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The Rationale and Strategies of University Internationalisation: The Case of University of Ghana

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Abstract:

There is no doubt that internationalisation has assumed one of the key critical factors in the changing dynamics of higher education institutions around the globe over the last three to four decades. This has become a major concern for most universities in the 21st century to become visible on the global scale i.e to transcend beyond the boundaries of their countries in which they operate. Despite the assumed problematic and subjective concept of internationalisation and World Class University, most universities are subscribing to such labels. In its approach to enhance its internationalisation process, the University of Ghana which is the largest in Ghana and reputable in Africa in its internationalisation ambition aim to become a world class university. The study is curious and intrigued at how higher education institutions adopt imported concept or notion (for example World Class University) as a strategy. This is because one should not assume the semblance of imported organizational templates as mere institutional isomorphism due to internationalisation and globalization. Hence there is the need to look closely at how such imported concept is indigenized. Hence the key research question(s) examined are (1) what are the rationale(s) behind University of Ghana's quest of internationalisation? (2) what are strategies being adopted at the University of Ghana towards its ambition of its internationalisation drive?

Keywords: *University, internationalisation, strategy*

1. Introduction

There is no doubt that internationalisation has assumed one of the key critical factors in the changing dynamics of higher education institutions around the globe over the last three to four decades (Altbach and Knight, 2007; De Wit, 2011; Harris, 2011). Despite the huge influence of the concept in higher education landscape, it is argued that the term is problematic in the sense that, internationalization is a broad and complex term that often depends on other concepts to define and can “mean different things to different people” (Knight, 2004, p. 5). The definition chosen can depend on various factors, such as the approach (de Wit, 2002 as cited in Knight, 2005), the country and the stakeholder (Knight, 2005). For the purpose of this paper, internationalization is defined as: “*the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education*” (Knight, 2003, p.2).

Internationalization is seen as a tool that will diversify and build the current dispensation of knowledge society and economy by introducing new ideas and perspectives that will help us to become more globally competitive, this is a manifestation that it is “not possible for HEI’s to opt out of the global environment, since its effects is unavoidable” (Altbach, Reisberg, & Rumbley, 2009, p.7). As a consequence of the impact of internationalization on universities, the assumption is that more and more institutional actors have launched an explicit strategic ambitions of moving their institutions towards the trajectory of internationalisation agenda in order to become part of the global market. This study seeks to explore and examine the rationales and strategies of the ambitious drive towards its internationalisation agenda by largest university in Ghana, (University of Ghana). This is because the UG has announced its vision of becoming a “world Class university” which is an approach to increase its internationalisation drive. Altbach and Balan describe the world class concept as ‘a shorthand term indicating that a university wants to be part of renowned academic institutions internationally’ (2007, p. 7). Hence the study is curious and intrigued at how higher education institutions adopt imported concept or notion (for example World Class University) in their organizational strategies. This is because one should not assume the semblance of imported organizational templates as mere institutional isomorphism or resulting homogeneity of institutional structures due to internationalisation and globalization. Hence there is the need to look closely at the rationale(s) and strategies of imported concept. Hence the key research question(s) investigated are (1) what are the rationale(s) behind University of Ghana’s quest of internationalisation? (2) what are strategies being adopted at the University of Ghana towards its ambition of its internationalisation drive?.

The topic this study is attempting to address becomes important not only because international dimension to higher education is becoming increasingly more and more complex (Knight 2012) but also in the African context, as Cloete, Maassen & Bailey (2015) show, only recently the major universities have become more focused on their strategic development, research productivity and related

issues. In this context this study of a specific African university (University of Ghana) with a relatively somewhat unclear internationalisation agenda is of relevance not only to Ghanaian higher education, but also for getting a better understanding of the change dynamics of major universities in Sub-Saharan Africa (SSA) in general.

In order to answer the research question(s) the study paper intends to do six things, first is to provide a brief background of University of Ghana, the empirical context will help to provide an understanding about the development towards UG's vision of becoming an internationally renowned Institution. Second is to provide and explain the kind of framework (Knights 2004) that can be used to analyse the rationale(s) and strategic approaches of Internationalisation that is possible for the University of Ghana. In the next section we provided the methods and the kinds of data that the study adopted to answer the research questions. Furthermore, the presentation of the findings of the rationale and strategic effort that the university of Ghana is adopting to ensure its internationalization ambition is presented and finally the attempt to the conclusion and suggestions of the way forward of the study.

2. Background of the University of Ghana

In order to better understand the rationale(s) and strategies of UG internationalisation agenda. It will be prudent not only to understand the context within which UG operates, but most importantly how and why the development of this internalisation agenda came about. One could argue that there are frantic efforts by various higher education institutions around the globe to position itself in the international arena. This could be seen in universities strategies, policies and agendas. As Torres and Morrow claim (2000, p. 44), "perhaps no place has been more subject to these processes of internationalization and globalization than university". The effect of globalisation, marketisation and commoditisation of higher education, the demand for better education in Ghana has increased, largely through increased private participation.

The then University of Gold Coast now University of Ghana was founded in 1948, for the purpose of providing for and promoting university education, learning and research (UG Handbook 2007-2009) With a student population of 41,153 and international students of 1,142, sixteen internal affiliations and 76 partner institutions across Africa, north America, Europe, Asia, currently the UG mission statement is to "develop world-class human resources and capabilities to meet national development needs and global challenges through quality teaching, learning, research, and knowledge dissemination." The University is aware of the need to collaborate globally and hence is a member of the following association, International Association of Universities, Association of Commonwealth Universities, Council for International Educational Exchange, International Student Exchange Programmes, Commonwealth Universities Student Exchange Consortium and among others. (University website).

As part of this vision, a strategic document was launched where stakeholders were invited. Within this strategic document, the UG highlighted nine priority areas that it will focus as part of its vision to become a WCU. 1) Research 2) Teaching and learning 3) Internal stakeholders 4) gender and diversity 5) Institutional processes 6) Financial performance 7) Asset management 8) Monitoring and evaluation and 9) External stakeholders (UG strategic document, 2014). This strategic vision of becoming a World Class University has led to some changes. In line with this, UG has revised its mission statement in order to reflect the current strategic policy.

In the year 2010, UG revised its mission statement to "develop world-class human resources and capabilities to meet national development needs and global challenges through quality teaching, learning, research, and knowledge dissemination." (UG website). The above explains why the researcher chose UG as the focus of the study in order to unearth the rationale(s) and the strategies of becoming a "world Class university" which is an approach to increase its internationalisation drive.

3. Literature Review and Conceptual Framework

Since the main objective of this study is to examine both the rationale and strategy behind the University of Ghana's aspirations of becoming an international renowned university. This study adopts Knights (2004) four rationale(s) of internationalisation and the organizational and programs strategy as a conceptual framework in order to analyse UG's the rationale and strategic effort respectively. The four types of rationale as proposed by Knight is that a University will aim an internationalisation ambition based on either or both of economic, academic, social and cultural reasons and finally political reasons. Again, in order to translate the rationale into action (strategic efforts), Knight (2004) put forth two main strategies, that is Organisational and Academic. Hence, in this study, the literature review which also served as a conceptual framework will serve as a lens that will guide the collection of data and aided in the interpretation of data (i.e. the rationales and strategic efforts of UG). Hence the conceptual framework for this study links the objective of the study, research question and the choice of methods.

3.1. Rationale of Internationalisation

According to Teferra and Knight (2008, p. 17) "Rationale are the driving force to explain why a country, sector, or institution wants to address and invest in internationalization.... Rationales dictate the kind of benefits or expected outcomes one would expect from internationalization efforts." Just as a common denominator of definition of internationalisation is problematic, having an assessment of the rationale for internationalisation has proved to be quite difficult. Following Welch & Denman (1997) line of thought they posit that rationales for internationalisation agenda are not one-dimensional. Hence one could argue rationale associated to internationalisation agenda may vary from country to country and institution to institution. These variations according to some scholars (De Wit 2010, Knight 2004) are dependents on economic, historical, political and socio-cultural positioning as factors of the university. In the literature (De Wit 2010, Knight 2004), enumerated, these are the economic, the political, the social, the cultural and the academic rationales. They further assert that these rationales are not independent of each other but mutually exclusive (ibid).

3.2. Economic Rationale

In the current dispensation, Harris (2007) argues that the dominant emphasis on internationalisation is placed on economic rationale. This he describes as 'Neoliberal Universities'. This assertion has created some perception of universities as a "lucrative service that can be bought and sold in the global market place" (Naidoo, 2007 p.270). The Economic rationales include economic growth, competitiveness, financial incentives and the labour market. Taking a look at economic growth, an example is drawn from Silicon Valley and California where (Mann and Nunes, 2009) documents that foreign students has established about 521,963 jobs in 2001 and have added \$57.7 billion to the United States economy. The economic rationale also affects some stakeholders since they stand to gain financially, such as foreign students' contribution of higher rates of tuition fees (Beerkens & Wende, 2007; Clark, 2004).

3.3. Political Rationale

Knight, emphasis how education has become a vital instrument in fostering foreign policies, peace and cementing international relations between and among countries. From her perspective, internationalisation rationale from this perspective is a mechanism to develop tomorrow's global leaders who will serve as an agent in creating a better diplomatic future, establishing international business relations, improving external relations and diplomacy efforts. By doing this, it aims to improve policies in security, peace and stability. This will translate in creating a better global society serve as an avenue for a better tomorrow.

3.4. Academic Rationale

Knight's (2004) view focuses on the quality of academic experience. The chief goal is the preparation of graduates to be both national and global leaders. Qiang (2003) asserts that in measuring an institutions academic quality one consider its international standard in teaching and research. Also, international diversity is very key, where students are exposed to different cultures will enhance the global outlook of the university. The author Qiang stated "Linked to the notion of enhancing the quality of education is the idea that internationalization is often a positive change agent for institutional building. International activities may serve as catalyst for major institutional planning/review exercises, or help with institution building through the enhancement of the human, technical or management infrastructure system" (2003, p. 253). International students can improve the competitiveness of a university, some rankings such as (The Times Higher Education World Rankings, Shanghai Jiao Tong University's (SJTU) annual ranking of World-Class Universities) allocates a point for how many international students a university possesses. An international curriculum involves a recruitment of faculty, staff and students from all over the world.

3.5. Social/Cultural Rationale

This relates to social openness and cultural exchanges between and among countries. The prime goal is for universities to increase enhance cultural exchanges, increase knowledge and experience in their home university. Knight and De Wit argued, "Even student who never leave their own country are affected by the impact of our globalized society and economy" (1995, p. 13). One key objective of this rationale is for both domestic and foreign student is to exhibit and enhance their cultural identity. This also serves as an educational medium, in that; domestic students are able to learn through the eyes of international students. Knight (2004) states "Related to this point is the need for improved intercultural understanding and communication. The preparation of graduates who have strong knowledge and skill base in intercultural relations and communications are considered by many academics as one of the strongest rationales for internationalizing the teaching/learning experience of students in undergraduate and graduate programs" (Knight, 1997, p.11). Following Gacel-Avila, in the context of ever global interdependence, there is the need for universities to enhance global awareness among students. The universities should develop in students: An understanding of their own and other cultures and respect for pluralism. All these aspects are the foundations of solidarity and peaceful coexistence among nations and of true global citizenship (2006 p123).

3.6. Strategic Efforts

This study will use the programs and organisation Strategy by Knight (2004) as a conceptual framework under which the strategies being pursued by University of Ghana can be understood and analysed.

Strategies	
Organizational	Academic
Governance	Academic programs
Operations	Research and Scholarly Collaboration
Support Services	Extracurricular Activities
	External Relations and Services

*Table 1: Jane Knights Approach: Strategy
Source: Qiang, 2003 p259*

The main aim of this framework is that for Universities to be seen as international like in nature they have to adopt and implement certain organization and academic strategies in other to align themselves to become competitive and relevant not only to their nation but across borders. And such characteristics and features include restructuring of curriculum to include international issues, collaboration, joint programs, reframing of mission statement, strategic plan, adoption of English language related courses and

programmes as a medium of teaching, exchange programmes, international research centres, establishment of services and student's housings.

There is a wide variety of internationalization strategies that can be used at universities. This study has chosen the indicators proposed by Knight (2004) who distinguishes between program and organization strategies. Program strategies can be categorised into academic programs, research and scholarly collaborations, and extracurricular programs. The organization strategies can be on the levels of governance, operations, services, human resources and finances. According to De Wit (2010) and Knight (2004) internationalisation strategies are adopted and adapted by particular institutions to suit the internal context of the universities

In summary based on the conceptual framework presented above, in terms of the rationales of internationalisation, it will aid in categorizing respondent's views under each of the four rationales, this will enable the study to determine if there is an emphasis on a particular rationale or both, it will also help us to ascertain which rationale is least emphasized. Secondly in terms of strategic efforts, the conceptual framework will also aid the study to categorize the findings based on organizational and academic programme which will also help us to interpret whether the strategy UG is implementing, is emphasizing both organizational and academic or either organizational or academic only or possibly a no strategic effort is made yet on organizational and or academic.

4. Methodology

The purpose of this study was to examine the rationale(s) and the strategies behind UG's drive to internationalisation. In order to achieve the exploratory and descriptive purpose of this study, the study used a qualitative approach as a research strategy. This approach according to Creswell (2003) gives the researcher the opportunity to understand the context in which participants make decisions about a problem or an issue "tell us about why people responded as they did, the context in which they responded, and their deeper thoughts and behavior that governed their responses" (p. 40). Therefore, to capture these aspects this study selected qualitative research as its research strategy. Case study was adopted as a research designs since it is typically used to answer questions especially in situations where the investigator has little or no manipulative control. For the purpose of examining the rationale(s) and the strategies behind UG's drive to internationalisation case study research was chosen, as it allows us to examine contemporary phenomena in their real-world context (Yin, 2003).

Semi-structured interviews were conducted among fiveUG senior members; this is made up of three management and two senior academic staff. The semi-structured interview was an essential part of the study, since actors shed light on the rationale(s) and the strategies behind UG's drive to internationalisation. Documents such as UG annual reports, UG strategic plan 2014 - 2024, UG international programme handbook, UG Quarterly Report 2012 provided valuable insights in helping to map up and examine the both the rationale and strategies of UG internationalisation drive. In terms of document analyses, Robson points out that documents are 'unobtrusive and non-reactive' (2002, p. 349). As he explains, the researcher does not need to directly contact the person producing the document, since it could trigger many challenges including intimidation from some respondents and also difficulties in meeting them. In this study, the literature review which also served as a conceptual framework served as a lens that guided the collection of data and aided in the interpretation of data. Hence the analytical framework for this study links the objective of the study, research question and the choice of methods. A critical data analysis was done based on open-coding, axial coding, and selective coding (Neuman, 2000).

5. Results and Discussions

This section presents findings based on the respondent's answers and document analysis on the research questions on the rationale(s) and strategies that are being adopted by the UG in their internationalisation drive. The first presentation will be on the main rationale(s) that is economic, reputation and Educational experience. The key strategies that were identified are the development of mission statements and strategic plans; strategic collaborations; establishment of international programme office and benchmarking. I shall discuss each of these in turn according to the rationale(s) and strategies of internationalisation respectively.

5.1. Findings on Rationale(s) of UG Internationalisation

5.2. Economic Rationale

One of the major rationale behind University of Ghana's quest for internationalization is Economic factor, this reason is ascertained from a respondent that attracting international students serves as not only as an additional income but a major source of income to the university in terms of school fees. Fees for international students are usually paid in United States dollars. International students pay between 10 to 30 times that of a domestic/local student depending on whether the student is pursuing a hard discipline, soft discipline or applied discipline. In an interview with a member of a senior management, he emphasis that one key reason of a subscribing to the World Class University as strategy was to attract lots of international student. The then Vice Chancellor 50th anniversary speech delivered during the University of Ghana Internationalisation week, he stated that in addition to other benefits that accrue to recruiting international students "...there is money to be made, money to be made... no one can deny that". Aside the economic rationale, respondent's emphasis that the world is a global village hence the students they train needs to be able to work and further their education with other students on the global scale; the response from these two respondents further clarifies this assertion;

When the University of Ghana began, one of the aspirations of WCU was generally to produce graduates who could achieve the same degree of learning and knowledge acquisition as they would have, had they gone to university in places like Edinburgh, Newcastle, Birmingham, Manchester, Reading, etc. In exceptional cases, they could do as well as the students of Oxford and Cambridge Universities (Vice Chancellor UG, extract from UG quarterly report, 2012).

‘WCU from UG perspective means that the University fulfils one of the requirements related to the core functions that includes producing human resource, and I must emphasize that not only just producing for producing sake but producing quality human resource who will be able to compete not only in Ghana but also graduates in other parts of the world.

5.3. Reputation and Exposure

Another rationale for University of Ghana’s internationalisation drive is to achieve and enhance their visibility and reputation to the international community through publications in high impact journal, collaboration, faculty and student exchange programs.

“I have noted that WCU attract students and faculty all over the world, I will believe that we have become a WCU when students completing degree programmes at good universities in Uganda, Kenya, Sierra Leone, Nigeria, United States, United Kingdom and many other places decide to come to the University of Ghana for their masters or PhD programmes, first for the reason that they are interested in Africa, and second for the fact that the degree from Legon will once again be highly regarded internationally.” (Vice Chancellors speech, 2012)

Increasing our research activities is key. Another vital aspect is to make our research activities known by publishing in well reputed or high impact journals, this will increase our visibility and improve our rankings (UG02).

I have not come across any serious definition of what a world class university is. It is, however, becoming an increasingly standard practice to refer to Webometrics and look at the different league tables of the world’s universities to see how they are regarded by their peers and the wider society. Will being among the top-ranked 500 universities make a university world-class? This will be a highly debatable proposition, particularly since there are many aspects of university development that are not captured in these rankings...For us at the University of Ghana, one of the main pillars of our strategy is to increase our research activities, publish in high impact journals and this will in effect lead to recognition (UG 05).

Even though some of the respondents doubted the methodologies of university rankings (Salmi & Saroyan, 2007), for instance as seen in the respondent’s assertion above, some respondents were of the view that, publishing in high impact journals may lead to increase in visibility and increase relevance in the long run, that will serve as a magnet in attracting talented students and faculty members (UG, 02, 03, 05).

5.4. Educational Benefits

Respondents were of the view that one of the rationale of internationalisation is to enhance intercultural learning. A respondent asserts that;

I believe we are in a global world, we have students from Asia, United States, Canada, Jamaica, and many other countries... they come over here to learn for a semester or two on exchange programmes and some even come here and complete their entire studies here...we also have our students who also go there for studies and that is the way to go. (UG 05).

The above assertion is in tandem with Knight (2004) when she states that “the need for improved intercultural understanding and communication. The preparation of graduates who have strong knowledge and skill base in intercultural relations and communications are considered by many academics as one of the strongest rationales for internationalizing the teaching/learning experience of students in undergraduate and graduate programs” (Knight, 1997, p.11). However, to some respondent’s international academic exchange programs have been integrated in international programmes, strikingly this falls within knight’s definition of internationalisation as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2003, p.2).

In summary, the findings of the rationales based on the interviews and documents analysis revealed that, the dominant rationale based on Knights four rationale presented in the literature review which was used as our conceptual framework in order to analyse the main rationale of UG internationalisation ambition, It was revealed that most respondents emphasized on Economic rationale, since international students fees serve as a major source of revenue, again reputation and recognition tends to fall under economic rationale since most respondents argued that reputation enhances visibility which has the ripple effect of attracting more international students and faculty members. Also, the need to develop a global graduate who can function with other graduates from across the globe serves a marketing strategy for the University. Educational experience which is in line with Knights (2004) rationale as social/cultural rationales and academic rationale was also emphasized, with the need to enhance cultural diversity and prepare graduates to become global citizens; adjust in different cultural settings in order to work and study in different countries. Strikingly respondents did not emphasis on political rationale.

6. Findings of University of Ghana Strategic Efforts

This section presents the findings from both respondents and document analyses regarding the strategic effort of University of Ghana on its quest of becoming an internationally renowned university. In the end of this chapter the study provides a summary of the findings of UG strategic efforts and is analysed using Knights (2004) organizational and academic strategy.

6.1. Development of Mission Statements and Strategic Plan

Respondents were of the view that one of the major strategy to enhance internationalisation of University of Ghana is the development of new mission statements and strategic plans. In line with this, UG has revised its mission statement from “the purpose of providing for and promoting university education, learning and research”, to “develop world-class human resources and capabilities to meet national development needs and global challenges through quality teaching, learning, research, and knowledge dissemination.”

(University Website). While the new mission statement was developed in 2010. The main thrust of the new mission statements of the university is to develop the university into 'World Class' institution. This approach concurs with what (Altbach & Salmi, 2011) attested to. They indicated that "many universities in the developing countries are subscribing to the "World Class university" paradigm to be among the top positions of the university ranking systems. Such positioning by matching words with deeds will enhance their marketing strategies". The underlying focus is the market and profit. This is similar to what is happening in universities worldwide.

The UG embarked on its latest ten-year strategic plan in 2014. The objective is to give a sense of direction to the University as it prepared to meet the various challenges of the 21st century. The UG highlighted nine priority areas that it will focus as part of its vision to become a World Class University. 1) Research 2) Teaching and learning 3) Internal stakeholders 4) gender and diversity 5) Institutional processes 6) Financial performance 7) Asset management 8) Monitoring and evaluation and 9) External stakeholders (UG strategic document, 2014). Most top management interviewed are of the view that the development of the strategic plan will set the path to become focused on achieving its aim. For some respondents they are of the view that if the University is seeking collaboration or funding, the latest fashion to to ask for a strategic plan.

6.2. Strategic Collaborations and Alliance

The UG in its quest to become a world class university has strategic alliances with other institutions and non-institutions. *These alliances in one way or the other are meant to not only for UG to become effective and competitive but also to learn from each other and create effective networking (UG respondent).* According to a respondent, partnerships and collaborations have also been considered as one viable avenue to achieve the mission of enhancing research activities that will enhance not only UG's visibility.

One general development is the boost in capacity building development for UG faculty members is the building Stronger Universities in Developing Countries Initiative (BSU), a partnership between research and higher education institutions and Danish government (UG, 01). The project which is funded by the Danish government aims at strengthening research and educational capacities. The University of Ghana is involved in three thematic areas-, that is Environment and Climate (BSU-EC), Growth and employment (BSU-GE) and Human Health (BSU-HE). Within the two-year period at each phase UG will receive 20million Danish Kroner, while Environment and Climate Platform will receive 8million Danish kroner (UG Research Report, 2013). Strategically, one can deduce that, the focus areas of UG collaborations is related to finding solutions to socio-economic challenges.

Another brilliant initiative respondents drew attention to, was the fact that in order to enhance international cooperation and draw on foreign academics, the University of Ghana in 2011, established a Diaspora Linkage Programme (UG-DLP) under its Next Generation of African Academics project funded by the Carnegie Corporation of New York. The UG-DLP seeks to promote partnerships with African Professors in the diaspora in order to draw on their expertise to enhance UG's faculty strength for post-graduate teaching, supervision and thesis examination, with particular emphasis on PhD training. It is expected that such partnerships will lead also to collaborative research that will enhance research productivity. The UG-DLP seeks to establish links with existing Diaspora Networks, partner universities and individual diaspora professors. The expectation is that individual diaspora professors will obtain the endorsement from their universities to spend their leave/sabbatical periods at UG. Professors invited on the UG-DLP must be available for a minimum of four weeks, preferably one to two semesters, and willing to teach graduate courses, supervise MPhil/PhD students, examine student theses, engage in research - ideally in collaboration with UG faculty and support the development of new post-graduate programmes.

With funds provided by Carnegie Corporation of New York, UG will cover economy air ticket of Professors on the UG-DLP and provide a small daily allowance to cover costs in Ghana for the initial 90 days of their stay. UG will also endeavour to provide accommodation on campus where necessary. A respondent posits that currently UG has over 410 Memorandum of Understandings (MoUs) with various universities and 80 strategic partner universities across the world (University website). These agreements are at the departmental, faculty, research units and are centered on areas of mutual interest. The interests include staff and student exchange programmes, joint graduate programmes, most of the collaborations are with institutions in the United States of America (USA), followed by institutions in Europe, Canada, Asia and Africa in that order.

6.3. Establishment of International Programmes House

In order to enhance UG collaborations, marketing and international student recruitment, UG has established a center for international programmes in 1997. Respondents were of the view that there was a need for such international centre. To some respondents this is a very good strategy and it shows the importance that UG attach to its internationalisation drive. The Centre also has their mission and vision statement. The main thrust of the mission and vision is to help project the university as center of excellence and enhance exchange of resources and knowledge (centre website). The Centre coordinates many of the international programmes, activities and relations with other universities. In addition is responsible for the following;

- Serve as the central point in the University for the Management of all international agreements between the University and other universities.
- Promote and advertise the University's programmes and activities to International students and researchers
- Organise summer schools and orientation Programmes for students who come for one semester to one academic year
- Arrange placement for all International students and university scholars
- Arrange adequate guidance and counselling facilities for all international students
- Represent the University at meetings for planning cultural agreements and technical assistance Programmes
- Ensure the creation of a comprehensive information base of all external assistance Programmes

- Make recommendations to the University planning committee for external relations to the University
- Perform any such related activities that would enhance the University's objectives (International Programmes Office Website)

Also, a new "state-of-the art" international student hostel has been built that house all foreign students, services like pick-ups from the airport, welcome ceremony, trips tourist's sites in Ghana are organized for them.

6.4. Benchmarking

A respondent emphasized that to enhance UG collaboration, marketisation endeavours and other aspects of internationalisation, a major strategy is benchmarking of 'big universities' abroad. Altbach and Salmi (2011) define benchmarking as the process of comparing one's business processes and performance metrics to industry bests and/or best practice from other industries to improve one's performance. They have indicated that a major challenge of universities in the less developed world is 'how to participate effectively in the global knowledge network'. According to them, to be able to participate effectively and attain the world-class status the university must aim to achieve the benchmark (policies, strategies and practices) of leading universities abroad. In the case of UG, the former Vice Chancellor believes that, 'if Harvard is coming, then we have to be like Harvard'. The above quote could be described as a cliché of the Vice Chancellor of the UG and it signifies the University's aspirations to benchmark leading universities. It is against this assertion by the former Vice Chancellor that in 2010 posits that his Vision for University of Ghana is to become a World Class university which is the main highlight of the 2014 -2024 strategic Plan. For some respondents, adopting such Benchmark labels enhance your image and visibility.

6.5. Programme-related Strategies

Respondents emphasize that one of the key strategy is the diversification of academic programmes. Such diversification most respondents believe will give students wider choices of programmes so as to meet the increasingly diverse human resource needs nationally and internationally. All these diversifications are also to make the universities to remain in competition locally and be attractive internationally. There has also been the introduction of general but compulsory courses. These courses are to support students in their academic and general development but do not form part of their main specified programmes. A major change at the UG is the introduction of the University Required Courses. These are unique to the University and compulsory for every student (UG handbook, 2011a). These courses which were introduced in 2009, are to "ensure broadminded individuals and critical thinkers" (Ibid). These new Programmes include Academic writing, Numeracy skills, Critical thinking and Practical reasoning. At the department of economics of the UG, many programmes which the paper refers to as 'orthodox' - history of economics, principles, micro, macro and banking have been phased out. A new programme such as e-commerce economics have been introduced. For most respondents, they are of the view that changes in the curriculum will better advance international competition.

In summary, based on Knight's (2004), organizational and academic approach to internationalisation, it was revealed from in terms of organizational strategies, there has been expressed commitment by university of Ghana management and this even resulted in the development of the new strategic plan which set out the University's intentions of becoming a World class University, regarding operations the university has setup a committee on rebranding on its ambition of becoming a top class university on the global landscape. Regarding services, it was revealed that the establishment of the international student's house which is purposely mandated to coordinates and handle all the international relations affairs was very impressive. State of the arts international students housing with 24-internet connectivity, a serene environment, an international student bus is available. Regarding program strategies, the University has change its curriculum include new courses and programmes with the aim of curriculum standardisation which will enhance its rationale of global citizen and producing world class graduates who can be able to compete with other global graduates in the world of work and further studies. Exchange programmes for international for both domestic students. Also, the UG has strategic collaboration and alliance to other world class universities which will enhance its reputation. Publishing in impact journals and availability of funds for faculty members who wants to attend and or host conferences. In summary, the UG is implementing both organizational and academic strategies in its quest to become a world class university.

7. Conclusions and Recommendations

A major concern for Universities in the 21st century is to be visible and become part of the global system. The University of Ghana which is the focus of this research is not an exception. Despite the assumed subjective and problematic concept of internationalisation and World Class University, the study examined the rationale(s) and the strategies adopted at the University of Ghana. The study revealed that economic, academic and social/cultural reasons were the main rationale behind UG's internationalisation drive, however, the findings show that political rationale is the least rationale. Secondly, we found out that in its quest of positioning itself internationally and most importantly to be recognised as 'world class' institution, Based on Knights (2004) strategy, the UG has embarked on both organizational and academic strategy which translates into development/reframing it mission statement and strategic plan, collaborations with institutions with world class universities, program, establishment of international programmes house, curriculum restructuring and benchmarking of universities particularly in the global north. The global influences of capitalism pervade many of the strategies of the universities. This paper used the program and organization framework to the above discussed strategies.

Though Internationalisation provides many importance aspects to higher education institutions straight borrowing of ideas may not help, therefore institutions in this internationalizations process collaboration needs to enhance the academic core of the university. Secondly, higher education institutions in the global south should not copy blindly but be selective in borrowing ideas, policies and

strategies that suits their national, cultural, social and economic ideology. In the same regard, Birnbaum (2007, p 3) advised that “Before developing more elite universities, we might focus attention on strengthening what we now refer to as second or third tier institutions. Using the metaphor created by the philosopher Daniel Dennett, educational policies should be built using cranes rather than skyhooks. A crane stands on solid ground. A skyhook, on the other hand, posits some kind of supernatural force that can raise things with no earthly support at all. Cranes require time and great effort, but they work. Skyhooks can be set up quickly and require little effort, but they don't work”.

Finally, Universities should be aware of the unintended consequences such as brain drain, commercialization and commodisation of education associated with globalisation and internationalisation.

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