figure 21: Model for conceptual relationships between internationalisation and GC in HE with influencing factors seen through three lenses



10.3 What are the implications of findings for research on HEIs?

This research was important to conduct because there was a gap in literature about the relationships between internationalisation and global citizenship in HE on the conceptual and empirical levels. These two phenomena have been the subjects of many discussions and publications about the state and the future of higher education in many countries and in the international arena (Boni, Lopez-Fogues & Walker, 2016, Scott, 2005, King, Marginson & Naidoo, 2011). As I mentioned before, the literature linked the two together by claiming that GC is the rationale for HE internationalisation

(Yemini, 2015, Gacel-Avila, 2005) but then it was difficult to find details of how this works in practice, even though this area of research is expanding rapidly. This is where I situated my research to appeal to both theoreticians and practitioners in the field.

The literature review provided many insights that helped to build conceptual frameworks for internationalisation (chapter 2.3.4) and GC (chapter 2.4.5) in HE but also revealed where there are further gaps, like the one this thesis was addressing – how to link internationalisation to GC. However, there emerged more challenges, which have implications for HEIs around the world. For example, the role culture plays in influencing the relationships between the studied phenomena in line with what Marginson (2011) noticed that the existing conceptualisations of internationalisation are based on economic foundations however there is no full cultural theorisation as yet. This posed a significant challenge for my research because, as it was emerging more and more strongly throughout the cases, culture is very important in translating and contextualising both internationalisation and global citizenship. This was especially visible in the cases of UW and PUC-Rio where even the translation of the GC term into local languages posed challenges with understanding and appropriating this concept. That is why one of the most significant contributions that this thesis makes are the case studies leading to more nuanced understanding of internationalisation and GC in different contexts.

There are many examples of curriculum analysis in HE in terms of GC and equally its theoretical underpinnings (Shiel, 2009, Caruana, 2011, Shultz et al., 2011, Leask & Bridge, 2013) but they mainly relate this concept to the internationalisation of educational practice, so usually stay within the curriculum area. For a HE professional and practitioner who is not an academic member of staff, like myself, this presented a significant shortcoming and has provided me with an impetus to undertake this research and look for connections outside the curriculum. Therefore, this thesis was developed to explore the theoretical approaches to the different relationships between internationalisation and GC in the educational and institutional practices and to propose a framework to systematise them.

Once this was accomplished, I found it necessary to delve into empirical examples from different contexts, including English- and non-English speaking, in order to expand our understanding of the studied relationships and how the two phenomena shape and change HEIs and their role in today's world and society. While I have answered the questions posed for this research, this thesis also contributes other aspects to the growing literature on internationalisation and GC and to the conceptual challenges mentioned above. In the sub-section below I address these implications.

10.3.1 Creative use of the third space links internationalisation to GC

One of the major findings of my research is that staff's creativity brings to life specific and unique approaches to the relationships between internationalisation and GC. This occurs in the third space in HE, which is a concept explored by Whitchurch (2012). My research shows how this third space is essential for staff to interpret and implement institutional strategies and reconcile opposing, i.e. neoliberal, liberal and critical views on internationalisation and GC, which I have explored in detail in the previous chapter. In this summary chapter, it is however important to emphasise that such a creative space provides conceptual freedom that is necessary to ensure dialogue and consensus that define internationalisation and its relationship with global citizenship. In complex and transitioning higher education institutions, it may be that individual staff members hold answers to how internationalisation and GC are connected on a practical level and how GC can serve as a rationale for internationalisation.

As my cases have shown, it is the third space that brings up tensions surrounding neoliberal approaches within higher education even more directly. For example, at PUC-Rio the opening of courses delivered in English to attract more international students was faced with strong resistance from some faculty because it "was seen as submitting to US imperialism" (former senior international director) or "When people say about learning English as a gateway to citizenship basically it means it is a gateway to a dominant culture and a good position in the world market" (academic and departmental director), so belonging to a global economic elite. Instead, "citizenship

is not the question of being capacitated or educated to enter the world market” (academic and departmental director).

The existence of the third space brings up a yet another wider point that some staff, especially academics, enjoy a relative freedom and autonomy to exercise their creativity in shaping the relationships between internationalisation and GC. As the cases have demonstrated, the interviewed staff, mainly academics but not exclusively, interpret policies and implement educational practices in line with their own convictions. They can be different to the official strategy or can embrace it fully or partially. It is their creative use of the third space, which exists in each university, that allows for these hybrid approaches to occur and, at the same time, it is there that the unique take on the relationships between internationalisation and GC can happen. This is also visible in the fact that certain internationalisation activities, e.g. student exchanges, have been established long before an institutional strategy included them in the targets for internationalisation.

10.3.2 Socio-cultural context is important to frame discussions about internationalisation and GC

Another wider point and implication of my research is about the importance of a socio-cultural context to the understanding of GC and internationalisation rationales, which builds on arguments about the importance of indigenous knowledge that should be treated equally to that coming from the West (Odora Hoppers, 2009). This became particularly visible in the PUC-Rio and UW case studies, where the foreignness of the term ‘global citizenship’ had many cultural implications specific to the locality. In both cases, it was a term brought from abroad and needed contextualisation to be understood but even then, it was not fully embraced. At PUC-Rio, this contextualisation was provided by the regional indigenous philosophy of Buen Vivir and then planetary citizenship proposed by Moraes and Freire (2017). At UW, it is global education that has a broader appeal and is much more established in practice whereas GC remains more of a concept of academic discussions that provides theoretical rationale for global education (Kuleta-Hulboj, 2015). On the

other hand, it can be argued that the GC discourse provide opportunities for bringing in these more indigenous interpretations to the discussions on the global scale.

These two examples of contextualisation are raising another wider point that emerges from my research – the importance of regions in providing interpretations to global HE phenomena, like internationalisation and GC. I have analysed these regional influences in detail in chapter 9.5.1.1 but here it is important to point out that regional specifications, like in terms of Europe or Latin America, influence a certain approach to not only interpreting what GC may mean but also the directions and dimensions of internationalisation of HEIs in these regions.

10.4 Significance of this research and its contribution to knowledge

This thesis' most important original contributions to knowledge are twofold: by conceptualising relationships between internationalisation and GC in HE and by expanding the understanding of these two phenomena in four different contexts. Both are significant because they are addressing a specific gap in literature on the relationships between internationalisation and global citizenship in higher education.

10.4.1 The conceptualisation of the relationships between internationalisation and GC in HE

As was mentioned numerous times throughout, the literature has provided conceptualisations of internationalisation (Knight, 2004, Stier, 2004, Luijten-Lub, Huisman & Van Der Wende, 2005, Altbach & Knight, 2007, Robson, 2011, Hudzik, 2015, de Wit et al., 2015) and GC (Rhoads & Szelenyi, 2011, Jorgenson & Shultz, 2012, Oxley & Morris, 2013, Stein, 2015, Lilley, 2017, Jooste & Heleta, 2017, Hammond & Keating, 2017) in HE and a claim that internationalisation leads to fostering GC (Gacel-Avila, 2005, Yemini, 2015) but has not explored in detail the link between these two phenomena. What I have done therefore, is to delve into these available conceptualisations and articulate the connections and disconnections between internationalisation and GC. More specifically, the conceptual tool of neoliberal, liberal and critical lenses that I have used in an innovative way allows for these connections to be more visible for researchers and practitioners in HE. I have

demonstrated the usefulness of this approach by applying it to my empirical studies into four universities, where I explored the relationships between internationalisation and graduate GC attributes in practice.

The unique theoretical contribution of my research lies in the conceptualisation of relationships between internationalisation and GC in HE visualised in the model presented in Figure 21 before. .

Based on my reading and analysis of available literature on both phenomena in chapter 2, I have developed a conceptual model that visualises how internationalisation relates to GC by illuminating conceptual connections between these two terms. The model clearly illustrates how the neoliberal connections are linking internationalisation, understood as competition boosting profitability, with conceptualising GC attributes as those that would enhance global employability of a Global Worker. The liberal connection sits in treating internationalisation as a process of cooperation based on equality, which, in turn, produces global cosmopolitans who strive for global harmony. The critical connection emphasises the values of responsibility and equity building in internationalisation that encourage a critical global citizen who is an activist advocating for global social justice.

This simple model exemplifying the co-existence of the various relationships between internationalisation and GC becomes then more nuanced when applied to individual institutions. This is because of the following four factors that influence the dynamics in these relationships: context, particularities, people and the third space. The identification of these four factors, which resulted from my empirical research, is a significant modification to the conceptual model derived from the literature. In conclusion, the conceptual model for the relationships between internationalisation and GC is based on neoliberal, liberal and critical interpretations of these concepts and is nuanced by the institution's context, particularities, people and existence of the third space. This conceptualisation constitutes this thesis' original contribution to knowledge.

10.4.2 The value of contextualised research into internationalisation and GC in HE

The unique contribution of my thesis lies in the empirical explorations of four distinct institutional and cultural contexts and how they influence the relationships between internationalisation and GC. The conclusions from this analysis are as follows:

1. Being embedded in the Polish and European context has major implications for the relationships between internationalisation and GC at the University of Warsaw. Seeing Europe as a frame of reference for international pursuits resulted in interpreting internationalisation as Europeanisation. GC is also interpreted via the prism of Europe, where neoliberal, liberal and critical conceptual lenses reveal references to European labour market and belonging to the European scientific and cultural community.
2. At UCI, the unique context of a bubble and a cultural cocoon, where many students have hyphenated identities, creates a distinct relationship between internationalisation and GC. Following the bubble metaphor, there is a greater disconnect between the top-down internationalisation strategy and initiatives aimed at fostering GC, like the Olive Tree Initiative, which are delivered more on the grass-roots level. The relationships between internationalisation and GC at UCI seem to be shaped more by the liberal and critical, than neoliberal, approaches.
3. At PUC-Rio, the location of the university in a metropolitan city of Rio de Janeiro in Latin America and the Catholic affiliation have a unique impact on internationalisation and GC. The Jesuit education ethos together with the location in the Global South, result in visions for both internationalisation and GC to be based more on the pursuit of equality and responsibility. Therefore, the relationships between internationalisation and GC seen through the liberal and critical lenses reveal more dynamic structure and more conceptual connections.
4. At UAL, it is the unique focus on the creative arts and the university setting in the global city of London that create a vision of internationalisation leading to the creation of a globally networked creative professional. The neoliberal, liberal and critical visions of both internationalisation and global citizenship

are represented by this graduate attribute, where 'globally networked' responds to the liberal, 'professional' to the neoliberal and 'creative' to the critical lenses through which the relationships can be perceived.

10.5 Limitations of this research

This research project consists of four small exploratory case studies. Because of its narrow focus, as well as pragmatic considerations related to time and budget limitations associated with a doctoral level thesis, the project focussed only on relevant institutional strategies and staff perspectives. This approach allowed me a deep analysis of these two components but it also meant that curriculum or student voices were excluded. However, I included some relevant items from these areas in order to exemplify certain points, for example religious education courses at PUC-Rio.

Since the aim of this research was to explore the particularities that affect internationalisation and GC, this is not a comparative study. Each case has been analysed separately. Even though findings from each case have been put against a systematic framework, this was aimed not as a comparison in order to learn lessons for other HEIs, but in order to explore particular elements that influence the relationships between internationalisation and global citizenship.

10.6 Autobiographical reflection

This thesis is a result of seven years of research conducted alongside a full-time job in international higher education. I embarked on this journey because of an intrinsic interest in the meaning of global citizenship, which has been accompanying me since I can remember. Delving into a vast amount of literature on the subject was both an exhilarating and overwhelming task, especially because I was returning to academic studies after a 10 year break following the completion of my Masters degree. However, what kept me motivated, apart from personal drivers related to educating the mind, testing my abilities and pursuing answers to pertinent questions, was the

feeling of relevance and responsibility. As I alluded to in the beginning of this thesis, my own biography not only lends itself to exploring issues related to internationalisation and the impacts of globalisation on my identity and feeling of belonging. As a higher education professional, I feel responsible for making a contribution to how universities educate students to make the world a better place.

The issue of global citizenship is difficult to deal with and yet it appeals to me and to so many others. This study has emphasised to me the need to re-evaluate, to question, to listen to others and to be creative in finding solutions. Opportunities that the third space provides for creativity, one of the findings of this research, is a concept that particularly appeals to me personally and to my practice in university global engagement activities.

At this stage it is important to reflect on some difficulties encountered during the course of this research. One aspect that took me a considerable amount of time and effort was the literature search and the formulation of the conceptual framework. Apart from the fact that the literature is so abundant, there is also another, practical reason - I had to train myself to read academic writing and think in more abstract terms – as opposed to what I was expected to do in my professional role as a study abroad manager. Nevertheless, this task, so difficult and daunting at first, has increased my intellectual curiosity and helped me develop confidence when I realised a simple truth that complexity and ambiguity perpetuate critical thinking and progress.

I enjoyed doing fieldwork and found it very reassuring that all the people I spoke to had interest in my research. With some creative thinking about budgeting and utilising a network of friends in different places, I managed to travel to Poland, USA and Brazil to conduct interviews and visit campuses. My linguistic skills were also put into use, which was important for me personally but also helped to gain a deeper contextual understanding of the studied institutions.

The analysis and writing up stages of the project coincided with some changes in my personal and professional circumstances. I moved and changed jobs and the new position has provided me with more scope and opportunity to implement the

knowledge acquired during the course of writing this thesis. I transitioned from managing a study abroad programme for an American university in England, to managing and implementing global engagement strategy at a post 1992 university in the United Kingdom, which is eager to internationalise to create global citizens. I believe that this doctoral research has provided me with not only knowledge and confidence to do my new job, but also conceptual and emotional tools to undertake a complex and complicated task of delivering education that is globally relevant and responsible.

10.7 Further research recommendations

This research is a contribution to an ever-expanding knowledge base about two important phenomena that characterise contemporary HE. I concentrated on the relationships between internationalisation and graduate GC attributes and my research provided some important findings but equally opened doors for further explorations in either different contexts (e.g. Asia or Africa), in different HE institutions (e.g. colleges, smaller local universities, etc.) or in further depth. There are a few other avenues that emerged from case studies that would be interesting and important to explore, for example the extent to which GC and Christian theology share principles or the role of English as a pre-requisite for GC. Or, since in my case studies only internationalisation has been explicitly stated in institutional strategies as a priority and GC was emergent mainly in educational practice, it would be extremely interesting to research institutions that express commitment to GC in their strategies. Also, in my methodology, I looked at strategic and other relevant documents as well as opinions of interviewed staff, but I excluded student views. This invites other potential research projects to see how students influence the relationships between internationalisation and GC.

My research project focussed on internationalisation and GC but during my work a new term has emerged and become more and more widely used at universities in the UK and USA: global engagement. It perhaps holds a promise to give a deeper meaning and legitimization to internationalisation and to connect it more directly to global citizenship, especially in the post-covid world. As staff creativity used in the university

third space invites different interpretations on the issues of internationalisation and global citizenship, they could be encompassed under the umbrella term of global engagement. However, this concept is currently mainly used in practice and requires theorisation, which could be a natural follow-on project from this research.

10.8 Final word

Contemporary HE is a very dynamic sector and HEIs operate in an ever-changing environment, as I explored in chapter 2. Just during the course of conducting research and writing this thesis, the political, economic and, most recently, health (i.e. coronavirus situation) and social (i.e. Black Lives Matter movement) situation around the world has changed dramatically, all of which have a major impact on how universities will approach internationalisation and education that fosters GC.

My research was conducted at a particular time in particular places but it still provides valid and important findings for HEIs. And while debates on the state of contemporary HE have moved on, this thesis' contributions are still relevant. Most notably by highlighting how internationalisation and global citizenship are two concepts that are constantly being challenged with the need for redefinition and contextualisation, and how they are unequivocally important in shaping universities responses to the uncertainties of modern times. In other words, internationalisation and global citizenship are a way of thinking about the purpose and function of HE as well as rationales for meaningful and relevant contributions contemporary universities are making to humanity and societies around the globe.

Appendices

Prompt for interviews

Below, there are a number of approaches universities and other organisations around the world take toward global citizenship. Which of the following definitions would you identify with?

- A. [UCL](#) believes the education we provide must take into account – and promote – the increasing importance of global citizenship and educate our students not just as experts in their disciplinary fields, but students who are global citizens, those who:
- look beyond their individual and local interests and see the complexity of an interconnected world
 - understand the nature of the challenges that face that world
 - are aware of their social, ethical and political responsibilities
 - are ready to display leadership and work together to change the world for the better
 - are able to solve problems through innovation and entrepreneurship
 - prosper in a global jobs market that values the skills UCL provides
-

B. Developing 'Global Citizens'

At [BU](#), we aim to embed global perspectives within the curriculum, with an objective of developing learners as 'global citizens'.

The graduate who is a 'global citizen':

- Will be familiar with global issues and processes (particularly the interconnectedness between the local and the global)
- Will appreciate the need for sustainable development
- Will be effective at working across cultures and in contexts of diversity.

An important aspect of developing a global perspective is to heighten the learners' awareness of world issues and empower them to bring about change towards a more just and sustainable society.

C: Our focus is on educating [University of Alberta](#) students to become responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and the world.

GCCD is committed to addressing the challenge of global citizenship at the University of Alberta by involving the entire campus in the development and delivery of global citizenship curricula.

D: [Global Citizenship in the Faculty of Social Sciences](#)

In the Faculty of Social Sciences, we seek to equip our students with knowledge, skills and values to participate as active citizens of the global village through our curriculum, student activities and off-campus learning opportunities, including overseas internships, exchanges and summer school programmes approved by the Faculty.

E: [Global citizenship:](#)

- Gives learning meaning by being exciting, relevant and grounded in 'real-life' scenarios.
- Challenges misinformation and stereotyped views about Majority World countries, and allows children to counter ignorance and intolerance.
- Acknowledges that we have power as individuals: each of us can change things, and each of us has choices about how we behave. But this power can be even greater when we work collectively.
- Demonstrates how the world we live in is unfair and unequal, but promotes challenging and changing this.
- Encourages us to recognise our responsibilities towards each other, and learn from each other.

Teaching approaches used to promote global citizenship have a positive impact on learners and can raise standards.

Appendix A

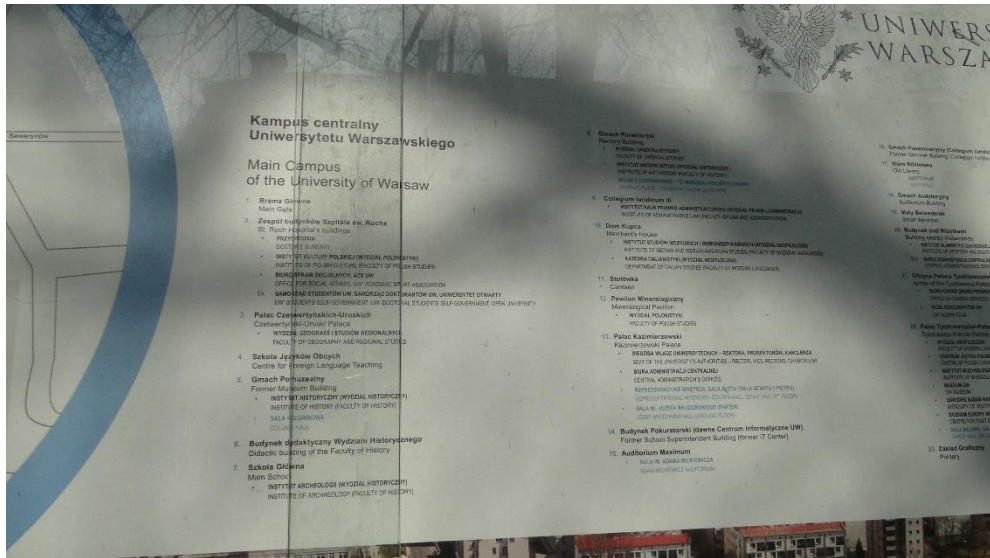
Examples of photographs taken during visits

Entry to the main campus of the University of Warsaw on Krakowskie Przedmieście

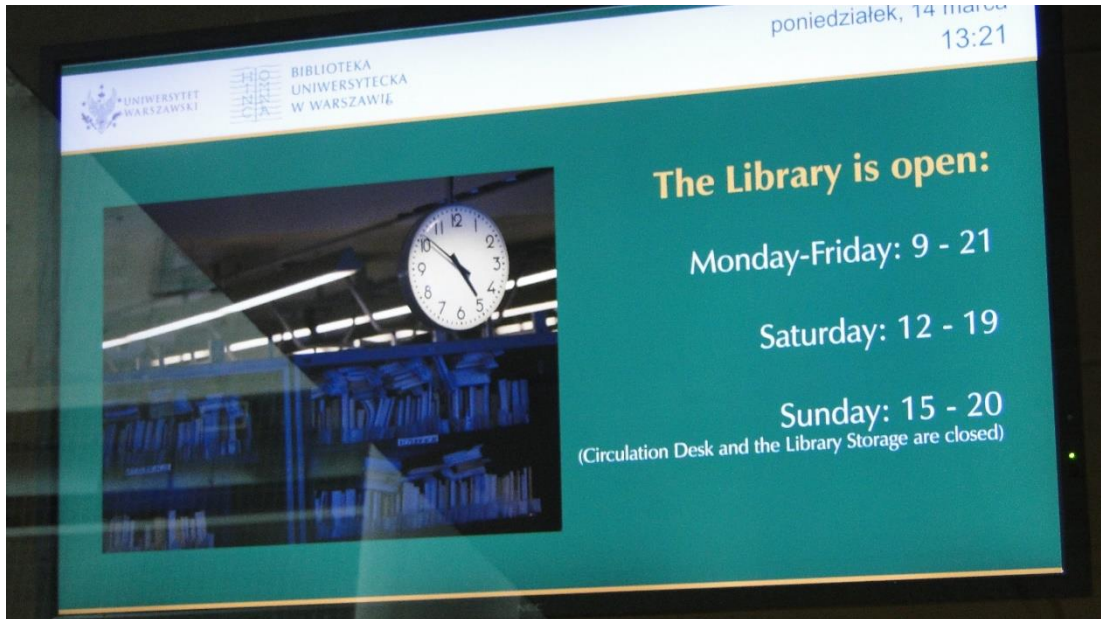


UW – campus map in Polish and English





UW – library noticeboard in English



UW – An exhibition about the World Humanitarian Summit in the main hall of the Rectorate

#ReShapeAid

The World Humanitarian Summit

Istanbul, 23-24 May 2016

"...2015 is on a par with 1945 in terms of the potential that it has to reshape how humanity deals with the challenges we face." President Michael D. Higgins, Ireland

WHS IN NUMBERS		WORLD HUMANITARIAN SUMMIT	
8 REGIONAL CONSULTATIONS <small>(1st YEAR PLACE IN 2015)</small>	1 GLOBAL CONSULTATION <small>(5,744 PARTICIPANTS FROM 153 COUNTRIES)</small>	3 THEMATIC CONSULTATIONS <small>(160,100 PLACE IN 2015)</small>	The world is changing - so must humanitarian action. We must find better ways to meet the needs of millions of people affected by conflicts or disasters now and in the years to come. The first-ever World Humanitarian Summit is a global call to action by the United Nations Secretary-General Ban Ki-moon. The Summit has three main goals:
23,000 PEOPLE CONSULTED	5 Action Areas <small>Dignity · Safety · Resilience · Partnership · Finance</small>	2,400+ Participants <small>added their voices and supported 22,530 proposals!</small>	
164 COUNTRIES <small>FROM WHICH PARTICIPANTS ADDED THEIR VOICES</small>	438 WRITTEN SUBMISSIONS	702,000 Online views	

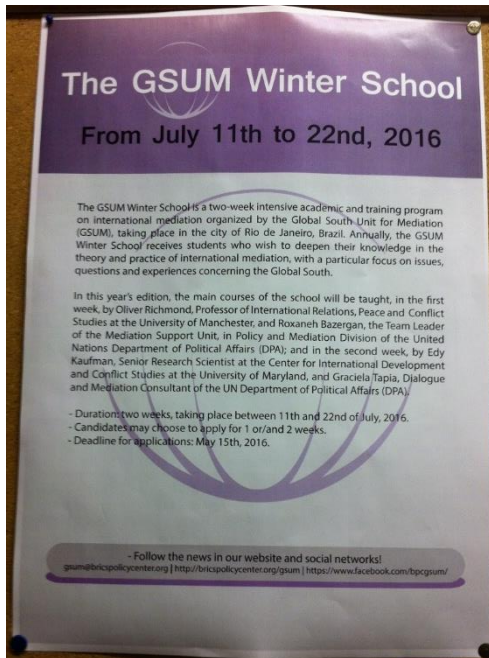
- 1** To re-inspire and reinvigorate our commitment to humanity and to the universality of humanitarian principles.
- 2** To initiate a set of concrete actions and commitments aimed at enabling countries and communities to better prepare for and respond to crises, and be more resilient to shocks.
- 3** To share innovations and best practices that can help to save lives around the world, put affected people at the center of humanitarian action, and alleviate suffering.

www.worldhumanitariansummit.org

UW - a poster advertising volunteering abroad via AIESEC, posted at the Faculty of Economics



PUC-Rio - leaflet at advertising a Winter School in English



PUC-Rio – notice board at the International Cooperation Central Coordination Office (CCCI) advertising international opportunities in Portuguese



PUC-Rio – world map at the Institute of International Relations



Global Lounge at UCI



UCI – mural at the Cross Cultural Center



UCI – a noticeboard in the Cross Cultural Centre advertising meeting times for the different organisations for students of different ethnic backgrounds



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