Preface

Transnational Higher Education is increasingly drawing more attention of the policy makers and leaders of Higher Education Institutions. The reasons are evident. Over the past three decades, the number of international students has increased fivefold. This growth has accelerated during the period, mirroring the processes of economic and social globalisation. The global increase in the number of international students also reflects the overall increase in tertiary enrolment. Since 2000, the number of foreign tertiary students enrolled worldwide has increased by 99%, for an average annual growth rate of 7.1% (OECD, 2012).

According to the latest UIS data, at least 3.6 million students in 2010 were enrolled in tertiary education abroad, as compared to 2 million in the year 2000. East Asia and the Pacific is the largest source of international students, representing 28% of the global total. China is one of top sources of international students, i.e. 17% of the total, followed by India. The United States of America (USA), Australia, and Japan are their main destinations for study. East Asia and Pacific is followed by North America and Western Europe, accounting for 15% of those mobile students (UIS, 2012).

The USA is the most favorable destination of internationally mobile students accounting for 19% of the total. This is closely followed by UK with 11%, Australia with 8%, and France by 7%. However, preference/choice of destination countries for higher education vary from region to region. France (29%) is the preferred choice for internationally mobile students from Arab States followed by United States (13%) and United Kingdom (10%). For mobile students from the region of Central and Eastern Europe, Germany (16%) is the first choice while Russian Federation is chosen by 10% students and USA is chosen by 8% students. USA (28%) is again the first choice of internationally mobile students coming from East Asia and the Pacific, while Australia being the second choice with 17%, closely followed by Japan with 12%. United Kingdom (23%) accounts for the largest share of internationally mobile students from North America and Western Europe while the USA corners 15% and is followed by Germany with 8%. For South and West Asia having India as the second largest source of internationally mobile students after China, USA (38%) is again the preferred choice of students followed by United Kingdom (18%) and Australia (11%). In case of Sub-Saharan Africa, trends are slightly different from other regions wherein USA is not finding place in the top three choices of internationally mobile students for destination countries. France (19%) is the first choice, followed by South Africa (17%) and United Kingdom (12%). If we look at the regions that host the largest number of internationally mobile students, North America and Western Europe comprise 58% of total internationally mobile students, followed by East Asia and the Pacific (21%) and Central and Eastern Europe (9%). The top three sources of internationally mobile students are China, India, and Republic of Korea (UIS, 2012).
While discussing the growing importance of transnational higher education and student mobility globally, there is a need to look at the recognition and image of the universities and its implication on the choice of internationally mobile students. The *Times Higher Education* World University Rankings 2012-2013 provides the answer to this, and we can understand why universities of North America and Western Europe are chosen by 58% of the total internationally mobile students. According to the World University Rankings 2012-2013, the top 10 positions are dominated by universities from USA (Times Higher Education, 2013). Seven out of top ten universities are from USA followed by UK with three universities. Out of the top 100 universities, 51 universities are from North America. This is closely followed by 30 universities from Western Europe and the rest are from East Asia and the Pacific region. This shows that 58% of internationally mobile students preferred to go to North America and Western Europe, which houses 81 of the top 100 ranked universities, i.e., the internationally mobile students tend to move towards the countries having internationally recognized and ranked universities.

The enrolment pattern of internationally mobile students and their choice of country and institutions together with greater emphasis on transnational higher education and international collaborative partnerships for quality-oriented and accredited higher education led to the conception of the idea and proposal for developing a *Handbook of Research on Transnational Higher Education*. This handbook was perceived with the following objectives:

1. To present a comprehensive volume of Research Studies/Case Studies on Transnational Technological and Institutional collaboration amongst institutions of Higher Education and related areas.
2. To provide the audience a comparative analytical perspective of various issues like Technology, Governance, Policy, Marketing, etc. in Higher Education institutions, their educational programs and support services, and the related issues in the context of international competition.
3. To highlight the strategies and policies of developing and marketing educational programs and student services in Higher Education Institutions and focus on ways to successfully meet global competitive challenges, thus have a competitive advantage over other institutions.

Accordingly, the mission of this Handbook was to provide an international platform to the policy makers, teachers and researchers, educational program managers and developers, educators, trainers, educational administrators, marketing specialists, etc., where they can contribute and share their research studies, experiences, ideas, attitudes, and perspectives on how the institutions in their respective countries are addressing the core issues of management of higher education for providing quality and internationally accredited higher education.

The Handbook, comprising of two volumes, has 37 chapters that have been categorised into nine sections based on the major themes of study in transnational higher education management. The research papers focus on Management and Development in Higher Education, Higher Education Strategies, Higher Education Development and Leadership, Quality Assurance in Higher Education, Training and Development in Higher Education, Student Support in Higher Education, Transnational Higher Education Collaboration, Virtual Spaces and Higher Education, and Social Media in Higher Education.

The first section on management and development of higher education has five chapters that highlight international cooperation in higher education management, issues for higher education administrators, while handling employees across different generations, developing leadership qualities in employees through different methods, examining the changing dimensions of global higher education, and use of competency-based approach for curriculum development in higher education.
The next section focuses on the strategies for improving the higher education setup. It consists of five chapters, each uniquely representing major issues in transnational higher education management and suggesting strategies for enhancing the effectiveness of the system. It includes chapters on adjustment challenges when studying in different places and measures to effectively handle them, education agents, and international student recruitment, administrative assessments of online courses and student retention, evaluation of university services through cross-cultural approach, and role of social network sites in marketing higher education institutions.

The third section has four chapters drawing attention to important facets of higher education development and leadership. It begins with an interesting study of gaps existing between leadership theories and practice in higher education and moves on to presenting a study of sustainability education and leadership. The next chapter in this section highlights the importance of transnational educational collaboration for developing the research capacity at an international level. Finally, the last chapter is a study on measuring the perceptions of newly recruited faculty towards research, service, and teaching for self and institution.

The subsequent section “Quality Assurance in Higher Education” brings to light two of the very vital dimensions of quality management, i.e. quality assurance in transnational education management and the developmental “Global Studies” curriculum and need for global accreditation model for a knowledge-oriented international community.

Training and development of human resources is an essential constituent of effective human resource management in an organization. The fifth section of this handbook concentrates on training and development of employees in higher education institutions, and it has four very diverse chapters. It begins with a chapter on evaluation of course curriculum and teaching in which the authors research the importance of course evaluation and teaching methods along with assessment of student learning. The subsequent chapter discusses freedom of expression and social media in the context of faculty rights. The next chapter deliberates on the issues and perspectives of professional development of teachers in international collaborative higher education. The final chapter in the section presents research findings of a study based on primary teacher training through Web-based simulations.

The effectiveness of an educational institution in the present scenario is known mainly by the range and quality of support services it renders to its students. The sixth section has five chapters, which discuss student support in higher education from varied perspectives. This includes training of international students in improving their workplace written communication skills, supporting the international students to learn in English, which is the medium of instruction, studying the phenomenon of student absenteeism and ways of action to reduce the occurrences of absenteeism amongst student groups, the challenges for the higher education institutions in serving the students with disabilities, and provision of support services to this group of learners requiring special needs.

Transnational collaboration and international partnership in higher education has emerged as an important area of study in recent years. The next section of the handbook underscores this global practice and presents five research papers commencing with a study on the multi-dimensional role of educational leadership through collaboration for sustainable development. The next reading is on the analysis of data on academic developmental journals for presenting initiatives in global higher education management. The following chapters are case studies on higher education management through collaborative dual-degree programs and student experiences in international branch campuses, which are a popular mode of transnational higher education. Finally, this section culminates with an interesting discussion on the challenges faced by college faculty members employed by higher education institutions abroad. It also presents recommendations for stronger institutional integration of transnational faculty in higher education institutions.
Higher Education Management through virtual spaces has emerged as a significant mode for providing educational opportunities to learners globally. The eighth section illustrates various facets of online learning and presents studies on the information literacy needs of online students, characteristics of successful online courses, e-assessment in higher education, and use of virtual school as a support system for online program for pre-service and in-service teachers catering to local as well as international students’ profiles.

The concluding section on social media in higher education has three chapters, the first being on use of media streaming in multimodal learning environment and its relationship to higher education institutions. The following chapter is a study on the importance of learning environment and role of virtual communities in building new communities in higher education by the use of social networking technology. The final research study is on the role of social media in higher education, specifically by the use of wikis in online teacher education programme to promote collaborative writing, problem solving, and knowledge construction.

The ensuing paragraphs present a brief backdrop of the chapters included in this handbook. The first chapter by Gilbert Ahamer attempts to highlight the role of international cooperation in higher education management, which has successfully expanded on Geographic Information Science and Systems (here named GIS, for the “space of places”), which according to the author, facilitates the exchange of worldviews among learners. The author suggests using a collaborative, dialogic learning structure that allows learners to act on several layers of reality simultaneously: the cognitive, discoursive, social, interactive, and integrative, and recommends strategies for graphic notation of social procedures within “social spaces.”

The next chapter by Carolyn N. Stevenson addresses the important issue of identifying generational differences in workers in higher education institutions and the need for developing a strategic plan for managing and motivating across the generations. According to the author, this begins with an understanding of the common characteristics such as values, work ethic, and communication style of each generational group in order to develop a strategy for motivating all employees and students in higher education. This would assist the higher education administrators in establishing an organizational culture that promotes satisfaction for all individuals in the higher education setting.

The following chapter authored by Carlise Womack Wynne examines the practice of internal recruitment and internal advancement of administrative personnel within higher education. The chapter determines the perceived success of one campus’ approach to internal promotion from the view of the promoted and it discusses the rationales for promotees’ views in relation to current literature and provides a contextual analysis of best practices related to internal promotion within higher education forums. The author finds a correlation between the perceptions of job efficacy to support and access to mentoring from higher-level administration.

The fourth chapter by Tak C. Chan, Evan G. Mense, Mindy Crain-Dorough, Michael D. Richardson, and Kenneth E. Lane makes an analytical study of the factors that have implications on global higher education. The authors in this chapter focus on five major shifts in global higher education namely, supply: financing – move from state-supported to state-assisted; demand: students – by 2020 minority students will be the majority; delivery: competition – faculty, f2f, online, technology, etc.; structure: new structures in different locations, internationalization, no longer brick and mortar, brick and click; and productivity: management by objectives and results orientation.
The subsequent chapter of the handbook by Elena Cano and Georgeta Ion presents existing research about competency-based approach curricula and its implications on the higher education system. They present a broad European Framework about harmonization and Lifelong Learning and then explore competence-based learning while analyzing the consequences on interdisciplinary and authentic learning situations. The authors identify some challenges for higher education institutions and the ways and means of resolving these challenges by the higher education institutions.

The next chapter of the handbook and the first one in the second section by Alan Chi Keung Cheung and Jocelyn Lai Ngok Wong examines major adjustment challenges facing mainland Chinese students studying in various institutions in Hong Kong. The authors feel that though a large amount of studies have been carried out to understand adjustment issues of mainland Chinese students studying overseas, few concentrate on students in Hong Kong, so this study aims to deepen the understanding of the major adjustment issues of this particular group. The authors in their research study conclude that there is a need for individual tertiary institutions and the Hong Kong government to initiate measures for responding sufficiently and flexibly in meeting the critical requirements of mainland Chinese students by paying additional attention to the quality and accessibility of both education-related services and non-education factors.

Nadia O’Connell and Ho Yin Wong in their chapter address the issue of marketing higher education institutions through education agents, focusing on ways to gain a competitive advantage over other institutions due to increasing global competition. The research draws attention to seven main themes, namely, service and support, joint promotion, incentives, training, gifts, social activities, and relationship enhancement. The authors through this study make an effort to share with the readers the provision of experiences, ideas, attitudes, and perspectives of how Australian universities work in partnership with education agents throughout the world to recruit international students in an increasingly competitive marketplace within the broad framework of Australian international education legislation.

The subsequent chapter by Ruth Gannon Cook and Roy Sutton tries to determine strategic factors that could contribute to increased online course completion rates at the university and more effectively address problems on a timely basis to improve those course completion rates. The study revealed best practices and assessments from a number of universities and provided insights into the factors that could be applied to online courses at the university. It also addresses the educational, developmental, and assessment aspects of elearning in online courses and draws attention towards the need to be equipped with strategic plans and ways to assess whether these plans are working, or at least headed in the right direction to meet strategic plan goals.

The authors of the ninth chapter, Margarita García Sanchis, Irene Gil Saura, Gloria Berenguer Contrí, and Maria Fuentes Blasco, attempt to review the processes underlying evaluation of university service and its implications on behaviour of students from four countries involved in this research (Germany, Italy, Spain, and France) in the light of dimensional models of culture as proposed by Hofstede and Schwartz. The research results reveal cultural differences between students from four different nationalities, which can have a significant impact on their evaluation of the services and loyalty.

The purpose of the next chapter by H.K. Leng and D. Leng is to examine the role of social media in marketing higher educational institutions. As a background study, it reviews the literature on the consumer decision-making process of students in selecting an educational institution and identifies some of the characteristics of social network sites and distinguishes social network site marketing from traditional marketing. The authors then present a case study of social media marketing in Hong Kong and propose a framework for utilising the social network sites as a marketing tool for higher educational institutions.
The following study in this handbook by Victor C. X. Wang and Marianne Robin Russo help the readers “discern” the leadership gap between theory and practice that may exist in higher education and help them investigate ways of closing this gap. The authors opine that in order to close the gap in leadership in higher education, the major issues associated with leadership theory and practice must be identified, and for this purpose leadership theories can be considered useful tools. They further develop a model that can reduce this gap between leadership theory and practice in terms of teaching and leadership within the academe, inclusive of faculty and administration.

Alice Cassidy, Yona Sipos, and Sarah Nyrose in their chapter present their pilot work in the context of sustainability education and leadership, both in terms of degree programs, and programs for educators worldwide. They identify the key components, steps, and associated timelines of their planning and delivery. The objective of the authors in this chapter is to provide practitioners with tools to implement sustainability education and leadership at any Post-Secondary Institutions (PSIs). The authors give examples of participant feedback and how the workshop has “stayed alive,” thus representing the sustainability of this form of educational development and providing templates that can be used or adapted.

Christopher Hill in this chapter examines the impetus, challenges, and merits of developing Transnational Higher Education (TNE) collaboration. The author shares his experiences of past three years’ of work in the field of TNE initiatives and discusses activities in Kurdistan (Iraq), Malaysia, Thailand, and the UK. The chapter outlines the value of transnational higher education collaboration within the wider context of university strategy and discusses the challenges and obstacles inherent within the process.

In the fourteenth chapter, the authors, Kelly D. Bradley, Linda Worley, Jessica D. Cunningham, and Jeffery P. Bieber, in their study measure the perceptions of recently hired faculty regarding research, service, and teaching for self and institution, while considering academic preparation. The results of this research can help in the professional development and training in higher education institutions with regard to future faculty preparation and general faculty satisfaction.

The next case study by Gilbert Ahamer deals with quality assessment for interdisciplinary university curricula, and it analyses the recently established “Global Studies” (GS) developmental curriculum at Graz University, Austria. It has dual objectives: to explain and analyze the necessity for Quality Assessment (QA) of curricula, especially in so-called trans-disciplinary, inter-professional, and multi-paradigmatic cases such as developmental and Global Studies (GS) and assessment strategies proposed in literature; and to measure practice of GS against (1) GS curriculum, (2) international practice, (3) feedback received to date.

The objective of the subsequent chapter by Henry C. Alphin Jr. is to examine the major forces shaping the transformation and globalization of higher education, international entities taking a global approach to quality assurance and accreditation, and key concepts in development and implementation of quality assurance at the global level. It concludes with future implications in the ongoing development of global accreditation.

The authors of the next case study, James P. Coyle, Irene Carter, Derek Campbell, and Ori Talor, attempt to explain the reasons for the need of course evaluation by the instructors and describe the characteristics of effective course curricula, teaching methods, and procedures for assessing student learning. It also suggests a useful checklist for curriculum evaluation and describes practical benefits for instructors who evaluate their curricula and teaching.
In the eighteenth chapter, the authors Jasmine Renner and Ivy Click question what can be considered private and what is public when it comes to online posts in social media sites. Thus, this chapter studies the important aspects of privacy rights of college professors on social networking sites because these sites are now being more and more frequently used by college professors and students for making connections.

Paul Breen in the next chapter looks at a practical example of staff development and considers how professional development of teachers should be an essential component of enhancing provision within higher educational institutions not just in terms of pedagogy but also in respect of developing programmes and marketing those programmes. He also examines if teacher development has a positive impact on the higher educational institution as a whole, and whether it leads to an improved student experience or a heightened consciousness of that student experience on the part of teachers.

Katerina Mavrou and Maria Meletiou-Mavrotheris in their chapter present a pilot exploratory case study that attempts to bridge the classic gap between teacher preparation and practice by exploiting the affordances offered by digital simulations for contextualizing novice teachers’ learning and pedagogy. In the research, authors find that participants appreciated simulations as virtual environments that provide the opportunity to practice and experiment on particular teaching approaches in a safe environment.

Elena Verezub, Hua Wang, and Jeremy Glover in this chapter discuss an innovative approach to the design, delivery, and evaluation of the “Workplace Written Communication Skills for the Hospitality Industry” program. They have observed that the results of the program have demonstrated, both qualitatively and quantitatively, marked improvement in the written communication skills of the students required for the workplace and enhanced their success in the university study, as well as increased their motivation and self-confidence. This, in turn, has had implications not only for the development and teaching of the program, but it has suggested new ways for the overall development of communication skills programs and training international students.

In the next chapter, Paul C. Corrigan tries to closely examine the use of English as the Medium of Instruction (EMI) as pedagogy in the context of the concurrent growth of higher education around the world and the increase in the number of international (and local) students who are studying in English as a Second Language (ESL), and he presents a model of EMI as pedagogy that can be useful in supporting the EMI policy of an internationalizing institution.

The authors, Xavier M. Triado, Pilar Aparicio-Chueca, Joan Guàrdia-Olmos, Natalia Jaría-Chacón, Maribel Peró Cebollero, and Amal Elasri Ejjaberi, in the following chapter study the reasons behind university student absenteeism with reference to the problem of motivation and its important consequence such as dropout. Consequent to the study, they propose institutional strategic actions to prevent the occurrence of this phenomenon.

The following chapter by Peter Nicholl, Deryn Graham, Jennifer Redpath, Patricia Kearney, Jonathan Wallace, Maurice Mulvenna, Suzanne Martin, and Ian Benest is a study of barriers experienced by students with disabilities to participation in higher education across universities. The authors with the help of in depth case studies provide a clear depiction of the barriers experienced by these students in higher education institutions and suggest measures for improving the support services that are being rendered to this group of students.

The subsequent chapter delves into the challenges faced by higher education institutions across the globe in providing education to students with disabilities. The authors, Michael J. Roszkowski, Scott Spreat, MarySheila E. McDonald, and Margot Soven, in their chapter examine the enrolment pattern of these learners and how this pattern varies with nature and kind of disabilities. It also identifies the factors that affect the academic success of these learners and suggests measures that can enhance enrolment of learners with special needs.
Gabriele Strohschen in the chapter on education collaborations development explores the multidimensional role of educational leadership, which is characterized by interdependence and calls for research on collaborative and contextual paradigms in higher education development, delivery, and management. The author presents a critical perspective about current approaches in education program development and implementation within the context of higher education practices based on what the author has experienced and evaluated in Afghanistan, China, Thailand, and Kenya.

Gilbert Ahamer and Karl A. Kumpfmüller, the authors of the next chapter, make an analysis of the data on academic developmental journals while making use of the three widely known literature databases and present initiatives in global higher education management such as “Global Studies” (GS) Master’s curriculum at Graz University, Austria. The chapter lays emphasis on dialogic interdisciplinary understanding and inter-paradigmatic integration of multiple disciplines in the overall perspective of managing higher education in the context of globalization.

According to Steven M. Culver, the internationalization of higher education has shifted purposes and directions over the last 40 years by the influence of constantly changing demographics, social, and political forces. The author in this chapter makes a study of a sample of collaborative dual-degree programs in Europe based on several factors so as to provide guidance for the management of transnational higher education initiatives.

UmmeSalma Mujtaba, in the following chapter, focuses on the importance of students in international branch campuses, which are now a popular mode of transnational higher education. The author analyses the mission statements of different international branch campuses and concludes that most of these institutions, irrespective of the host country, perceive students as their priority. The chapter also addresses the significance of students in transnational higher education and how this can be developed, leveraged, and converted into a potent tool for sustainable branch campuses.

The thirtieth chapter authored by Mei-Yan Lu, Michael T. Miller, and Richard E. Newman addresses the challenges faced by college faculty members to be employed by higher education institutions abroad. It presents a practical analysis of the various issues involved under these circumstances, such as technical aspects of recruiting and hiring faculty members of different nationalities and understanding and dealing with cultural dynamics in the classroom. The chapter concludes with recommendations for stronger institutional integration of transnational faculty to higher education institutions. The chapter authors also believe that their findings will help to inform how international universities work with their international faculty from countries such as the US.

In the following chapter, the authors, Swapna Kumar and Kristin Heathcock, argue that although students are familiar with the Internet, they often do not have the information literacy skills necessary for research. Accordingly, authors in this chapter address the information literacy needs of students in an online doctoral program involving program faculty and librarians. The present chapter discusses an assessment of incoming students’ information literacy skills, and this assessment indicated a need for comprehensive instruction to familiarize students with online library resources, access to relevant scholarly databases, quality assessment of such resources, and the use of bibliographic management software. The authors believe that their recommendations are useful for those higher education institutions and online programs who wish to integrate information literacy support for incoming students.

Amy L. Sedivy-Benton, Andrew L. Hunt, Teri L. Hunt, James M. Fetterly, and Betty K. Wood, the authors of the next chapter, investigate the common characteristics of high quality online courses. The authors present sufficient background to believe that there is a need for research to focus on the quality of online education, and based on their literature survey, they suggest that more studies compare traditional
courses with online courses as well as ways to affect the social climate of online courses and programs than the quality of online education. The authors have also tried to answer the questions like the time the instructors spend on developing online courses compared to that spent on traditional courses and perspective of the students towards the quality of online courses/instruction. The chapter finally gives recommendations for “good” online courses and the development and delivery of such online courses.

In the thirty-third chapter of the handbook of research, Luís Tinoca, Alda Pereira, and Isolina Oliveira believe that since Higher Education e-learning environments have promoted the use of new e-assessment strategies; hence, it is important to reconsider the concept of quality assessment in Higher Education online contexts and develop it in the present learning landscapes. The authors in this chapter present a new conceptual framework for digital assessment in Higher Education based on the expansion of the concept of validity supported by edumetric qualities and having four main dimensions, i.e. authenticity, consistency, transparency, and practicability.

The authors, Lisa Bloom and Sharon Dole, in this chapter describe how Virtual School of the Smokies, a virtual environment, serves as a support system for pre-service and in-service teachers in an online program at a regional state university in Southeastern United States having domestic as well as international students. The authors further elucidate the difficulties faced with the development of community and professional identity in online teacher education programs. They also try to ascertain through student surveys the resources in the school to be used most frequently and suggestions for improvement in these resources. The authors also enumerate the role of the Virtual School in addressing these issues together with role of universal design for learning in virtual environments.

Moradeke Olaniyan and Deryn Graham in the thirty-fifth chapter elucidate media streaming in multimodal learning environment and its relationship to Higher Education Institutions (HEIs). The chapter explores intangible business benefits of using streaming media and the enhanced learning experience it provides in higher education.

Karina R. Clemmons, Amanda L. Nolen, and Judith A. Hayn in the next chapter underscore the importance of learning environment and the role of virtual communities in building new communities. The chapter presents the results of a study, which examines whether pre-service and newly recruited teachers involved in the dialogue of an emergent online social networking community engage in meaningful educational and professionally enriching experiences. The researchers specifically look at how online social networking in teacher education programs addresses issues related to student isolation in the field, the lack of community and dialogue among students, the disconnectedness between classroom knowledge and field experiences, the limited reflective practices observed among novice teachers, and the need to appreciate multiple perspectives and diverse cultures.

Finally, the concluding chapter by Kristy Kowalske Wagner and Sharon Dole explores the use of wikis in online courses in teacher education to promote collaborative writing, problem solving, and knowledge construction. As a result of the study, several themes emerged that can be categorized under the broad headings of community building and collaboration, creative process, professional growth, and technology and the research process. The authors offer suggestions on how educators can provide the most rewarding collaborative experiences for students and also make recommendations that can be useful in augmenting the students’ e-learning experiences with wikis.

The chapters presented in the handbook reflect the various dimensions of transnational higher education and its growing importance. They also highlight the emerging need for developing higher education management strategies to successfully meet the increased demand for globally competitive higher education institutions. With the growing number of internationally mobile students and greater emphasis
on internationalization of tertiary education, there is a need to develop country-specific strategies for aligning their tertiary education with the overall mandate of internationalization of tertiary education. According to Thematic review of Tertiary Education, OECD, there are some pointers for policy development towards internationalization of tertiary education and these are: steering internationalisation policy; making tertiary education attractive and internationally competitive; managing internal dimensions of internationalisation; and optimising internationalisation strategy (OECD, 2008).

To implement internationalisation policy for tertiary education in the respective country, the country should develop national strategy and comprehensive policy framework and align it with the objectives of higher education towards human resource development. In addition, there is a need to formulate national level strategies that transform the Higher Education Institutions (HEIs) to align with international environments. This could include functional and financial autonomy for HEIs, collaboration with international HEIs to attract foreign/internationally mobile students, and developing sustainable higher education environment. For the countries having a high number of outbound mobile students like China and India, it is necessary for them to make their HEIs attractive and internationally competitive. The higher education system in these countries needs to develop in such a manner that they can enhance international comparability of tertiary education and participate in international credit transfer systems and international networks of professional recognition (OECD, 2008).

It is also important that domestic HEIs/Tertiary Education Institutions (TEIs) should manage their internal education and policy dimensions towards internationalisation of higher education. This process could include development of on-campus internationalisation and mobility of academics and students to internationally recognised universities/TEIs. Faculty members and students should be encouraged to participate in faculty/student exchange programmes and develop twinning programmes with foreign TEIs (OECD, 2008).

With regard to optimising internationalisation strategy for the TEIs, it is suggested to take advantage of international complementarities and consider targeting public support for degree-mobility to post-graduate studies or undergraduate programmes unavailable at the host country and also consider developing collaborative programmes with foreign TEIs (OECD, 2008).

Internationalisation of tertiary education and global partnership in higher education is the key for sustainability in the higher education environment. Universal access and equity in providing quality oriented, internationally accredited, and certified higher education is a dream yet to be achieved. There is a need to give greater emphasis on developing strategies for aligning higher education with that of international level in the respective countries who are witnessing high numbers of outbound mobile students.

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