INTernationalization Strategies Advisory Service

STRATEGIES FOR THE INTERNATIONALISATION OF UNIVERSITY OF GHANA

FINAL REPORT

Date: May 29, 2015

Prof. Leapetswe Malete (Chair)

Ms. Anna Glass

Dr. Donna Scarboro

Mr. Giorgio Marinoni
This is a confidential report for use by University of Ghana only.

IAU will not publish, or make public any sections of this report, without the express consent of University of Ghana.

IAU believes that wide internal distribution and discussion of this report should be undertaken at University of Ghana, in order to enable the university community to implement some of the outlined recommendations.
Contents
Introduction........................................................................................................................................5
  Overall purpose of the ISAS review ..........................................................................................5
  Panel members and their selection .......................................................................................5
  Key areas of review ..............................................................................................................6
Methodology....................................................................................................................................7
  Approach of IAU and University of Ghana ............................................................................7
  Presentation of Self-Assessment Guidelines .........................................................................8
  University of Ghana Process ...................................................................................................8
IAU Expert Panel Site Visit ........................................................................................................9
  1. Institutional internationalisation policy and strategy of the University of Ghana and its link
     with strategies of the Colleges and Schools of University of Ghana ....................................10
  2. Partnerships strategy and implementation – University and School levels ....................13
  3. Governance structure for internationalisation .....................................................................14
  4. Financial and human resources ..........................................................................................15
  5. Internationalisation of research, including research into internationalisation ................17
  6. Academic and administrative staff development including sabbaticals and research leave 18
  7. International student recruitment strategy .........................................................................19
  8. Language policy, including programmes delivered in English ........................................20
  9. Internationalisation of Curriculum and Pedagogy ............................................................21
  10. Services and advice for incoming international students (exchange and degree-seeking) and
    campus internationalisation for all .......................................................................................23
  11. Study abroad and exchange–promotion, administration and advice for outgoing students 24
  12. Key obstacles and key enabling factors ...........................................................................25
Concluding Remarks......................................................................................................................26
Annexes........................................................................................................................................30
Annexes

1. University of Ghana Self-Assessment Report

2. Programme Expert Panel Visit and list of persons interviewed

3. Guide to Self-Assessment ISAS
Introduction

Overall purpose of the ISAS review

The Internationalisation Strategies Advisory Service (ISAS) is a membership service of the International Association of Universities to assist higher education institutions in their efforts to advance internationalisation. The overall aim of the ISAS review was to help University of Ghana (UG) to refine its internationalisation policies and processes, support its future-orientated internationalisation efforts, and assist UG in achieving the stated aim of strengthening internationalisation at the university. UG submitted a successful bid for an open call competition for an ISAS project sponsored by the Swedish International Development and Cooperation Agency (Sida) and open to IAU member institutions. Through this project, UG invited the IAU to examine and provide feedback on the University’s current and future internationalisation policies, processes, and activities.

This report builds upon the findings of the UG Self-Assessment Report that was produced in draft version on 24 April 2015 and provided to IAU Panel members before their site visit. The final version was submitted to the Panel on 14 May 2014 (Appendix 1). This report is also based on the analysis of the findings of a two day site visit to UG from 27 to 28 April 2015 by the IAU Panel members (see Appendix 2 for programme and list of persons interviewed) and on their review of supporting documentation provided by the University.

Panel members and their selection

The Panel members listed below and agreed upon by UG and IAU, are experts in the field of internationalisation of higher education and represent a range of regional expertise, experience, and cultural backgrounds. Some changes had to be made to the Panel membership during the course of the planning process due to pressing commitments and other challenges for some members who had originally agreed to be part of the team. Prof Leapetswe Malete took over as Panel Chair when the original Panel Leader cancelled his participation. Dr Donna Scarboro and Mr Giorgio Marinoni, the new IAU Manager, HE and Internationalization policy and projects joined the team. Ms Anna Glass joined the team when Panel member Dr Andrée Sursock withdrew because of scheduling conflicts. The new additions further broadened the international diversity, experience and expertise of the team as the experts had backgrounds in international education administration, higher education policy and strategic planning with work spanning many continents. The Panel was thus composed as follows:
• **Prof Leapetswe Malete (Chair)**  
  Associate Professor and former Director of International Education and Partnerships at the University of Botswana

• **Ms Anna Glass**  
  Higher Education Policy Analyst, Organization for Economic Co-operation and Development (OECD), France

• **Dr Donna Scarboro**  
  Associate Provost for International Programs, The George Washington University, USA

• **Mr Giorgio Marinoni**  
  Manager, HE and Internationalization policy and projects at the International Association of Universities

**Key areas of review**

The following 11 areas comprise the focus of the review, as detailed in the *Guide to Self-Assessment* (Appendix 3) provided to UG to help in organising the self-assessment process and ensuing report:

1. Institutional internationalisation policy and strategy of UG and links with strategies of the Schools of UG
2. Partnerships strategy and implementation – University and School levels
3. Governance structure for internationalisation
4. Financial and human resources
5. Internationalisation of research, including research into internationalisation
6. Academic and administrative staff development including sabbaticals and research leave
7. International student recruitment strategy
8. Language policy, including programmes delivered in English
9. Internationalisation of curriculum and pedagogy
10. Services and advice for incoming international students (exchange and degree-seeking) and Campus internationalisation for all
11. Study abroad and exchange – promotion, administration and advice for outgoing students

To enable the self-review exercise, UG undertook an analysis of the work accomplished to date. The University provided general background information on the institution in the self-assessment report and made the University’s strategic plan and a range of other documents available to the Panel, including
the prospectus and a history of Ghana. Further, a number of key questions aimed at a broader understanding of the concept of internationalisation at UG were raised during the course of the consultative process with both internal stakeholders and the Expert Panel. Some of these were raised and discussed after presentations given by the Chairs of the Steering Committee and the Expert Panel on the initial site visit. Among the key topics were:

1. The meaning of internationalisation as a broad concept and how it can be linked to UG’s mission and vision.
2. The meaning of internationalisation of the curriculum and how it can be achieved at UG.
3. How to build equitable and sustainable partnerships and especially ensure there are benefits to developing country universities such as UG when funding is from the developed country institutions.
4. How UG researchers could access resources and benefit from knowledge and technology transfer from joint projects with their developed country counterparts.

Methodology

**Approach of IAU and University of Ghana**

The project involved several distinct but interlinked activities:

- Expression of interest by UG to participate in ISAS.
- Development and agreement on Terms of Reference.
- Signing of a Memorandum of Understanding between IAU and UG.
- Selection of IAU Expert Panel members, with approval from UG.
- Development of self-assessment guide by IAU.
- Appointment of the UG Steering Committee
- Initial site visit and presentation of ISAS to UG leadership by Prof Leapetswe Malete, 11-12 February 2015.
- Self-Assessment process undertaken by UG.
- On-going e-mail communication between the Panel Chair and the ISAS Steering Committee Chair and liaison staff at UG during the conduct of the self-study and the development of the report.
- Draft self-assessment report provided to IAU Panel for analysis and initial feedback; revision of the draft.
- Site visit by IAU Panel, 27-28 April 2015.
- Final draft report, including findings and recommendations, prepared by the IAU Panel, submitted to UG for fact checking.
- Final IAU report submitted to UG.

**Presentation of Self-Assessment Guidelines**

Drawing on a number of diverse approaches and examples, IAU developed a self-assessment guide to facilitate data gathering and preparation of the institutional self-assessment report. IAU encouraged UG to use a broadly participatory and inclusive process to gather the information required for the development of the report from all stakeholders.

**University of Ghana Process**

Prof. Chris Gordon, Director of the Institute for Environment and Sanitation Studies, College of Basic and Applied Sciences of UG, who served as liaison to IAU and to the Panel Chair, was the lead person in completing the self-study. He worked in consultation with Prof. Naa Adamafio, Dean, International Programmes, UG and all the other members of the Steering Committee (see Appendix 2) and senior international administrators in the data collection and consultative process.

The Steering Committee collected data using various tools including a survey instrument, structured interviews, and a series of focus group discussions and meetings with various groups of internal stakeholders of the University. A large pool of participants was drawn from students, University academic and support staff. There were also consultations with external stakeholders including government departments, donor agencies and foreign missions in Ghana. The Steering Committee also held reflective sessions on campus internationalization aimed at augmenting collected data. The whole process culminated in a comprehensive Self-Assessment Report. A final draft was shared with the UG Vice-Chancellor before being sent to the Expert Panel on 14 May 2015.

**Members of the Institutional Review Steering Committee on Internationalisation**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. C. Gordon</td>
<td>Director, Inst. for Environment and Sanitation Studies (Chair)</td>
</tr>
<tr>
<td>Prof. Naa A. Adamafio</td>
<td>Dean, International Programmes</td>
</tr>
<tr>
<td>Dr. J. Adomako</td>
<td>Dean of Students Affairs</td>
</tr>
<tr>
<td>Prof. P. Ayeh-Kumi</td>
<td>Rep. College of Health Sciences and Dean, SBAHS,</td>
</tr>
</tbody>
</table>
IAU Expert Panel Site Visit

The IAU Panel site visit took place on 27-28 April 2015. The visit programme consisted of a series of 45 minute meetings with a broad range of stakeholders from across UG, including the Pro-Vice Chancellor, Registrar, Provosts, Deans, Directors, Department Heads, teaching and administrative staff, external stakeholders, and students. A programme of the visit, including a list of attendees, is provided as Appendix 2.

All meetings included open discussions and question and answer sessions between the UG representatives and the IAU Panel members. The representatives and students from UG were open, forthcoming, and engaged during discussions with the Panel members, which greatly increased the quality of the conversations.

The IAU Panel commends and thanks all persons involved for their commitment to the ISAS initiative as evident in their work in preparing the self-assessment report and planning the visit. Special thanks go to Prof. Chris Gordon and all the members of the Steering Committee (Appendix 2), for the excellent organisation of the visit.

The Expert Panel’s discussions with stakeholders validated the accuracy of the report. Evidently, the self-assessment exercise and various sessions held by the Panel with different stakeholders raised the profile of and interest in internationalisation at UG among different groups. They certainly stimulated conversations about the meaning and purposes of internationalization, which could serve as a useful point of departure for discussion and action in the future. It is the hope of the IAU expert panel that he
self-study document and the Panel’s report will be used as a solid basis for enhancing the strategic internationalisation plan of the University of Ghana for the future, as well as a sustainable integration of the internationalisation strategy in the overall mission and vision of the University.

Key issues and observations

Based on the information collected from the various meetings and the self-assessment report, the IAU Expert Panel developed the following observations and recommendations. The sections below correspond more or less to sections of the self-assessment report.

1. Institutional internationalisation policy and strategy of the University of Ghana and its link with strategies of the Colleges and Schools of University of Ghana

Observations

Since its foundation in 1948, the University of Ghana has achieved considerable stature in academic programmes and an enviable research profile compared to its peers, especially those in the region. As observed in the self-assessment report, UG has transformed itself into a notable regional academy and a leading university in Ghana. The University’s national, regional and global appeal is demonstrated by the growth in its domestic and international student enrolment and by its broad array of international teaching, research, staff, and student exchanges. In recent times UG has taken some bold steps to transform itself and enhance its global appeal. The reorganisation of its academic structure into Colleges and Schools and the establishment of the Directorate of Research Innovation and Development (ORID) headed by a Pro-Vice-chancellor are two examples of steps taken to continue the university’s strong trajectory. These developments demonstrate a deliberate and clear ambition to build a world class research-intensive university consistent with UG’s vision. It is therefore fitting and timely for UG to review its internationalisation activities and strategy so as to improve its global status and international reputation.

The IAU expert panel members observed that UG has a structured approach to internationalisation as evidenced by a well-functioning International Programmes Office (IPO) headed by a Dean, a senior academic who is also very knowledgeable about international education. The IPO with its cadre of well-trained and knowledgeable administrative staff has done well in the coordination of UG’s international programmes. The Office was highly praised by colleagues at the University for providing a useful and friendly service. Such a structure, if it did not exist already at UG, would be key to the implementation of
internationalisation policy and strategy to assist the institution in linking the various international activities taking place, plus contributing to future improvements in coordination and productivity. Despite the encouraging sign of having such an office already in place, the IAU team felt it could benefit from the guidance of an institutional internalisation policy.

While the concept of comprehensive internationalisation is understood by many of internal and external stakeholders, it was clear that some stakeholders at the grassroots level were less well informed about best practices in internationalization and what they should achieve. It was widely agreed that UG needs to develop an institutional culture that embraces internationalisation, through various forms of engagement and capacity building of various members of the University community. Interviews on campus revealed the need to develop an institution-wide approach, starting with a clear policy and strategy, to increase ‘buy-in’ for internationalisation. With the benefit of clear policy and strategy, more regular and structured interaction and communication between the IPO and different faculties, and among various campus stakeholders, could be strengthened to guide a more intentional and selective approach to international activities. While some interviewees spoke of funding challenges to support internationalisation activities across the institution, many agreed that most of the right elements for international strength are in place, but not always in strong relationship to one another.

UG sees internationalisation as an important pathway to achieving the following objectives which are articulated in the Strategic Plan:

- Improve the University’s global status and international reputation.
- Enhance UG’s vision to become a world-class, research-intensive university.
- Provide excellent higher education to students from all cultural and socio-economic backgrounds.

As an offshoot of the 2013 project to develop UG’s internationalisation policy, which was chaired by Prof Chris Gordon, this IAU ISAS project and self-assessment exercise is expected to culminate in the development of a University internationalisation policy. The policy is expected to espouse UG core values that cut across the curricula, teaching, research, and outreach, contributing to quality and relevance across the board. It is also expected to guide various University processes, including selection and promotion of staff, recruitment of students, mobility of staff, and similar opportunities. To be most
effective, the internationalization policy must be anchored within the University’s nine strategic priorities as stated in the Strategic Plan.

**Recommendations**

- **UG should develop an institution-wide internationalisation policy and strategy to guide internationalisation activities.** The policy objectives should be aligned to the University’s strategic priorities and espouse UG core values that guide the institutional mandate and vision for learning and teaching, the student experience, research, and outreach. The policy and strategy should be aligned to UG’s internal and external context; it should be realistic and achievable.

- **To create broader awareness of the institution’s international strategy and plan while taking into account potential risks, the policy and strategy requires a related communication and risk management plan.** UG could use its website and other forms of communication such as a regular newsletter to highlight institutional achievements regarding internationalization, as well various kinds of internationalisation projects and activities taking place with Schools and Colleges.

- **To succeed in its vision, UG is required to balance different responsibilities:** teaching, and improving the undergraduate students’ experience, responding to the national and regional demand for greater access and participation in higher education, and striving to be a research-intensive university. This is only possible through constant periodic review of priorities and agenda setting that takes into account both the internal and external higher education landscape and political and environmental events beyond UG control.

- **To enhance coordination of internationalisation activities across campus and ensure schools and college-based internationalisation is aligned with broader institutional objectives, UG should form an institution-wide Internationalisation Committee, primarily serve as an advisory body on UG’s internationalisation policy and activities. This committee could promote internationalization in principle, set priorities, develop budgets, advise on implementation strategies, provide oversight on international partnership agreements, and make appropriate recommendations to University governing structures. Membership of this Committee should represent various key stakeholders at UG, with the possibility of including some key external stakeholders such as the Ministry responsible for higher education and the immigration**
department. The Committee should be chaired by a senior University academic/administrator who has direct access to the upper administration and who would work closely with the IPO.

2. Partnerships strategy and implementation – University and School levels

Observations

UG is committed to the principle of academic freedom, and for this reason any staff member can initiate and negotiate international partnerships. The University becomes involved in the procedure only at the stage of preparing and signing letters of intent and memoranda of understanding (MoU). The main bodies in charge of these actions are the International Programmes Office and the Office of Research, Innovation and Development. UG does not have any geographic priority for international partnerships; traditionally partnerships have been established with universities in developed countries or in countries where staff members have studied. Partnership development also tends to be biased towards invitations from other institutions, particularly from the developed north, responding to calls for joint projects targeting external funding from donor agencies. The net effect is that the majority of partnerships are with institutions in North America and Europe, with very few in Africa and other parts of the world. It is commendable that the University has a centralised listing of all partnerships which are all time bound (generally five years) and subjected to monitoring and evaluation before renewal.

The Panel observed that UG staff and faculty members felt that they were not seen as equal partners in current international partnership agreements with developed country university partners. They decried the apparent lack of control of funding and ownership of research outputs and wished there were greater institutional (UG) benefits from the projects. The faculty would like to see more funding committed by UG to support partnership development and activities. UG also will be strengthened by plans to be more proactive in pursuing its partnership development strategy.

Recommendations

- As part of the development of the international partnership policy and strategy, UG should identify different types of institutions and regions to initiate institutional strategic partnerships, both at the faculty level and institution-wide. Prior to increasing the number of partnerships, it is recommended that UG reviews exiting partnerships for their effectiveness in relation to the
objectives and targets defined in the agreement and the goals of the internationalization strategy to be developed. Focusing on a few strategic, efficient and beneficial partnerships instead of having many that are costly, fragmented, and minimally effective is highly recommended.

- An African regional or South-to-South partnership strategy is highly recommended, geared to maximize impact in addressing local and regional challenges.

- UG should have a clear process and assessment procedure for all new agreements and MoU and should ensure that the process and procedures are known across the University. These processes should begin at the conceptual phase, not at the stage of writing or approving a commitment in the form of a legally binding document. Goals should be aligned with the University research strategy and new proposed partnerships should be subject to a vetting mechanism that looks into such issues as availability of resources, impact on the university as a whole, roles, ownership, expected outcomes, and possible risks. The faculty should understand that advisory support from the university is in their interest as it protects overall quality and reputation of the institution.

- Partnerships must be linked with faculty development and promotion. Supporting faculty to attend workshops and other fora as part of faculty development is highly encouraged. Current international partnerships should better integrate faculty (and where possible administrative staff). Specific attention should be paid to integrating non-citizen faculty as well as leveraging relationships with Ghanaians in the diaspora who may be enticed to connect with or work at the university for various periods of time. International faculty at UG and Ghanaians in the diaspora, just like increased staff mobility could serve as UG’s human, social and cultural capital and part of UG’s internationalisation strategy.

- UG should ensure that partnerships are mutually beneficial; it is not enough to just be a collaborator.

- Greater engagement with government and other agencies is encouraged to advance the UG mission.

3. Governance structure for internationalisation

Observations

The International Programmes Office (IPO) coordinates and promotes all of the University’s external relations concerning international students, visiting scholars, external staff training programmes and
research collaboration. IPO provides services to international students and scholars as well as opportunities to UG staff and students to travel/study abroad. IPO is directed by the Dean of the Office of International Programmes, who has academic rank and is and part of the senior management team of the university. The Dean is assisted by 11 full-time staff members. Individual Academic Units (Faculties and Departments) are encouraged to develop their own international activities, but these must be known by the IPO. About every 10 years UG goes through a Strategic Planning Exercise, usually facilitated by external consultants, which involves a comprehensive internal assessment of activities and suggestions for their development. This process includes the assessment of internationalisation activities as well.

**Recommendations**

- **Internal communication** about university activities and opportunities should be improved, including provision of guidance as to how schools and colleges as well as individual staff relate with the IPO and Central administration, as well as how schools could collaborate on international projects.
- **UG community buy-in** is a necessary component of the internationalisation vision. The Internationalisation Advisory Committee recommended earlier would ensure direct connection between the IPO, the schools and colleges. The members of the Committee should be tasked with developing activities to promote an international community culture at UG. They should be supported to become ‘champions’ and spokespersons of UG’s internationalisation.
- **Governance/coordination structure**: UG stakeholders should reflect on an internationalisation governance or coordination structure that best suits the institution. For instance, enhanced coordination between IPO and the schools and colleges could be achieved in the current centralised structure through having point people within schools who serve as internationalisation links. These individuals would also serve in the Advisory Committee.

4. **Financial and human resources**

**Observations**

The International Programmes Office (IPO) has an annual budget that changes every year, while Individual Academic Units do not have a specific budget line for the internationalisation of their
activities. Departmental expenses for this purpose usually fall under staff travel and research collaboration budget lines. Departments can make a budget request to the University to implement their internationalisation activities, but more often these are covered by external funds (grants from funding agencies linked to specific projects).

UG faces challenges recruiting staff with the necessary skills and competences to conduct international research and other international activities. Only 5% of the total staff of UG is international, but most staff obtained their qualifications outside Ghana and two thirds had an international professional experience outside Ghana in the last five years. The appointment process for staff is very slow and salaries are not encouraging. Previously, UG covered the cost of work permits for international staff, but now staff members pay for this and submit applications on their own. The fees for permits are a source of much dissatisfaction among international staff and could undermine UG’s efforts to attract international staff.

While the international professional experiences of staff are a significant benefit to the university, the academic backgrounds represented are not a substitute for specific expertise in international collaboration. Training and opportunities to participate in international conferences specifically aimed at international activities on campus and away must be supported for academic and support staff, if the university’s human resources are to be leveraged for a greater internationalization result.

Recommendations

- Internationalisation activities within schools and colleges should have a dedicated budget line and resources devoted to the implementation of activities.
- The IPO should have a realistic, dedicated budget to support new activities. The Office should also be encouraged to embark on entrepreneurial activities with possibilities for income generation to support new activities within the office and across the University.
- Strong collaborations and clear channels of communication should be established between the IPO and Human Resources and Organisational Development Directorate to provide support and vital information to newly appointed international faculty and short term visiting staff. The existing IPO office facility and human resources make the IPO a major resource centre for new international faculty when they arrive in Ghana.
• To help attract international researchers, new staff should receive funds to offset the cost of visas and work permits.
• One IPO staff member could be also being dedicated to assist international and visiting staff on a wide array of welfare issues. This may call for a re-assessment of the current human resources available to the IPO.

5. Internationalisation of research, including research into internationalisation

Observations

International research collaborations are managed by the Office of Research Innovation and Development (ORID), which is directed by the Pro Vice-Chancellor of Research, Innovation and Development. UG has clear vision to reach world-class status and be a research-intensive University. The University has launched working groups in the identified thematic areas of research and seeks to map priorities and attach resources to achieve research excellence. The international research partnership strategy will be key, especially forging strategic partners that are willing to fund projects identified and conceptualised by UG.

UG researchers are applying for externally funded grants and are building partnerships with foreign universities, but find identification of the appropriate partners to match a topic of research interesting for UG difficult. Writing grants is time consuming and is especially challenging when professors are obliged to teach large classes, ranging up to 300 students or more. Not all departments are at the same level of sophistication in research production and research orientation. UG has organised workshops to inform departments on the new strategy to become a research-intensive university. Some departments have problems acquiring or maintaining expensive equipment to conduct research. UG has a set target for departments and staff research publication outputs. There are no post-docs and few PhD students involved in research at UG. Laboratory technicians, especially in the medical, basic and applied sciences could benefit from more training to enhance their capacity and competencies. Technology transfer is not yet fully developed.

Recommendations

• UG should continually engage in an institution-wide consultation process to analyse and set priority areas as way of strengthening its research agenda. Such an approach should ensure relevance of the research, help strengthen the global image of the university, and ensure that
UG better participates in productive research partnerships. The university should value both North-South and South-South research partnerships.

- Staff promotion criteria should appropriately reflect the research strategy in order for faculties not to be pushed into projects that do not align with UG’s research agenda.
- UG would need to commit resources to professional advancement of the staff to carry out research as well as opportunities to develop funding proposals and present at international conferences. The University should establish and implement a clear communication strategy with Colleges and Deans.
- In the long run there should be alignment between the research and internationalisation strategies.
- UG should also capitalise on its international reputation and potential capital of highly successful Ghanaian scholars in the diaspora to build its international research profile.

6. Academic and administrative staff development including sabbaticals and research leave

Observations
The Office of Research Innovation and Development offers funds to send faculty members to international conference; however, these funds are not enough to support travel and registration for all interested staff members. UG organises/hosts on average 50 international conferences annually at its premises. Career advancement at UG is linked with scientific publications, both in terms of quantity and quality. Non-Ghanaian staff members are not eligible for staff development grants and their children have to pay full fees if they enrol at the universities. There are not enough mobility opportunities for staff members, mainly due to resource limitations.

Recommendations
- An important part of the strategy to attract and retain international staff will be to expand training opportunities for faculty development to cover both citizen and non-citizen staff.
- It is recommended that UG develop a plan or a structured approach for staff mobility and research exchanges.
- More funding must be allocated to support and enhance research opportunities.
7. International student recruitment strategy

Observations

UG has made significant achievements in growing its international education opportunities and enrolments. The number of students from the West African region has grown steadily over time as has the study abroad programme. The university had set a 10% international enrolment target without focus on specific countries or regions; however this target has never been met. International students are mainly bachelor degree students and mostly from Nigeria. Most of the short-term students are from the USA. Study fees at UG are set by the government and do not cover the full costs. International student fees are not a major component of UG’s budget. There is a system of student loans but it does not work very well as many students do not pay back the loans.

Student perceptions: Both local and international students indicated that a number of challenges exist especially in the dorms. The challenges are exacerbated by misperceptions that go unchecked or uncorrected. Opportunities for students to share their perceptions in a facilitated, safe discussion space and to check them against reality are few. For example, the perception of preferential treatment for certain groups of students, e.g. better living conditions, etc., are common. There are also misperceptions regarding fees and who is paying to study at UG. International students have the perception that they are paying to study at UG while Ghanaian students do not and that because they pay comparatively higher fees, this entitles them to a different set of services and living conditions commensurate with the higher fees. What is not clear to the international students is that Ghanaian students’ families have already paid into public system through taxes, while international students have not; therefore, Ghanaian students have also paid for their education at UG and deserve full consideration and respect.

UG attracts international students mainly through its webpages and through visits of the Dean of International Programmes and other senior management staff to the embassies of the neighbouring countries. International admissions are managed by the IPO. Some recruitment is done in Nigeria, but there are challenges with the numbers that can be admitted. The high domestic demand for access to higher education has led to the thought of introducing quota systems for international students to address the challenges of local demand and any potential backlash. There is also a challenge of competition from other universities in Ghana, especially the private institutions that have more latitude to attract fee-paying international students.
Recommendations

- UG should develop a clear, targeted approach to attracting international students against a set enrolment target. A balance has to be struck between growing international enrolments as part of a strategy for income generation, an imperative that every institution has to contend with during the era of dwindling public funding, and the need to advance core institutional values to offer learning and teaching of the highest quality, competitive research output, and enhanced institutional reputation at the level of world-class status.

- UG should enable the development of platforms or avenues for students to voice concerns, as this will go a long way toward easing tensions between student groups and between students and the University management. Students should be given clear feedback on what can realistically be addressed and potentially changed. This is key to offering students an overall positive experience during the course of their studies.

- UG should consider developing workshops or programmes aimed at developing cross-cultural competency. Professors should be involved in such discussions with students.

8. Language policy, including programmes delivered in English

Observations

English is the language of instruction at UG. This presents significant international partnership and student enrolment opportunities, considering the use of English globally. UG should leverage this to enhance its internationalisation activities and attract international students from both the English and non-English speaking world. There are students from Francophone Africa whose interest in UG could be to learn English. UG has left the offering of foreign language courses as a core requirement for graduation to the discretion of the Departments. Examples are French being offered as a first year course for Business Administration students and as a second year course in Crop Science. The School of Languages has come up with curricula for teaching French to the wider University.

Recommendations
• Considering the importance of multilingualism as a competitive advantage for graduates, it is recommended that UG promote the learning of foreign languages and make the curricula flexible enough to allow students to take foreign language courses voluntarily and without penalty. Other potential languages that could be made available are Mandarin and Portuguese.

• UG should also explore the teaching of local languages as well as regional African languages such as Swahili. These are always easily set aside by African institutions because of concerns about rekindling the controversial historical and colonial relations, yet local languages offer unique African cultural and socio-political elements that are naturally tied to African studies and indigenous knowledge. These could be unique selling points for UG with its historical ties to the founding and growth of Pan-Africanism.

9. Internationalisation of Curriculum and Pedagogy

Observations

UG has a commitment to building towards world-class status and takes pride in offering courses with international content and of international standard. The University reports that 20% of its courses have an international focus or incorporate international elements. There are very few double degree programmes, mostly at the PhD level.

To internationalise the curriculum, the University plans to increase foreign language offerings, offer joint degree programmes especially with regional universities, and increase participation in UG’s online course offerings. Evidently there have not been specific conversations about the concept of internationalisation of the curriculum, what it means for UG and how it can be achieved. There were concerns expressed by a number of groups that UG’s traditional status as Ghana’s oldest and leading university could have led to some complacency and that this status is increasingly being challenged by a number of new and upcoming public and private universities.

Recommendations

• UG could benefit from paying specific attention to internationalisation of curriculum and beginning open discussion about its meaning for the university and how it can be achieved. Faculty development is a pathway to developing a more tangible, sustainable understanding and
implementation of the concept. It is recommended that the university link action on internationalisation with promotion and tenure of faculty. Building incentives for faculty members to demonstrate their contribution to internationalising the university will go a long way in enhancing internationalisation at UG.

- To further enhance the drive for internationalisation, faculty should be encouraged to research on the concept. The Panel believes that if action on internationalisation is rewarded in this way, it will act as a driver for internationalisation of the curriculum and a wider internationalisation agenda at the University.

- A more structured approach to internationalisation at home should be implemented to ensure that the campus culture more generally promotes an internationalisation mind-set among students and faculty, with specific attention to the integration of international students and faculty into the mainstream while also taking advantage of their specialised backgrounds to enhance the richness and plurality of the educational community.

- As part of the process of using an internationalised curriculum to build world-class status, UG should commit resources and put structures in place that promote and monitor the use of modern active learning and teaching methods. This could be achieved through faculty development, building it into reward structures including the UG tenure system. Pedagogy that actively engages students in learning is likely to enhance the student experience while and the development of desired global competencies. Success in this area is itself a powerful marketing tool for UG with potential to attract the best talent, which further enhances the quality of programmes.

- It is also recommended that UG find a way to improve access to journals and electronic databases to enhance learning, teaching and research. From the discussions it was apparent that students have limited access to electronic databases due to a number of challenges, including limited bandwidth, power outages and administrative restrictions. The general feeling is that there is a need to modernise and improve library services and electronic resources. Such improvements will be critical to the quality of programmes and building towards world-class status. A strategy that ensures the library schedule and its services are not interrupted for extended periods of time during power outages will go a long way in facilitating the learning process. Such a strategy would also ensure physical access to the library during power outages.
10. Services and advice for incoming international students (exchange and degree-seeking) and campus internationalisation for all

Observations

IPO provides different services for incoming international students such as airport pick-up, orientations, counselling, the buddy system and other various forms of administrative assistance. International students who decide to stay on campus are all accommodated at the International Student Hostel, where they pay a higher fee than Ghanaian students. International students are also given the choice of staying outside UG’s campus if they wish to live in the city. UG also has housed in the International Centre a number of participants in programs of study abroad providers such as the Council for International Education Exchange (CIEE) and the International Student Exchange Program (ISEP), with Resident Directors and dedicated support services for visiting (primarily North American) students.

Between the well-trained and highly dedicated IPO staff and these service providers, UG has a commendable infrastructure to support international students.

Students raised a number of concerns relating to large class sizes, overcrowded conditions, and the use of local language in class. The complaint by international students is that even though English is the medium of instruction, local language is used quite extensively for explanations during lectures which only Ghanaians can follow. International African students, most of whom are degree candidates, felt European and North American visiting students received better treatment than they. International and local students would like to see better integration of the different groups on campus.

Recommendations

- UG should explore mechanisms to integrate local and international students. Doing so will not only enhance cross-cultural exchange but also provide a better learning and living environment for all. Students need peer groups and a safe place where they are understood, yet they should also mix and interact with others who have had different experiences and immerse themselves in the local culture. More engagement with international students will be necessary to enhance a better attitude and to guide them into being more constructive and self-sufficient on a number of welfare issues.

- Ghanaian students returning from study abroad could be expected to empathise with international students at UG. Given the opportunity, returning students could add diversity to the classroom, volunteer their time to provide support services, act as cultural ambassadors between international and domestic students, etc.
• UG should also explore a different but clearer fee structure for international students, to address creating unrealistic expectations among international students, e.g. that they have to pay higher accommodation fees and are therefore entitled to get better housing than other students.

• UG could recognise the role of student entities in the governance of the institution.

• Services that could be improved might include: sanitation, safety, emotional and psychological support services.

• Distance education could be used to improve internationalisation at home.

• Study at UG can potentially play a role at the diplomatic level; this could be explored between UG and eternal stakeholders, especially the government.

11. Study abroad and exchange – promotion, administration and advice for outgoing students

Observations

Very few students from UG study abroad at all educational levels (Bachelor’s, Master’s and PhD), mostly due to funding challenges. UG has few study abroad programmes, at both university and departmental levels. Other constraints, such as the difficulty Ghanaian students have obtaining visas to travel abroad and in the region, were cited as well as the challenges with transferability of study abroad credits toward a UG degree. One seemingly successful and commendable partnership is with the French Embassy, with which UG has an on-going process of developing mutual recognition of diplomas and horizontal mobility. There are three different grants for Ghanaian students to study in France: exemption of social security, long-term grant for Master’s and PhD, and grants from the “grandes écoles”.

Recommendations

• We recommend that UG develop a detailed roadmap to increase study abroad opportunities for students. Exchange programs could be made available directly through faculties or campus-wide through the IPO. It is important to formalise objectives, identify strategic student exchange partners within the African region and further abroad, negotiate realistic and implementable terms and commit some resources to support the process. Developing outgoing mobility requires a lot of creativity, reflection and commitment. Projects need not be too expensive; for
instance, when systems are arranged with likeminded institutions where many costs are waived or exchanged. The French exchange seems like an example that could be replicated with other countries.

- UG should develop a platform or a networking group for inbound exchange students and Ghanaian students who have studied abroad to share experiences. This group could be run by the students themselves and should publicise international mobility, including meeting with those intending to visit particular universities/countries the following year, and promoting internationalisation more generally at the University.

- UG should set up structures for recognition of foreign credits toward a UG degree. Undergraduate students who have gone abroad are already committed to getting their degree at UG. They will serve as great ambassadors and the study abroad credits are a good example of the much desired global learning. Transfer credits must be arranged and approved before students depart. Study abroad can also be linked to tuition fees and other student financing incentives to encourage students to go and return. The whole process should be a partnership between many stakeholders, sponsors, parents, academic and support departments and the IPO. Consultation should be done in advance, with a mixture of top-down and bottom up implementation approach.

12. Key obstacles and key enabling factors

Observations

The following key enabling factors enable UG to advance its vision to be a world-class university:

- UG’s history and reputation as a leading national and regional university with highly accomplished scholars in a wide variety of fields
- Commendable intellectual and socio-political capital both at home and in the diaspora
- The location of Ghana in the world map with easy access to various regions of the world
- Reasonably good security on campus and Ghana’s political stability as well as favourable status in the geopolitical landscape
- Well-established institutional structures and an international outlook. The growth and value of the role of the Office of International Programmes over time is a good example of this outlook and commitment to internationalism
Notwithstanding the above enablers, there are a number of key areas that UG would need to address as it creates a clearer pathway to realise the vision for internationalisation. Some of these challenges are a product of exigencies in the external environment. The process of addressing these will, in effect, turn them into opportunities. A list of key challenges is provided under concluding remarks below.

**Concluding Remarks**

In this report, the Expert Panel has attempted to provide a comprehensive review of internationalisation at the University of Ghana, building on a very comprehensive Self-Assessment Report prepared by the UG ISAS Steering Committee, various institutional documents provided by the Committee as well as the interviews the Panel had with different stakeholders at UG.

The IAU Panel was highly impressed with the quality of the overall self-assessment exercise, especially the highly professional and inclusive approach UG developed for this exercise. The high quality of the report UG prepared is a true reflection of the professionalism, collaborative spirit, commitment, enthusiasm and openness of all those who took part in the exercise. Such enthusiasm, honesty and commitment to help the University review itself were evident throughout the consultative exercise, starting with the exploratory visit by the Panel Chair though to the full Expert Panel visit. This exercise would not have been possible without the invaluable contributions all those involved, not to mention the groups of both local and international students who showed a lot of enthusiasm about the exercise. Clearly this level of participation is an indicator of how much the university's constituent’s care about the UG brand and their awareness of the importance of self-improvement. Special thanks also go to the different groups and individuals from both the UG community and external stakeholders who participated in the Expert Panel meetings and the Steering Committee workshops and surveys. The names of most of these individuals would not appear in the list of participants provided in the appendices, but they provided invaluable contribution to this process.

As observed in the opening statement of this report, UG is on the right track in recognising the importance of internationalisation in its future endeavours and the institution should be commended for taking the bold step to pause and reflect on its achievements and the direction it should take to develop itself into a world-class university. Clearly UG has made significant achievements in transforming itself over the five decades of its existence. UG was founded on internationalism and from inception never lost sight of its regional and international outlook. It is therefore not surprising that
even in the absence of a clearly articulated and updated institution-wide internationalisation agenda; the University has still put in place structures and processes to manage its internationalisation endeavours. The establishment of the IPO is very commendable. Going forward, the university will do well to ensure that it is managed by highly capable and knowledgeable individuals in the field of internationalisation. The IPO has served to streamline activities and provide a sense of purpose. Such a structured approach to internationalisation is imperative considering globalisation and the role of higher education in ensuring nations can benefit from the forces of international integration. Leading national universities such as UG are expected to play a pivotal role in ensuring countries and regions within which they are based participate meaningfully in the globalisation process through the development of human resources and the knowledge capital necessary for global competitiveness and for addressing the complex global challenges that face the world.

As Ghana’s flagship university and an eminent regional academy, UG has done a lot of things right. Over the years it has built reputable academic and research programmes as well as excellent facilities. The University’s international partnerships show that it is sought after as a partner by many international universities and donor agencies. However, in recent years, the higher education landscape in Ghana has changed tremendously. There are a number of younger, entrepreneurial public universities that are growing fast and building excellent reputations. These have identified niche areas which are proving to be highly attractive. In addition, there are also many new private and for-profit institutions that are very savvy at marketing to and attracting fee-paying students. There is also a likelihood of even more private entrants with the current growth of transnational education or franchise programmes from better resourced international institutions. The competition for resources, students, and faculty (especially talented ones) and research funding has never been so high. All of this is taking place at a time when government funding of higher education is in decline. There could not be a more opportune time for the UG to review itself and develop an internationalisation policy and agenda that will drive its vision, mission and goals toward higher quality learning, teaching, research and outreach.

As observed earlier in our review of obstacles, challenges and opportunities, UG will need to look at a number of challenges and develop a plan to turn them into opportunities. To highlight some of the key issues, UG should:
1. Develop an institution-wide culture and understanding of internationalisation that speaks to institutional priorities, character, context, vision, mission and goals.
2. Identify institutional strengths and prioritise areas to focus on, and then commit resources to implement.
3. Ensure there is better institutional coordination of varying activities across the University.
4. Value students as key contributors and a resource. Enhance the quality of programmes and the student experience. Improve processes for handling student welfare issues and enhance student mobility;
5. Develop a clear strategy for international student enrolment, marketing and recruitment based on a set of rationales that are linked to the vision of the university;
6. Commit efforts to fully internationalise the curriculum;
7. Foster greater internal coordination and collaboration within and between schools and colleges;
8. Develop a strategy to attract and retain international faculty and improve administrative processes and handling of staff welfare issues;
9. Leverage the accumulated valuable experience of both local and international faculty;
10. Commit resources to advance the research agenda; and
11. Address the problem of large class sizes.

The path to comprehensive internationalisation begins with broad-based consultations across the university, identification of key drivers, an implementation plan and defined outcomes. It is a process that requires a clear direction but some latitude to infuse both top-down and bottom-up approaches, and commitment of resources. The Expert Panel observes that given the existing infrastructure and level of enthusiasm across the University, the UG climate is ideal to start this transformation and achieve the goals the University has set itself.

Post ISAS Workshop

In addition to the broader ISAS consultative process, UG along with the University of Cape Coast (UCC) and IAU hosted a half-day workshop on internationalisation at UCC. The two Universities invited key stakeholders in Ghana’s higher education including other universities, the Ministry of Higher Education, the Immigration Department in the Ministry of Interior, some foreign Missions in Ghana, Donor agencies, and the Secretary General of the Association of African Universities. The purpose of the
workshop was to discuss the meaning, purposes of internationalisation and explore ways in which Ghana’s higher education sector could use it to grow the quality of academic programmes, enhance greater staff and student mobility, and elevate the international profile of universities. The idea was to take advantage of the presence of international experts on higher education to share experiences, explore concepts and mechanism of building global education. The forum featured presentations by members of the Expert Panel, the AAU Secretary General, representatives from UG and UCC including the UCC Vice Chancellor who also facilitated the proceedings. The Expert Panel commends UG and UCC for this initiative, a first for ISAS projects with the possibility of replication in future ISAS projects. Thus UCC and UG ensured that their joint ISAS project benefits the broader Ghanaian higher education sector.